

Grade 3 ELA Scoring Rubric

| READING |
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| Essential Standard: Asks and answers questions to demonstrate an understanding of the text (L, I) |

ESSENTIAL KNOWLEDGE OUTCOME:

Students learn and use skills and strategies needed to comprehend literary and informational text. LITERATURE (L)/INFORMATIONAL (I)

STANDARDS ADDRESSED:

LITERATURE

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INFORMATIONAL

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to ask and answer questions to demonstrate understanding of a text, despite teacher support and guidance. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Proficient (3) | Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Advanced (4) | Independently analyzes, synthesizes, and evaluates questions to demonstrate understanding of a text. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to ask and answer questions to demonstrate understanding of a text, despite teacher support and guidance. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Proficient (3) | Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Advanced (4) | Independently analyzes, synthesizes, and evaluates questions to demonstrate understanding of a text. |

| Third Trimester: Benchmarks |
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| Warning (1) | Unable to ask and answer questions to demonstrate understanding of a text, despite teacher support and guidance. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Proficient (3) | Independently asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Advanced (4) | Independently analyzes, synthesizes, and evaluates questions to demonstrate understanding of a text. |

| READING |
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| Essential Standard: Retells and interprets stories from a variety of genres |

STANDARDS ADDRESSED:

3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to retell and interpret grade-level stories from various genres, including fables, folktales and myths. Unable to cite key details that help determine the central message, lesson or moral of the story and cannot state that message, lesson or moral. |
| Needs Improvement (2) | With teacher support and guidance, student can retell and interpret grade-level stories from various genres, including fables, folktales and myths. With teacher assistance and modeling, can cite key details that help determine the central message, lesson or moral of the story and can state that message, lesson or moral. |
| Proficient (3) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral. |
| Advanced (4) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, |

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| | lesson or moral. Is able to independently compare these messages across various text and makes valid inferences about the stories. |
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| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to retell and interpret grade-level stories from various genres, including fables, folktales and myths. Unable to cite key details that help determine the central message, lesson or moral of the story and cannot state that message, lesson or moral. |
| Needs Improvement (2) | With teacher support and guidance, student can retell and interpret grade-level stories from various genres, including fables, folktales and myths. With teacher assistance and modeling, can cite key details that help determine the central message, lesson or moral of the story and can state that message, lesson or moral. |
| Proficient (3) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral. |
| Advanced (4) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral. Is able to independently compare these messages across various text and makes valid inferences about the stories. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to retell and interpret grade-level stories from various genres, including fables, folktales and myths. Unable to cite key details that help determine the central message, lesson or moral of the story and cannot state that message, lesson or moral. |
| Needs Improvement (2) | With teacher support and guidance, student can retell and interpret grade-level stories from various genres, including fables, folktales and myths. With teacher assistance and modeling, can cite key details that help determine the central message, lesson or moral of the story and can state that message, lesson or moral. |
| Proficient (3) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the |

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| | story and can independently state that message, lesson or moral. |
| Advanced (4) | Independently retells and interprets grade-level stories from various genres, including fables, folktales and myths. Independently cites key details that help determine the central message, lesson or moral of the story and can independently state that message, lesson or moral. Is able to independently compare these messages across various text and makes valid inferences about the stories. |

READING

Essential Standard: Identifies main idea and supporting details of a text (I)

STANDARDS ADDRESSED:

3.RI.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to determine the main idea of grade-level text and unable to identify supporting details which help explain the main idea. |
| Needs Improvement (2) | Requires teacher support and guidance to determine the main idea of grade-level text and identifies some supporting details which help explain the main idea. |
| Proficient (3) | Independently determines the main idea of grade-level text and identifies most supporting details which help explain the main idea. |
| Advanced (4) | Independently determines the main idea of grade-level text and identifies all supporting details which help explain the main idea. Student can identify and explain implied main idea. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to determine the main idea of grade-level text and unable to identify supporting details which help explain the main idea. |
| Needs Improvement (2) | Requires teacher support and guidance to determine the main idea of grade-level text and identifies some supporting details which help explain the main idea. |
| Proficient (3) | Independently determines the main idea of grade-level text and identifies most supporting details which help explain the main idea. |
| Advanced (4) | Independently determines the main idea of grade-level text |

