

THE WRITING ACADEMY®, LLC • AN ECR SUPPLEMENTAL
SUPPORT SYSTEM

Grade 3 Assessment Companion

Learning Artifacts • Module Evidence • Cluster Assessments • Progress
Monitoring

Master Template • Architecture Draft for Review

The Writing Academy®, LLC

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Purpose of the Assessment Companion

This supplemental companion helps teachers gather legitimate evidence of learning from the work students already produce, generate daily and weekly grades without unnecessary testing, monitor growth, identify cognitive level, and decide what to teach next.

How This Resource Supports the Existing Core RLA Program

How to Use This Book

The Assessment System at a Glance

Daily → Weekly → Monthly → Periodically → Across Time

EVIDENCE LEVEL	FREQUENCY	PRIMARY PURPOSE	TYPICAL USE
Learning Artifact	Daily, as needed	Capture a specific skill	Daily grade, formative evidence
Module Evidence	Weekly	Determine mastery of the week's target	Weekly, module grade
Cluster Evidence	About monthly	Determine transfer across four modules	Cluster assessment, major evidence
Diagnostic / Growth	Key points in the year	Establish starting point and growth	Progress monitoring
Portfolio / Synthesis	Periodically	Show growth across time and artifacts	Reflection, conference, reporting

Not every grade needs to come from an assessment, but every academic grade should come from evidence.

PART I

Assessment Philosophy

- Learning versus Assessment
- What Counts as Evidence
- Learning Artifacts
- Grade the Target
- Micro-Grades
- Captured Learning Artifacts
- When Not to Grade
- Choice Changes the Path, Not the Destination

The Five Thinking Levels (RPLD)



*The RPLD tells us the cognitive demand at which the evidence was produced. It is not the student's grade. Record both, for example 92, **Independent** or 3 of 4, **Visible**.*

RPLD Assessment Ladder (template)

LEVEL	WHAT THE STUDENT DOES AT THIS LEVEL	SAMPLE ARTIFACT

Universal Targeted Evidence Scale

SCORE	MEANING	DESCRIPTION
4	Demonstrates Securely	Accurate, complete, and independent demonstration of the targeted learning.
3	Demonstrates	Shows the targeted understanding with a minor omission or error.
2	Developing	Shows partial understanding; additional support or instruction is needed.
1	Beginning	Shows limited evidence of the targeted learning.
0	Insufficient Evidence	Not enough evidence to determine performance.

Grade the target, not everything. The score answers one question: the day's target. Everything else is feedback.

Assessment Header Block

ON EVERY ASSESSMENT

Every formal assessment carries these eight headers, so a reviewer never has to infer purpose or use.

Purpose of This Assessment

Administration Guidance

TEKS Assessed

Complexity / RPLD

Scoring Guidance

Interpreting Results

Responding to Results

Tracking Growth

Learning Artifact Entry

TEMPLATE

Artifact Name

What It Is

What It Measures

Best Uses

Possible RPLD Levels

Student Directions

What the Teacher Collects

What the Teacher Scores

Estimated Time

Suggested Format

Student Choice Variation

What NOT to Score

Need a Grade?

Target:

LEARNING ARTIFACT	COGNITIVE DEMAND	TIME	EVIDENCE COLLECTED

- Best for Daily Grade
- Best for Exit Ticket
- Best for Independent Evidence
- Best for Student Choice
- Best for Enrichment

These are assessment opportunities, not required additional assignments.

Module Assessment Map

What students are learning	TEKS addressed
RPLD levels developed	What remains practice
What is gradeable	Recommended Micro-Grades
Student choice opportunities	End-of-module evidence

Three Module Evidence Pathways

Path A · Quick Evidence Check	Path B · Application Artifact	Path C · Choice Demonstration

Choose one pathway. Students do not need to complete all three.

Cluster Assessment Overview

Cluster Purpose	Primary TEKS
Supporting TEKS	Major Skills
RPLD Growth Goals	Recommended Grade Opportunities

Cluster Evidence Package • Three Options

Traditional	Performance	Portfolio / Synthesis

Assessment at a Glance

WEEK	PRACTICE	LEARNING ARTIFACT	MODULE EVIDENCE

End of Cluster - Cluster Transfer Evidence

*Teachers should immediately see where grades **could** come from. The word could matters.*

Individual Student Assessment Record

DATE	CLUSTER	MODULE	TEKS	SKILL	ARTIFACT	SCORE	RPLD	NEXT STEP

TEKS Evidence Ledger

TEKS	CLUSTER	MODULE	ARTIFACT	ASSESSMENT	RPLD RANGE	EVIDENCE COLLECTED

Student Progress Tracker

STUDENT FACING

I am learning...

I showed it by...

My current thinking level...

I can do this independently...

My next move is...

Module Class Snapshot

SKILL	SECURE	DEVELOPING	NEEDS INSTRUCTION