



Grade 3

Assessing Growth Over Time with Writing Portfolios

Day 2

1. Return responses and rubric to students. Explain that you will walk them through the text and task with a sample prewriting plan and exemplar response using the <u>slides</u> below. Follow the <u>Assessment Process Guide</u> (see reference materials section) and the **Let's Explain - Tips for Actionable Feedback** section below to point out the necessary skills and thinking required for this particular task.



Let's Explain - Tips for Actionable Feedback

Analyze task/academic language:

write a paragraph - main idea sentence + details + concluding sentence

passage - source text

vour response - vour answer

Skills:

Prewriting plan

Main idea sentence - restate the task

Detail #1 (spray) - citing sentence starter, detail generating questions word referent, flip the sentence

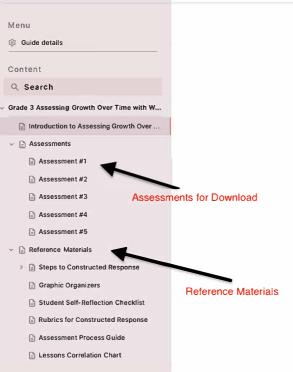
Detail #2 (distance) - transition, citing sentence starter, detail generating questions, word referent

Concluding sentence - definitive word, restate the task

Once again, provide time for students to make further revisions, applying any skills for improvement. Response, revisions, rubric, and self reflection should be added to the portfolio for comparison to other responses collected the seatons of the portfolio.

| Printable Student | explain how | ng "Skunks", write a or skunks protect the fils from the passage | mselves. Be su | |
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Grade 3 Assessing Growth O...

Expires on Oct 6, 2026

Introduction to Assessing Growth Over Time with Writing Portfolios

Disclaimer: This resource was developed to provide ongoing assessment of student writing. It is not intended to provide the initial instruction of skills, but rather a way to reveal where learning needs to be reviewed and reinforced. All direct instruction takes place in the foundational lessons within the Hub Guide. Assessment should not disrupt the continued instruction of discreet writing skills as provided in the pacing quide.

Benefits of Portfolio Assessment:

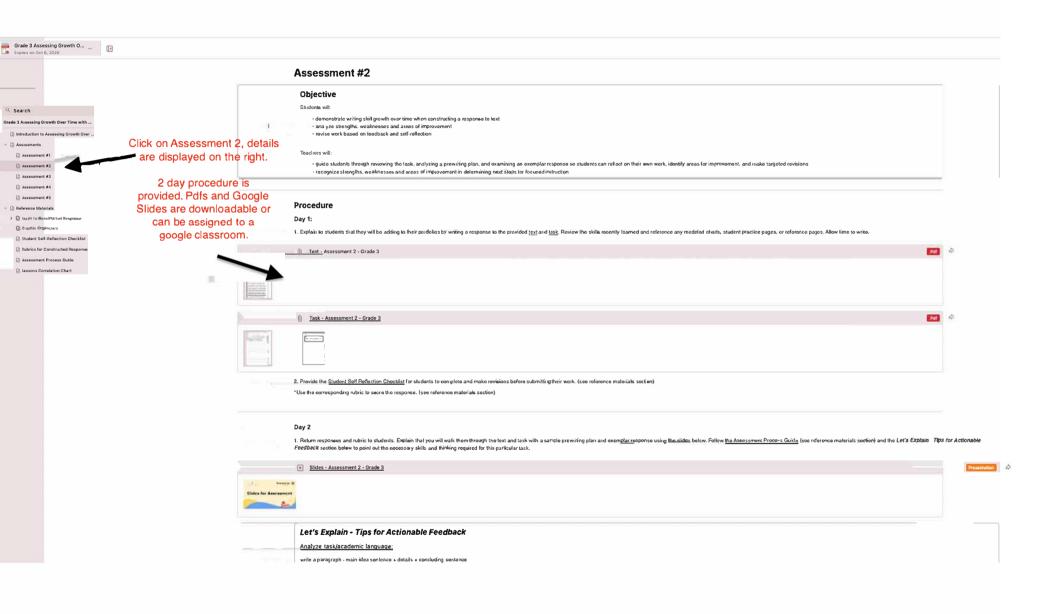
Portfolio assessment promotes deeper engagement, supports differentiated instruction, and provides educators with rich insights into individual student growth over time. Without a doubt, reviewing a carefully curated selection of writing samples from students over time offers an authentic and powerful way to assess the full scope and breadth of what young authors have learned, applied, and mastered. Unlike one-time tests or isolated assignments, portfolios provide a comprehensive picture of a student's progress, strengths, and areas for growth.

Portfolio assessment transforms writing from a one-time task into a meaningful process. Students learn to see writing as a tool for communication, reflection, and growth. By collecting and reviewing their work over time, they take ownership of their learning, track progress, and showcase their best efforts.

Teachers benefit, too. Portfolios offer a fuller picture of student development, allowing for more personalized feedback and targeted instruction. They also promote reflective teaching by helping educators see what's working—and what's not—across time and context.

Challenges and Pitfalls of Portfolio Assessment

While portfolio assessment can be a valuable tool for measuring growth, it should never replace consistent, high-quality instruction in both reading and writing. No single task can address all the components of strong writing. A combination of both formative and summative assessments provide a clearer picture of student abilities.



Mr. Bud's New House

The wind howled through the clearing and shook the timbers of old Mr. Bud's cottage. He huddled under the covers in his bed, hoping for the storm to pass.

CRACK! What was that, he wondered. The old man jumped from his bed and peered out the window. To his horror, the giant oak tree that stood beside his house swayed and toppled. "Oh no!" he shouted. He covered his head and threw himself to the ground as the huge tree crashed through the roof of his house.

After a moment or two he got up and looked around. There was a giant hole in the roof. He could see the black night sky through the hole. The trunk and branches of the tree covered everything on one side of the room. Leaves fluttered to the floor. It was as though the room had become a forest! All of his furniture was smashed and broken. "Oh dear!" he cried. "My cottage is ruined!" He shook his head and said, "Tomorrow I will have to repair my house. But I cannot do it alone." Mr. Bud sat down on a tree limb and made a plan. He would gather his neighbors. Together they would chop the tree into pieces and drag it outside. Then they would slice it into boards. The tree that destroyed his cottage could provide the wood to repair it!

He shivered when he thought about how close he'd come to being crushed by the tree. And he was thankful that he had a plan. He decided to get up at the crack of dawn and begin the work he needed to do. "Tomorrow I will have a brand new cottage!" he exclaimed as he curled up on a strong branch of the oak and went to sleep.

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| | Read the story "Mr. Bud's New House". Write a paragraph to explain the main problem in the story and how it is solved. Be sure to use evidence from the story to support your answer. |
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