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| | and identifies all supporting details which help explain the main idea. Student can identify and explain implied main idea. |
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| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to determine the main idea of grade-level text and unable to identify supporting details which help explain the main idea. |
| Needs Improvement (2) | Requires teacher support and guidance to determine the main idea of grade-level text and identifies some supporting details which help explain the main idea. |
| Proficient (3) | Independently determines the main idea of grade-level text and identifies most supporting details which help explain the main idea. |
| Advanced (4) | Independently determines the main idea of grade-level text and identifies all supporting details which help explain the main idea. Student can identify and explain implied main idea. |

READING

Essential Standard: Understands character traits (L)

STANDARDS ADDRESSED:

3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to describe characters in a story and explain how their actions contribute to the sequence of events. |
| Needs Improvement (2) | Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events. |
| Proficient (3) | Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. |
| Advanced (4) | Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to describe characters in a story and explain how their actions contribute to the sequence of events. |

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| Needs Improvement (2) | Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events. |
| Proficient (3) | Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. |
| Advanced (4) | Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to describe characters in a story and explain how their actions contribute to the sequence of events. |
| Needs Improvement (2) | Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events. |
| Proficient (3) | Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. |
| Advanced (4) | Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events. |

READING

Essential Standard: Identifies elements of fiction and poetry (L)

STANDARDS ADDRESSED:

3.L.MA.8.A Identify elements of fiction (e.g. characters, setting, plot, problem, solution) and elements of poetry (e.g. rhyme, rhythm, figurative language, alliteration, and onomatopoeia)

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to identify elements of fiction. |
| Needs Improvement (2) | Requires teacher support and prompting to identify elements of fiction. |
| Proficient (3) | Independently identifies elements of fiction (e.g. characters, setting, plot, problem, solution). |
| Advanced (4) | Independently evaluates and critiques elements of fiction. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to identify elements of fiction and elements of poetry. |
| Needs Improvement (2) | Requires teacher support and prompting to identify elements of fiction and elements of poetry. |
| Proficient (3) | Independently identifies elements of fiction (e.g. characters, setting, plot, problem, solution) and elements of poetry (e.g. stanzas, rhyme, rhythm, figurative language, alliteration, and onomatopoeia). |
| Advanced (4) | Independently evaluates and critiques elements of fiction and poetry. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to identify elements of fiction and elements of poetry. |
| Needs Improvement (2) | Requires teacher support and prompting to identify elements of and elements of poetry. |
| Proficient (3) | Independently identifies elements of fiction (e.g. characters, setting, plot, problem, solution) and elements of poetry (e.g. stanzas, rhyme, rhythm, figurative language, alliteration, and onomatopoeia). |
| Advanced (4) | Independently evaluates and critiques elements of fiction and poetry. |

READING

Essential Standard: Understands the author's writing style and the text structure (L, I)

STANDARDS ADDRESSED:

LITERATURE:

- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

INFORMATIONAL:

- 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6 Distinguish their own point of view from that of the author of a text.
- 3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to use text features and search tools to locate information relevant to a given topic. Unable to use information gained from illustrations and the words in a text to demonstrate understanding of the text. Student is unable to distinguish their own point of view from that of the author of a text. Unable to and describes the relationship between a series of historical events, scientific concepts, or steps in a process. |
| Needs Improvement (2) | Requires teacher prompting and support to use text features and search tools to locate information relevant to a given topic. Requires direction and assistance in order to use information gained from illustrations and the words in a text to demonstrate understanding of the text. Student requires guidance and prompting in order to distinguish their own point of view from that of the author of a text. Student needs support to describe the relationship between a series of historical events, scientific concepts, or steps in a process. |
| Proficient (3) | Independently uses text features and search tools to locate information relevant to a given topic. Independently uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Student independently distinguishes their own point of view from that of the author of a text and describes the relationship between a series of historical events, scientific concepts, or steps in a process. |
| Advanced (4) | |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Unable to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Student is unable to distinguish their own point |

