

Semester ONE Rubric – GRADE 3

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
A student must be reading at the text level indicated AND demonstrate listed knowledge/skills:				
Quarter Benchmarks	Q1= Level O ↑ Q2= Level P ↑	Q1= Level M or N ↑ Q2= Level N or O ↑	Q1= Level L ↑ Q2 = Level M ↑	Q1= Level K ↓ Q2= Level L ↓
<p>Uses a variety of word-solving strategies (WI A 4.1)</p>	<ul style="list-style-type: none"> • Demonstrates all proficient skills while reading advanced text independently 	<p>Uses a variety of word-solving strategies to understand unfamiliar words such as:</p> <ul style="list-style-type: none"> ✓ applying knowledge of letter-sound relationships ✓ analyzing word structures ✓ using context clues 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and demonstrates little understanding of proficient skills ▪ Student requires intensive teacher help
<p>Applies comprehension strategies to understand a variety of texts</p> <p>Instructional Expectation:</p> <ul style="list-style-type: none"> ▪ Teacher models and provides practice of comprehension strategies: makes connections, questions, visualizes, determines importance, infers, predicts, synthesizes ▪ Teacher models and provides practice with a variety of non-fiction and fiction materials <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> ▪ Responses (oral & written) demonstrate strategy use and clear understanding ▪ Comprehends by using strategies such as: <ul style="list-style-type: none"> ✓ activating prior knowledge ✓ establishing purpose ✓ making predictions ✓ finding context clues ✓ developing visual images ✓ applying knowledge of text structures ✓ making connections ✓ asking questions ✓ determining importance ✓ synthesizing information ▪ Demonstrates effective behaviors such as: <ul style="list-style-type: none"> ▪ self-correcting & self-monitoring ▪ rereading ▪ adjusting reading rate according to purpose and difficulty 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and demonstrates little understanding of proficient skills ▪ Student requires intensive teacher help

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Combines prior knowledge with text clues to deepen understanding (makes inferences) (WIA 4.2)	<ul style="list-style-type: none"> Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> Gains additional meaning (as grade appropriate) by making inferences Uses a variety of grade appropriate reading materials to understand plots, make predictions, and relate readings to prior knowledge 	<ul style="list-style-type: none"> Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> Student is reading below grade level and demonstrates little understanding of proficient skills Student requires intensive teacher help
Skills not dependent on reading level:				
Reads aloud with fluency and expression (WIA 4.1)	<ul style="list-style-type: none"> Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> Attends to meaning Reads aloud with grade-appropriate fluency, accuracy and expression Some rereading or word-by-word reading to problem solve Often attends to phrasing and punctuation 	<ul style="list-style-type: none"> Inconsistently understands or applies proficient skills and/or requires teacher help 	<ul style="list-style-type: none"> Demonstrates little understanding of proficient skills and/or requires intensive teacher help

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Skills not dependent on reading level:				
<p>Identifies and responds to elements of literature (WI A 4.2, WI A 4.3, and WI A 4.4)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently and elaborately retells text 	<p>Using a variety of literature, informational texts, and other print sources, student:</p> <ul style="list-style-type: none"> ▪ Retells main events/ideas and details ▪ Identifies cause-and-effect relationships ▪ Responses are oral and written ▪ Grade appropriately recognizes and recalls elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect meaning 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help
<p>Selects and reads text independently for a grade-appropriate amount of time (WI A 4.1 and WI A 4.3)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently ▪ Reads for extended time (30-40 minutes) ▪ Reads from different genres choosing books by author, topic or specific information ▪ Independently chooses appropriately-leveled material 	<ul style="list-style-type: none"> ▪ When asked, identifies a purpose for reading, such as: <ul style="list-style-type: none"> ✓ gaining information ✓ learning about a point of view ✓ appreciating literature ▪ Reads for 30 minutes (developing reading stamina and skill) ▪ Some preferences for different genres, authors, topics ▪ Often chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Inconsistently understands proficient skills and/or requires teacher help ▪ Sometimes reads for 20-30 minutes ▪ Little experimentation with different genres ▪ Sometimes chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help ▪ Reluctantly reads (under 20 minutes) ▪ Requires teacher direction to experiment with genres ▪ Routinely requires teacher support to choose appropriately-leveled materials for independent reading

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<p>Uses the research process to gather, organize and present information from nonfiction text (WI A 4.1, WI A 4.4 and WI F 4.1)</p> <p>Instructional expectation: Integrate research reading in to all curricular areas.</p> <p>NOTE – not assessed Q1</p>	<p>Independently demonstrates all proficient skills and:</p> <ul style="list-style-type: none"> ▪ Given a topic student seeks appropriate information 	<p>With teacher guidance:</p> <ul style="list-style-type: none"> ▪ Identifies a topic of interest then seeks information with support ▪ Understands how text and illustrations connect to convey meaning ▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding ▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers) with support 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires teacher help ▪ Student struggles without teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of proficient skills and requires intensive teacher help