



ELA Standards-Based Report Card Rubric – Third Grade

| Domain: Reading | | | | | | | |
|--|--------------|---|--|--|--|--|-------------------|
| Indicator | Standard | 1 – Beginner Learner | 2–Developing Learner | 3–Proficient Learner | 4–Distinguished Learner | Evidence | Assessed |
| Ask & answer questions to demonstrate and understanding of the text. | 3RL1 3RI1 | With prompting and support, the student asks and answers questions to demonstrate an understanding of the text. | The student inconsistently asks and answers questions to demonstrate an understanding of the text. | The student consistently asks and answers questions to demonstrate an understanding of the text. | The student independently and consistently analyzes, synthesizes, and evaluates questions to demonstrate understanding of a text. | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q2, Q3, Q4 |
| Retells stories (including fables, folktales, and myths), determines the central message, and explains the message using key details. | 3RL2 | With prompting and support, the student retells and interprets stories and cites key details that help determine and explain the central message, lesson or moral of the story. | The student inconsistently retells and interprets stories and cites key details that help determine and explain the central message, lesson or moral of the story. | The student consistently retells and interprets stories and cites key details that help determine and explain the central message, lesson or moral of the story. | The student consistently retells and interprets stories and cites key details that help determine and explain the central message, lesson or moral of the story in text above the third grade stretch band (820L). | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q2, Q3 |
| Identify text structure and describe its relationship/logical connection (time, sequence of historical events, procedural text, cause/effect, compare/contrast). | 3RI3 3RI8 | With prompting and support, the student identifies text structure and describes the relationship between a series of historical events, scientific concepts, or steps in a process. | The student inconsistently identifies text structure and describes the relationship between a series of historical events, scientific concepts, or steps in a process. | The student consistently identifies text structure and describes the relationship between a series of historical events, scientific concepts, or steps in a process. | The student consistently identifies text structure and describes the relationship between a series of historical events, scientific concepts, or steps in a process in text above the third grade stretch band (820L). | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q3, Q4 |
| Describe characters & explain how their actions contribute to events. | 3RL3 | With prompting and support, the student consistently describes characters in a story (e.g., their traits, motivations, | The student inconsistently describes characters in a story (e.g., their traits, motivations, or | The student consistently describes characters in a story (e.g., their traits, motivations, or | The student can cite textual evidence to describe characters in a story (e.g., their traits, motivations, or | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation | Q2, Q3 |

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| | | or feelings) and explains how their actions contribute to the sequence of events. | feelings) and explains how their actions contribute to the sequence of events. | feelings) and explains how their actions contribute to the sequence of events. | feelings) and explain how their actions contribute to the sequence of events. | Teacher Created Assessments | |
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| Determine the meaning of words and phrases as they are used in a text, and distinguishes literal from non-literal language. | 3RL4 3RI4 | With prompting and support, the student determines the meaning of words and phrases as they are used in a text and distinguishes literal from nonliteral language. | The student inconsistently determines the meaning of words and phrases as they are used in a text and distinguishes literal from nonliteral language. | The student consistently determines the meaning of words and phrases as they are used in a text and distinguishes literal from nonliteral language. | | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments Unit 3 Pretest #12-15 Posttest #18, 26-28 | Q1, Q2, Q3 |
| Uses text features and search tools to locate information. | 3RI5 | With prompting and support, the student uses text features and search tools to locate information. | The student inconsistently uses text features and search tools to locate information. | The student consistently uses text features and search tools to locate information. | | Pre/Post Assessments Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q4 |
| Refers to parts of stories, dramas, and poems with correct terms and describes how parts build on earlier sections. | 3RL5 | With prompting and support, the student refers to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | The student inconsistently refers to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | The student consistently refers to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | The student consistently refers to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections in text above the third grade stretch band (820L). | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q2, Q4 |
| Distinguishes their own point of view from the narrator/characters & author. | 3RL6 3RI6 | With prompting and support, the student distinguishes their own point of view from that of the narrator or characters in literature and from the | The student inconsistently distinguishes their own point of view from that of the narrator or characters | The student consistently distinguishes their own point of view from that of the narrator or characters in literature | The student consistently distinguishes their own point of view from that of the narrator or characters in literature | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q2, Q4 |

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| | | author of an informational text. | in literature and from the author of an informational text. | and from the author of an informational text. | and from the author of an informational text above the third grade stretch band (820L). | | |
| Explains how illustrations/photos contribute to the meaning of a story or text. | 3RL7 3RI7 | With prompting and support, the student explains how illustrations and photos contribute to the meaning of a text. | The student inconsistently explains how illustrations and photos contribute to the meaning of a text. | The student consistently explains how illustrations and photos contribute to the meaning of a text. | | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q2, Q4 |
| Compare & contrast related texts (books in a series, texts on the same topic). | 3RL9 3RI9 | With prompting and support, the student compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters and compares and contrasts the most important points and key details in two informational texts on the same topic. | The student inconsistently compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters and compares and contrasts the most important points and key details in two informational texts on the same topic. | The student consistently compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters and compares and contrasts the most important points and key details in two informational texts on the same topic. | The student cites textual evidence to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters and compare and contrast the most important points and key details in many informational texts on the same topic. | Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments | Q1, Q2, Q4 |