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| | of view from that of the narrator or those of the characters. |
| Needs Improvement (2) | Requires teacher support and guidance to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Requires direction and assistance to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Student needs guidance to distinguish their own point of view from that of the narrator or those of the characters. |
| Proficient (3) | Independently refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Independently explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character setting). Student independently distinguishes their own point of view from that of the narrator or those of the characters. |
| Advanced (4) | |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to use text features and search tools to locate information relevant to a given topic. Student is unable to refer to the text features to describe how they contribute to the content. Student is unable to distinguish their own point of view from that of the narrator or the characters. |
| Needs Improvement (2) | Requires teacher prompting and support to use text features and search tools to locate information relevant to a given topic. Requires guidance in order to refer to the text features to describe how they contribute to the content. Student needs guidance to distinguish their own point of view from that of the narrator or the characters. |
| Proficient (3) | Independently uses text features, and search tools to locate information relevant to a given topic. Independently refers to the text features to describe how they contribute to the content. Student is able to distinguish their own point of view from that of the narrator or the characters. |

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| Advanced (4) | |
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READING

Essential Standard: Compares and contrasts related texts (L, I)

STANDARDS ADDRESSED:

LITERATURE:

3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

INFORMATIONAL:

3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to compare and contrast the most important points and key details in two informational texts on the same topic. |
| Needs Improvement (2) | Requires teacher support and prompting to compare and contrast the most important points and key details in two informational texts on the same topic. |
| Proficient (3) | Independently compares and contrasts the most important points and key details presented in two informational texts on the same topic. |
| Advanced (4) | |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to compare and contrast the themes, and settings of stories written by the same author about the same or similar characters. |
| Needs Improvement (2) | Requires teacher support and prompting to compare and contrast the themes, and settings of stories written by the same author about the same or similar characters. |
| Proficient (3) | Independently compares and contrasts the themes, and settings of stories written by the same author about the same or similar characters (e.g. in books from a series). |

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| Advanced (4) | |
| Third Trimester: Benchmarks | |
| Warning (1) | Unable to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. Unable to compare and contrast the most important points and key details in two informational texts on the same topic. |
| Needs Improvement (2) | Requires teacher support and prompting to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. Needs guidance to compare and contrast the most important points and key details in two informational texts on the same topic. |
| Proficient (3) | Independently 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. |
| Advanced (4) | |

READING

Essential Standard: Reads and comprehends grade level texts (L, I)

STANDARDS ADDRESSED:

LITERATURE:

3.RL.10 By the end of the year, read and comprehend literature, including stories dramas, and poetry, at the high end of the grades 2-3 texts complexity band independently and proficiently.

INFORMATIONAL:

3.RI.10 By the end of the year, read and comprehend informational texts, including history and social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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| First Trimester: Benchmarks | |
| Warning (1) | Unable to read and comprehend literature and informational texts within the grades 2-3 text complexity band |

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| Needs Improvement (2) | Requires teacher support and prompting to read and comprehend literature and informational texts within the grades 2-3 text complexity band. |
| Proficient (3) | Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band. |
| Advanced (4) | Independently able to read, comprehend, and evaluate literature and informational texts within the grades 2-3 text complexity band. |

Second Trimester: Benchmarks

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| Warning (1) | Unable to read and comprehend literature and informational texts within the grades 2-3 text complexity band. |
| Needs Improvement (2) | Requires teacher support and prompting to read and comprehend literature and informational texts within the grades 2-3 text complexity band. |
| Proficient (3) | Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band. |
| Advanced (4) | Independently able to read, comprehend, and evaluate literature and informational texts at the high end of the grades 2-3 text complexity band. |

Third Trimester: Benchmarks

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| Warning (1) | Unable to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band. |
| Needs Improvement (2) | Requires teacher prompting and support to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band. |
| Proficient (3) | Independently able to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band. |
| Advanced (4) | Independently able to read, comprehend, and evaluate literature and informational texts at the high end of the grades 2-3 text complexity band. |

FOUNDATIONAL SKILLS

Essential Standard: Knows and applies grade level phonics and word analysis skills

ESSENTIAL KNOWLEDGE OUTCOME:

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Students are fluent readers.

