Mystery: Foundational Skills in Disguise
Grade 3: If/Then Unit

Postassessment Sample Responses

Following are sample responses for each question, at a range of levels. These samples will help students notice if they have done similar work in their responses, and thus will be a helpful part of their self-assessment. The samples can also serve as mentor texts to help your students to identify specific ways they can lift their work to the next level. For postassessment, we provide sample responses for one level above grade level in addition to the levels provided in the preassessment.

NOTE: To answer the prediction questions, children may offer a variety of possible responses. If a response is logical and is grounded in text-based evidence, that response can be considered a level 2, a level 3, or a level 4, even if the prediction does not turn out to be correct. The italic notes further describe what differentiates a level 2 from a level 3 response, and a level 3 from a level 4 response.

Question	Approaching Level 2	Level 2	Level 3	Level 4
1. What do you think happened to Teddy's left shoe? *Envisioning/Predicting*	NOTE to teacher: *Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "approaching level 2."*	I think that Teddy's shoe is in the mud. OR I think Teddy's mom put it in the bag. Level 2 predictions tend to draw on characters and events in the story, but don't give much detail or may not reference the most important information. When the text is referenced, it is in a general way. In the examples above, the first student predicted correctly but did not give an explanation for her prediction. The second student did not predict correctly but his prediction is still grounded in the text, albeit without explanation. *If the response is clearly not grounded in any part of the text, consider it "approaching level 2."*	I think that Teddy's shoe is in the mud. I think this because there are muddy footprints on the floor so I think it's some place muddy like the backyard. OR I think Teddy's mom put it in the bag by mistake. She was collecting old stuff to take to the school's used clothing sale, and she said Teddy's shoes are old. Level 3 predictions tend to be more detailed than those at level 2. Readers use knowledge of specific characters and events in the story to predict in greater detail. They may include what characters think, say, or do, and can give reasons for their predictions. *In the examples above, it's important to note that although the second student did not predict correctly, her prediction is still grounded in the text and she explained the reason for making that prediction.*	I think that Teddy's shoe fell off and is lost in the mud somewhere. There are some clues that show this. One clue is that there are muddy footprints on the floor. Also it says that the left footprint is smooth. Teddy is wearing one shoe and one sock so maybe he made the two different footprints. In mysteries, sometimes even small clues are important! He probably stepped in mud and then his shoe fell off. Maybe it's in the backyard. *Level 4 predictions draw on knowledge of the characters' traits and motivations, the story's events, and/or its setting. Students also predict based on their understanding of how stories tend to go.*

Question	Approaching Level 2	Level 2	Level 3	Level 4
2. Now that you have read a little more, what do you think will be the solution to the mystery at the end of the story? Explain.	NOTE to teacher:	I still think it's in mud. There is mud on the floor. OR I thought Teddy lost it but I was wrong. Now I think Chewy took it. OR I think Teddy put his shoe in the bushes. *Level 2 predictions are grounded in the text but are not explained with any, or much, detail.* *Note that this question is asking children to read on from question 1 to question 2 and to confirm or revise their first prediction. When they predict again, some level 2 responses, like the first student's response above, may not consider any new information read after question 1.* *Alternatively, students may consider information learned after question 1 but still not explain their prediction, such as the second and third responses above.* *Note that after the children answered question 1, they read more of the text and now they are expected to draw on the new information they learned as they read on in order to answer this question. In fact, the first prediction now needs to be revised.* *Some level 2 responses, such as the first student's response above, may not consider any of the new information that readers encountered after answering the first question.* *Of course, a response may also be rated at level 2 because the reader fails to explain the prediction, such as the second and third responses above.* *If the response is clearly not grounded in any part of the text, consider it "approaching level 2."*	I still think it's in the mud. There were muddy footprints on the floor and now Teddy's sock is muddy. And he knows where it is. I think Teddy hid the shoe so he could help find it! OR Now I think Chewy took it and buried it in the back yard. I think this because Nina told Teddy to stop leaving his stuff where Chewy can find it. And Chewy took Teddy's car. OR I think Teddy hid the shoe there in the bushes on his own. Maybe he did this because he wants to be a detective like Nina and find stuff. *Level 3 predictions are grounded in the text and are explained with some detail.* *Note that this question is asking children to read on from question 1 to question 2 and to confirm or revise their first prediction. When they predict again, some level 3 students, like the first student above, will include information that they read prior to this question as well as information they read between questions 1 and 2. Other students, like the second student above, will include only new information.*	I still think the shoe is in the mud and now I predict it's in the neighbor's bushes. I'm starting to think Teddy hid the shoe there on purpose so that he could solve a mystery. I think he did that because he wants to be a detective, too! He keeps following Nina around with his own clues notebook. AND now he knows where the shoe is, but it's NOT in his own yard, where his mom last saw him wearing the shoes. So that's suspicious! Also, I think the Mom's a red herring. *Level 4 predictions draw on knowledge of the characters' traits and motivations, the story's events, and/or its setting.* *Students also predict based on their understanding of how stories tend to go.*
Envisioning/Predicting	*Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "approaching level 2."*			

Question	Approaching Level 2	Level 2	Level 3	Level 4
3. Summarize the mystery, "The Case of the Missing Left Shoe." Use the pictures to help you summarize the story.		Teddy said he couldn't find his shoe. But really he hid it in the mud! OR Teddy said he couldn't find his shoe and he asked Nina to help him because Nina helped find her father's keys and her mother's hairbrush. Teddy said his shoe was red. Then Nina ate breakfast and she asked her mother questions. Then Nina went out to the backyard and she and Teddy played baseball. Then Teddy found the shoe in the neighbor's yard!	Nina figured out what happened to Teddy's shoe. She didn't give up. She tried and tried and she kept looking for clues and she interviewed people like her mother. Then Teddy found the shoe in the mud. But Nina figured out that he hid it on purpose because he wanted to be a detective just like her!	"The Case of the Missing Left Shoe" is about how Nina, a detective, solves the mystery of her brother's missing shoe. Teddy finds his shoe in the neighbor's yard but Nina figures out that Teddy hid it on purpose because he wanted to be a detective just like her. So she asks him to be her partner. The big idea of this story is that when people look up to you, you should be nice to them.
Retelling/Summary/ Synthesis	*Compare your students' work to level 2. If it does not meet level 2 work, then consider it to be "approaching level 2."*	*Level 2 responses show that students are telling major events of the story in order. There may not be any sense of character motivation/theme, but the plot is there. Or the summary goes on and on, including many unimportant details.*	*Level 3 responses tend to include story elements—characters and their traits, important events in sequence, setting, and problems and solutions. The summary is brief, highlighting important things.*	*Level 4 responses briefly recap the whole story, including key story elements. Students may organize their summary chronologically, using sequence words, or they may use a problem/solution or cause/effect structure. Students will often write about the big theme or idea the story teaches.*