| Domain: Foundational Skills | | | | | | | |
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| Indicator | Standard | 1 – Beginner Learner | 2–Developing Learner | 3–Proficient Learner | 4–Distinguished Learner | Evidence | Assessed |
| Knows and applies grade-level phonics and word analysis skills in decoding. | 3RF3 (a-c) | With prompting and support, the student is able to identify and know meanings of common prefixes and suffixes, decode common Latin suffixes, and decode multisyllabic words. | The student inconsistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words. | The student consistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words. | | i-Ready Phonics i-Ready High Frequency Words Word Study Kit 1 | Q1, Q2, Q3, Q4 |
| Reads with accuracy and fluency to support comprehension. | 3RF4 (a-d) | Reads 0-79 words per minute with 0%-93% accuracy | Reads 80-99 words per minute with 94%-96% accuracy. | Reads 100-115 words per minute with 97% accuracy. | Reads more than 115 words per minute correctly with 97-100% accuracy. | Running record Benchmark Oral Reading Fluency Passages | Q1, Q2, Q3, Q4 |

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| Domain: Writing | | | | | | | |
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| Indicator | Standard | 1 – Beginner Learner | 2–Developing Learner | 3–Proficient Learner | 4–Distinguished Learner | Evidence | Assessed |
| Writes opinion pieces and supports point of view with reasons. | 3W1 (a-d) | Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section. | Inconsistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose. | Consistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose. | | Opinion Performance Task | Q3, Q4 |
| Writes informative/explanatory text to introduce a topic, give facts, and closure. | 3W2 (a-d) | Requires teacher prompting and support to write informative/explanatory texts, directly related to text/media, by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section. | Inconsistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section. The development is largely appropriate to the task and purpose. | Consistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section. The development is largely appropriate to the task and purpose. | | Informational Performance Task | Q1, Q4 |
| Writes narratives using sequenced events, details, temporal words, and closure. | 3W3 (a-d) | Requires teacher prompting and support to write narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, thoughts and feelings to develop experiences, temporal words and phrases to signal event | Inconsistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely | Consistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely | | Narrative Performance Task | Q2, Q4 |



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| | | order, and providing a sense of closure. | appropriate to the task and purpose. | appropriate to the task and purpose. | | | |
| Uses the writing process. | 3W5 | With prompting and support, the student focuses on a topic and strengthens writing as needed by revising and editing. | The student inconsistently focuses on a topic and strengthens writing as needed by revising and editing. | The student consistently focuses on a topic and strengthens writing as needed by revising and editing. | | All Performance Tasks | Q1, Q2, Q3, Q4 |
| Conducts short research projects that build knowledge about a topic. | 3W7 | With prompting and support, the student conducts short research projects that build knowledge about a topic. | The student inconsistently conducts short research projects that build knowledge about a topic. | The student consistently conducts short research projects that build knowledge about a topic. | | All Performance Tasks | Q1, Q2, Q3, Q4 |
| Recalls information from experience or gathers information from print and digital sources. | 3W8 | With prompting and support, the student recalls information from experience or gathers information from print and digital sources. | The student inconsistently recalls information from experience or gathers information from print and digital sources. | The student consistently recalls information from experience or gathers information from print and digital sources. | | All Performance Tasks | Q1, Q2, Q3, Q4 |

ELA Standards-Based Report Card Rubric – Third Grade

| Domain: Language and Vocabulary | | | | | | | |
|--|-----------------------------------|---|--|--|-------------------------|--|-------------------|
| Indicator | Standard | 1 – Beginner Learner | 2–Developing Learner | 3–Proficient Learner | 4–Distinguished Learner | Evidence | Assessed |
| Demonstrate command of the conventions of standard English grammar to include capitalization, punctuation, and spelling when speaking and writing. | 3L1 (a-i) 3L2(a-g) 3L3(a-b) | With prompting and support, the student is able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary. | The student is inconsistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary. | The student is consistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary. | | All Performance Tasks Writing & Language Handbook pages 157-253 | Q1, Q2, Q3, Q4 |
| Writes legibly in cursive. | 3L1j | With prompting and support the student is able to write in cursive. | The student is inconsistently able to write in cursive. | The student is consistently able to write in cursive. | | Teacher observation | Q1, Q2, Q3, Q4 |
| Determine and use strategies to clarify the meaning of unknown and multiple meaning words and phrases. | 3L4(a-d) | With prompting and support, the student can use context clues to uncover meaning of unknown words. | The student can inconsistently use context clues to uncover meaning of unknown words. | The student can consistently use context clues to uncover meaning of unknown words. | | All Performance Tasks Writing & Language Handbook pages 157-253 | Q1, Q2 Q3, Q4 |
| Demonstrate understanding of word relationships & nuances in word meanings. | 3L5 | With prompting and support, the student is able to use vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs. | The student inconsistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs. | The student consistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs. | | All Performance Tasks Writing & Language Handbook pages 157-253 | Q1, Q2 Q3, Q4 |