STANDARDS ADDRESSED:

- 3RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllabic words.
 - Read grade-appropriate irregularly spelled words.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to apply sound letter knowledge to decode unfamiliar words vccv, v/cv, vc/v words, plural -s to y words and s/es words, base words w. -ed and -er ending, ai, ou, long ea, oi/oy, short vowels, compound words, -Cle words, consonant diagraphs (sh, th ph, ch, tch), 3 letter blends(spl, thr, squ, str). Difficulty reading many grade- appropriate irregularly spelled words. |
| Needs Improvement (2) | Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar word) vccv, v/cv, vc/v words, plural -s to y words and s/es words, base words w. -ed and -er ending, ai, ou, long ea, oi/oy, short vowels, compound words, -Cle words, consonant diagraphs (sh, th ph, ch, tch), 3 letter blends(spl, thr.squ, str). Teacher assistance needed to read some grade-appropriate irregularly spelled words. |
| Proficient (3) | Independently applies sound letter knowledge to decode unfamiliar words vccv, v/cv, vc/v words, plural -s to y words and s/es words, base words w. -ed and -er ending, ai, ou, long ea, oi/oy, short vowels, compound words, -Cle words, consonant diagraphs (sh, th ph, ch, tch), 3 letter blends(spl, thr.squ, str). Student reads most grade-appropriate irregularly spelled words independently. |
| Advanced (4) | Consistently applies sound letter knowledge to decode unfamiliar words and multisyllabic words in text vccv, v/cv, vc/v words, plural -s to y words and s/es words, base words w. -ed and -er ending, ai, ou, long ea, oi/oy, short vowels, compound words, -Cle words, consonant diagraphs (sh, th ph, ch, tch), 3 letter blends(spl, thr.squ, str). Reads all grade-appropriate irregularly spelled words. |
| Second Trimester: Benchmarks | |

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| Warning (1) | Unable to apply sound letter knowledge to decode unfamiliar words contractions, prefixes (un, re, mis, dis, pre, mid, over, out), hard/soft c/g, suffixes (ly, ful, ness, less, er, or, ess, ist), silent letters(wr, kn,mb, gn) irregular plurals r controlled vowels (ear, er, ir, or syllable pattern vcccv). Difficulty reading many grade-appropriate irregularly spelled words. |
| Needs Improvement (2) | Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar word contractions, prefixes (un, re, mis, dis, pre, mid, over, out),hard/soft c/g, suffixes (ly, ful, ness, less, er, oress, ist), silent letters (wr, kn, mb, gn) irregular plurals r controlled vowels (ear, er,ir, or) syllable pattern vcccv) Teacher assistance needed to read some grade-appropriate irregularly spelled words. |
| Proficient (3) | Independently applies sound letter knowledge to decode unfamiliar words contractions, prefixes (un, re, mis, dis, pre, mid, over, out), hard/soft c/g, suffixes (ly, ful, ness, less, er, or, ess, ist), silent letters (wr, kn, mb, gn) irregular plurals r controlled vowels (ear, er, ir, or) syllable pattern vcccv. Independently reads most grade-appropriate irregularly spelled words. |
| Advanced (4) | Consistently uses sound letter knowledge to decode unfamiliar words and multisyllabic words in text contractions, prefixes (un, re, mis, dis, pre, mid, over, out), hard/soft c/g, suffixes ly, ful, ness, less, er, or ess, ist), silent letters (wr, kn, mb, gn) irregular plurals r controlled vowels (ear, er, ir, or) syllable pattern vcccv. Reads all grade-appropriate irregularly spelled words. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to apply sound letter knowledge to decode unfamiliar words syllable pattern cvvc, cvv homophones vowel sounds (a, au, aw, augh, ough, all, ou) suffixes (y, ish, hood, ment) vowel sounds (oo, ew, ue, u) schwa sound, -tion, -sion, -ture multisyllabic words, related words (ex, cloth/ clothes). Difficulty reading many grade- appropriate irregularly spelled words. |
| Needs Improvement (2) | Requires teacher prompting and support to apply sound letter knowledge to decode unfamiliar word syllable pattern cvvc, cvv homophones vowel sounds (a, au, aw, augh, ough, all, ou) suffixes (y, ish, hood, ment) vowel sounds (oo, ew, ue, u) schwa sound, -tion, -sion, -ture multisyllabic words, related words (ex, cloth/ clothes). Teacher assistance needed to |

