

Standards Based Report Card Rubric: 3rd Grade Literacy 2019-2020

HPLS	Standard Description	Assessment of Mastery		
		<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress towards the Standard (IPS)</u>
1st Grading Period				
ELAR				
3.2A(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	<i>decodes words within a reading passage with multiple sound-spelling patterns</i>	reads multisyllabic words with multiple sound-spelling patterns with automaticity	reads multisyllabic words with multiple sound-spelling patterns relying on strategies to sound out the word	skips multisyllabic words and does not recognize spelling patterns when reading
3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<i>uses context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</i>	relies on various strategies to determine the meaning of unfamiliar and multiple meaning words in grade level text.	relies on more simplistic strategies, such as rereading or using pictures, to determine word meaning in grade level text	skips words and does not maintain meaning in grade level text
3.6F make inferences and use evidence to support understanding;	<i>makes inferences and uses evidence to support understanding</i>	makes meaningful inferences that go beyond the text and cite their evidence	makes meaningful inferences but cannot articulate their reasoning	makes inferences with teacher assistance
3.6G evaluate details read to determine key ideas;	<i>evaluates details read to determine key ideas</i>	identifies key ideas of a nonfiction text and distinguish important details that relate to the key idea	identifies a general idea and less significant details.	identifies key ideas in text with teacher assistance
3.7D retell and paraphrase texts in ways that maintain meaning and logical order	<i>retells and paraphrases texts in ways that maintain meaning and logical order</i>	retells or paraphrase a story, maintaining meaning and logical order	retells text maintaining meaning, but in illogical order	retells text in illogical order
3.9D(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	<i>identifies and uses nonfiction text features to aid comprehension</i>	identifies text features to support understanding	identifies text features, but is unable to apply them to understanding	identifies text features with teacher assistance
3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes a personal narrative piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.

3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an argumentative (expository) piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an informational piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
3.11B(ii) developing an engaging idea with relevant details;	<i>develops an engaging idea with relevant details</i>	establishes a clear central idea that ties all their supporting details together includes ideas that are strongly related to the topic across all genres (narrative, argumentative, informational, etc)	establishes a weak central idea including irrelevant details across all genres	includes an illogical or unclear central idea across all genres of writing includes details that may shift abruptly from idea to idea across all genres of writing
3.11D(i) complete simple and compound sentences with subject-verb agreement;	<i>writes complete simple and compound sentences with subject-verb agreement</i>	writes complete simple and compound sentences with subject-verb agreement	writes complete simple sentences with subject-verb agreement	writes complete simple sentences with errors in subject-verb agreement

2nd Grading Period

ELAR

3.2A(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	<i>decodes words within a reading passage with multiple sound-spelling patterns</i>	reads multisyllabic words with multiple sound-spelling patterns with automaticity	reads multisyllabic words with multiple sound-spelling patterns relying on strategies to sound out the word	skips multisyllabic words and does not recognize spelling patterns when reading
3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<i>uses context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</i>	relies on various strategies to determine the meaning of unfamiliar and multiple meaning words in grade level text.	relies on more simplistic strategies, such as rereading or using pictures, to determine word meaning in grade level text	skips words and does not maintain meaning in grade level text
3.6F make inferences and use evidence to support understanding;	<i>makes inferences and uses evidence to support understanding</i>	makes meaningful inferences that go beyond the text and cite their evidence	makes meaningful inferences but cannot articulate their reasoning	makes inferences with teacher assistance
3.6G evaluate details read to determine key ideas;	<i>evaluates details read to determine key ideas</i>	identifies key ideas of a nonfiction text and distinguish important details that relate to the key idea	identifies a general idea and less significant details.	identifies key ideas in text with teacher assistance
3.7D retell and paraphrase texts in	<i>retells and paraphrases texts in</i>	retells or paraphrase a story,	retells text maintaining meaning,	retells text in illogical order

ways that maintain meaning and logical order	<i>ways that maintain meaning and logical order</i>	maintaining meaning and logical order	but in illogical order	
3.9D(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	<i>identifies and uses nonfiction text features to aid comprehension</i>	identifies text features to support understanding	identifies text features, but is unable to apply them to understanding	identifies text features with teacher assistance
3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes a personal narrative piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an argumentative (expository) piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an informational piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
3.11B(ii) developing an engaging idea with relevant details;	<i>develops an engaging idea with relevant details</i>	establishes a clear central idea that ties all their supporting details together includes ideas that are strongly related to the topic across all genres (narrative, argumentative, informational, etc)	establishes a weak central idea including irrelevant details across all genres	includes an illogical or unclear central idea across all genres of writing includes details that may shift abruptly from idea to idea across all genres of writing
3.11D(i) complete simple and compound sentences with subject-verb agreement;	<i>writes complete simple and compound sentences with subject-verb agreement</i>	writes complete simple and compound sentences with subject-verb agreement	writes complete simple sentences with subject-verb agreement	writes complete simple sentences with errors in subject-verb agreement
3rd Grading Period				
ELAR				
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3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<i>uses context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</i>	relies on various strategies to determine the meaning of unfamiliar and multiple meaning words in grade level text.	relies on more simplistic strategies, such as rereading or using pictures, to determine word meaning in grade level text	skips words and does not maintain meaning in grade level text
3.6F make inferences and use evidence to support understanding;	<i>makes inferences and uses evidence to support understanding</i>	makes meaningful inferences that go beyond the text and cite their evidence	makes meaningful inferences but cannot articulate their reasoning	makes inferences with teacher assistance
3.6G evaluate details read to determine key ideas;	<i>evaluates details read to determine key ideas</i>	identifies key ideas of a nonfiction text and distinguish important details that relate to the key idea	identifies a general idea and less significant details.	identifies key ideas in text with teacher assistance
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3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an informational piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
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3.11D(i) complete simple and compound sentences with subject-verb agreement;	<i>writes complete simple and compound sentences with subject-verb agreement</i>	writes complete simple and compound sentences with subject-verb agreement	writes complete simple sentences with subject-verb agreement	writes complete simple sentences with errors in subject-verb agreement
4th Grading Period				
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3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an argumentative (expository) piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.

3.11B(i) organizing with purposeful structure, including an introduction and a conclusion	<i>composes and organizes an informational piece of writing, including introduction and conclusion</i>	includes an interesting beginning that grabs the reader's attention and a clear ending to wrap up the composition.	includes a clear beginning and a clear ending.	lacks one or both the introduction and/or conclusion.
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