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| | read some grade-appropriate irregularly spelled words. |
| Proficient (3) | Independently applies sound letter knowledge to decode unfamiliar words syllable pattern cvvc, cvv homophones vowel sounds (a, au, aw, augh, ough, all, ou) suffixes (y, ish, hood, ment) vowel sounds (oo,ew,ue,u) schwa sound, -tion, -sion, -ture multisyllabic words, related words (ex, cloth/ clothes). Independently reads most grade-appropriate irregularly spelled words. |
| Advanced (4) | Consistently applies sound letter knowledge to decode unfamiliar words and multisyllabic words in text syllable pattern cvvc, cvv homophones vowel sounds (a, au, aw, augh, ough, all, ou) suffixes (y, ish, hood, ment) vowel sounds (oo, ew, ue, u) schwa sound, -tion, -sion, -ture multisyllabic words, related words (ex, cloth/ clothes). Reads all grade-appropriate irregularly spelled words. |

FOUNDATIONAL SKILLS

Essential Standard: Reads with accuracy and fluency to support comprehension

STANDARDS ADDRESSED:

- 3.RF.4 Reads with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| First Trimester: Benchmarks | |
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| Warning (1) | Student is reading less than 52 wpm as measured by the ORF Assessments. Student is unable to read grade-level text with appropriate intonation, rate, and expression to support comprehension. Student does not self-correct errors in word recognition and rarely rereads as necessary to support comprehension. |
| Needs Improvement (2) | Student is reading between 53 and 79 wpm as measured by the ORF Assessments. With teacher modeling and guidance student can read with appropriate intonation, rate and expression to support comprehension. Needs teacher modeling and cueing to self-correct errors in word recognition and reminders to reread as necessary to support comprehension. |

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| Proficient (3) | Student reads with sufficient accuracy (>80 wpm) as measured by ORF assessments. Independently uses appropriate intonation, rate and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |
| Advanced (4) | Student is reading greater than 120 wpm as measured by the ORF assessments. Independently uses appropriate intonation, rate, and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |

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| Warning (1) | Student is reading less than 66 wpm as measured by the ORF assessments. Student is unable to read grade-level text with appropriate intonation, rate, and expression to support comprehension. Student does not self-correct errors in word recognition and rarely rereads as necessary to support comprehension. |
| Needs Improvement (2) | Student is reading between 67 and 91 wpm as measured by the ORF Assessments. With teacher modeling and guidance can read grade-level text with appropriate intonation, rate and expression to support comprehension. Needs teacher modeling and cueing to self-correct errors in word recognition and reminders to reread as necessary to support comprehension. |
| Proficient (3) | Student reads grade-level text with sufficient accuracy (>92 wpm) as measured by ORF assessments. Independently uses appropriate intonation, rate and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |
| Advanced (4) | Student reads grade-level text with sufficient accuracy (greater than 120 wpm) as measured by the ORF assessments. Independently uses appropriate intonation, rate, and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |

Third Trimester: Benchmarks

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| Warning (1) | Student is reading less than 80 wpm as measured by the ORF assessments. Student is unable to read grade-level text with appropriate intonation, rate, and expression to support comprehension. Student does not self-correct errors in word recognition and rarely rereads as necessary to support comprehension. |
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Grade 3 ELA Scoring Rubric

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| Needs Improvement (2) | Student is reading between 80 and 109 wpm as measured by the ORF Assessments. With teacher modeling and guidance can read grade-level text with appropriate intonation, rate and expression to support comprehension. Needs teacher modeling and cueing to self-correct errors in word recognition and reminders to reread as necessary to support comprehension. |
| Proficient (3) | Student reads grade-level text with sufficient accuracy (>109 wpm) as measured by ORF assessments. Independently uses appropriate intonation, rate and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |
| Advanced (4) | Student reads grade-level text with sufficient accuracy (greater than 120 wpm) as measured by the ORF assessments. Independently uses appropriate intonation, rate, and expression to support comprehension. Independently uses context to self-correct and rereads as necessary to support comprehension. |

WRITTEN LANGUAGE

Essential Standard: Writes an opinion piece

ESSENTIAL KNOWLEDGE OUTCOME:

Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students are proficient in penmanship. (*With teacher guidance and support)

STANDARDS ADDRESSED:

- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic, state an opinion, and create an organizational structure that lists the reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g. *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.

| First Trimester: Benchmarks | |
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| Warning (1) | Little or no understanding of form for writing opinion pieces. |
| Needs Improvement (2) | Requires teacher prompting and support to demonstrate knowledge of the elements of an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the |

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| | opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section. |
| Proficient (3) | Independently demonstrates knowledge of the elements of an opinion piece including the introduction of the topic, the statement of an opinion, reasons that support the opinion and a concluding statement or section and is able to produce a basic opinion piece using graphic organizers as a guide. |
| Advanced (4) | Independently able to apply the knowledge of the elements of opinion pieces including the introduction of the topic, the statement of an opinion, reasons that support the opinion and a concluding statement or section to write an opinion piece. The development is largely appropriate to the task and purpose and is related to a text/event explored in class. |

Second Trimester: Benchmarks

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| Warning (1) | Little or no understanding of form for writing opinion pieces. |
| Needs Improvement (2) | Requires substantial 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. |
| Proficient (3) | Independently demonstrates effective development toward the creation of 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 with less dependency on graphic organizers for support. The development is largely appropriate to the task and purpose. |
| Advanced (4) | Independently 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. Piece contains elaborate description and precise, vivid language. |

Third Trimester: Benchmarks

Grade 3 ELA Scoring Rubric

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| Warning (1) | Little or no understanding of form for writing opinion pieces. Given teacher support (graphic organizers, word banks, modeling, etc.) unable to write a clear essay stating reasons for one's opinion on a given topic. |
| Needs Improvement (2) | 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. |
| Proficient (3) | Independently 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. |
| Advanced (4) | Independently 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. Piece contains elaborate description and precise, vivid language. |
| WRITTEN LANGUAGE | |
| Essential Standard: Writes an informative/explanatory text | |

ESSENTIAL KNOWLEDGE OUTCOME:

Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students are proficient in penmanship. (*With teacher guidance and support)

STANDARDS ADDRESSED:

- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g. also, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - Provide a concluding statement or section.

First Trimester: Benchmarks

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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable to demonstrate knowledge of the elements of an informative /explanatory text. Little or no understanding of relevant facts and definitions related to topic. |
| Needs Improvement (2) | Requires substantial prompting and support to demonstrate knowledge of the elements of an informative/explanatory text including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section. |
| Proficient (3) | Independently demonstrates knowledge of the elements of an informative/explanatory text including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section and is able to produce a basic informational piece directly related to an explored text/media. |
| Advanced (4) | Independently able to apply the knowledge of the elements of an informative/explanatory text to a written piece including the introduction of a topic, using facts and definitions from explored text/media to develop points, and providing a concluding statement or section to create a well developed piece that conveys ideas and information clearly. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable to form complete sentences to write informative /explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop or support topic. |
| Needs Improvement (2) | Requires teacher prompting and support to write informative/explanatory texts including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement |
| Proficient (3) | Independently shows effective development toward the creation of an informative/explanatory text, directly related to a text/media 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 with less dependency on graphic organizers as a support. The development is largely appropriate to the task and purpose. |
| Advanced (4) | Independently able to apply the knowledge of the elements of an informative/explanatory text to a |

Grade 3 ELA Scoring Rubric

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| | written piece including the introduction of a topic, using facts and definitions to develop points, and providing a concluding statement or section. Piece includes the application of gained knowledge from analyzing sources, rewritten with precise and vivid language. |
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| Third Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable to form complete sentences to write informative /explanatory text. Little or no understanding of relevant facts and definitions related to topic. Unable to develop or support topic. |
| Needs Improvement (2) | 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. |
| Proficient (3) | Independently shows effective development of 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. |
| Advanced (4) | Independently shows effective development of informative/explanatory texts, by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section. Response includes precise, vivid language and a direct connection to analyzed text from varied resources. |

WRITTEN LANGUAGE

Essential Standard: Writes a narrative piece

ESSENTIAL KNOWLEDGE OUTCOME:

Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. Students are proficient in penmanship. (*With teacher guidance and support)

STANDARDS ADDRESSED:

- 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide sense of closure.

| First Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable to demonstrate knowledge of the elements of a narrative piece. |
| Needs Improvement (2) | Requires substantial prompting and support to demonstrate knowledge of the elements of an narrative piece 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 |
| Proficient (3) | Independently demonstrates knowledge of the elements of an 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 and is able to produce a basic narrative piece using graphic organizers as a guide. |
| Advanced (4) | Independently able to apply the knowledge of the elements of 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 to create a well organized narrative piece. |

Second Trimester: Benchmarks

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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable to write narrative |
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Grade 3 ELA Scoring Rubric

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| | 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. |
| Needs Improvement (2) | 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, temporal words and phrases to signal event order, and providing a sense of closure. |
| Proficient (3) | Independently shows effective development toward the creation of a narrative piece 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 with less dependency on graphic organizers as a support. The development is largely appropriate to the task and purpose. |
| Advanced (4) | Independently able to apply the knowledge of the 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 to create a well organized narrative piece. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.) unable 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, temporal words and phrases to signal event order, and providing a sense of closure. |

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| Needs Improvement (2) | 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, temporal words and phrases to signal event order, and providing a sense of closure. |
| Proficient (3) | Independently shows effective development of 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 appropriate to the task and purpose. |
| Advanced (4) | Independently 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. Piece includes precise, vivid language. |

WRITTEN LANGUAGE

Essential Standard: Uses figurative language in poems, descriptions, and stories

STANDARDS ADDRESSED:

3.W.3 Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

| First Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.), unable to write poems in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |
| Needs Improvement (2) | Requires teacher prompting and support to write poems in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |

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| Proficient (3) | Independently writes poems in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |
| Advanced (4) | Independently writes poems in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. Writes with elaborate description and vivid, precise language. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.), descriptions in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, similes, and metaphors) are key elements. |
| Needs Improvement (2) | Requires teacher prompting and support to write descriptions in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, similes, and metaphors) are key elements. |
| Proficient (3) | Independently writes descriptions in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, similes, and metaphors) are key elements. |
| Advanced (4) | Independently writes descriptions in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, similes, and metaphors) are key elements. Writes with elaborate description and vivid, precise language. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Given teacher support (graphic organizers, word banks, modeling, etc.), writes poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |
| Needs Improvement (2) | Requires teacher prompting and support to writes poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |
| Proficient (3) | Independently writes poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. |
| Advanced (4) | Independently writes poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements. Writes with elaborate description and vivid, precise language. |

| WRITTEN LANGUAGE |
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| Essential Standard: Writes with a clear focus and coherent organization |

STANDARDS ADDRESSED:

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to produce writing with a clear focus, coherent organization, and sufficient details, despite teacher support and guidance. |
| Needs Improvement (2) | Requires extensive amount of prompting and support to produce writing with a clear focus, coherent organization, and sufficient details. |
| Proficient (3) | Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support. |
| Advanced (4) | Independently able to produce writing with a clear focus, coherent organization, and sufficient details. |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to produce writing with a clear focus, coherent organization, and sufficient details, despite teacher support and guidance. |
| Needs Improvement (2) | Requires extensive amount of prompting and support to produce writing with a clear focus, coherent organization, and sufficient details. |
| Proficient (3) | Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support. |
| Advanced (4) | Independently able to produce writing with a clear focus, coherent organization, and sufficient details. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to produce writing with a clear focus, coherent organization, and sufficient details, despite teacher support and guidance. |
| Needs Improvement (2) | Requires extensive amount of prompting and support to produce writing with a clear focus, coherent organization, and sufficient details. |
| Proficient (3) | Able to produce writing with a clear focus, coherent organization, and sufficient details, with teacher guidance and support. |

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| Advanced (4) | Independently able to produce writing with a clear focus, coherent organization, and sufficient details. |
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WRITTEN LANGUAGE

Essential Standard: Revises writing to improve quality of written response

STANDARDS ADDRESSED:

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

| First Trimester: Benchmarks | |
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| | Not assessed in this trimester. |

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to strengthen writing as needed. Unable to correct mechanics, usage, and sentence structure, despite teacher support and guidance. |
| Needs Improvement (2) | Requires extensive amount of prompting and support to strengthen writing as needed. Needs heavy guidance to correct mechanics, usage, and sentence structure. |
| Proficient (3) | Able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure. |
| Advanced (4) | Independently able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. Independently able to correct mechanics, usage, and sentence structure. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to strengthen writing as needed. Unable to correct mechanics, usage, and sentence structure, despite teacher support and guidance. |
| Needs Improvement (2) | Requires extensive amount of prompting and support to strengthen writing as needed. Needs heavy guidance to correct mechanics, usage, and sentence structure. |
| Proficient (3) | Able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure. |
| Advanced (4) | Independently able to develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults. Independently able to correct mechanics, usage, and sentence structure. |

WRITTEN LANGUAGE

Essential Standard: Uses technology to produce and publish writing

STANDARDS ADDRESSED:

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, despite guidance and support from adults. |
| Needs Improvement (2) | Requires extensive guidance and support from adults to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Proficient (3) | With guidance and support from adults, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Advanced (4) | Independently able to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

| Second Trimester: Benchmarks | |
|------------------------------|---|
| Warning (1) | Unable to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, despite guidance and support from adults. |
| Needs Improvement (2) | Requires extensive guidance and support from adults to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Proficient (3) | With guidance and support from adults, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Advanced (4) | Independently able to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

Third Trimester: Benchmarks

Grade 3 ELA Scoring Rubric

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| Warning (1) | Unable to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, despite guidance and support from adults. |
| Needs Improvement (2) | Requires extensive guidance and support from adults to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Proficient (3) | With guidance and support from adults, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| Advanced (4) | Independently able to use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

WRITTEN LANGUAGE

Essential Standard: Conducts research for writing projects

STANDARDS ADDRESSED:

- 3.W.7. Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Unable to write an expository paragraph with a topic sentence, 3 or 4 concise and relevant detail sentences, and a concluding sentence. |
| Needs Improvement (2) | Requires teacher support and prompting to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Needs support and guidance to write an expository paragraph with a topic sentence, 3 or 4 concise and relevant detail sentences, and a concluding sentence. |
| Proficient (3) | Independently able to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Uses the information obtained to write an expository paragraph with a topic sentence, 3 or 4 concise and relevant detail sentences, and a concluding sentence. |
| Advanced (4) | |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Unable to write an expository piece with an entertaining introductory paragraph, supporting paragraphs, and a closing paragraph. |
| Needs Improvement (2) | Requires teacher support and prompting to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Needs support to write an expository piece with an entertaining introductory paragraph, supporting paragraphs, and a closing paragraph. |
| Proficient (3) | Independently able to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Uses the information obtained to independently write an expository piece with an entertaining introductory paragraph, multiple supporting paragraphs with many concise and relevant details, and a closing paragraph. |
| Advanced (4) | |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Unable to write an expository piece with an entertaining introductory paragraph, supporting paragraphs, and a closing paragraph. |
| Needs Improvement (2) | Requires teacher support and prompting to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Needs support to write an expository piece with an entertaining introductory paragraph, supporting paragraphs, and a closing paragraph. |
| Proficient (3) | Independently able to gather information from print and digital sources, take brief notes on sources, and sort the information into provided categories. Uses the information obtained to independently write an expository piece with an entertaining introductory paragraph, multiple supporting paragraphs with many concise and relevant details, and a closing paragraph. |
| Advanced (4) | |

Grade 3 ELA Scoring Rubric

SPEAKING AND LISTENING

Essential Standard: Engages effectively in collaborative discussions

ESSENTIAL KNOWLEDGE OUTCOME:

Students acquire listening skills to comprehend and to use information to express ideas clearly and persuasively in a variety of formats. Students use oral communication skills to discuss knowledgeably, question thoughtfully, and present rationally convincingly.

STANDARDS ADDRESSED:

- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

First Trimester: Benchmarks

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| Warning (1) | Unable to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (? Speaking and Listening Standards: Grade 3: 1a, 1b.) |
| Needs Improvement (2) | Requires teacher prompting and support to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. |

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| Proficient (3) | Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (?) (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b) |
| Advanced (4) | Create a list of criteria to judge how well the teams collaborated and/or prepared for discussions. |

Second Trimester: Benchmarks

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| Warning (1) | Unable to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b, and 1c). |
| Needs Improvement (2) | Requires teacher prompting and support to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b, 1c). |
| Proficient (3) | Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (?) (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b, 1c). |
| Advanced (4) | Create question starters for students to use during or at the discussions that help students stay on topic and link their comments to the comments of other students. |

Third Trimester: Benchmarks

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| Warning (1) | Unable to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing |
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Grade 3 ELA Scoring Rubric

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| | their own clearly. (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b, 1c, 1d). |
| Needs Improvement (2) | Requires teacher prompting and support to engage effectively in collaborative discussions (one-on-one, small group, and teacher-led) with various partners on Grade 3 topics and texts, building on one another's ideas and expressing own clearly. |
| Proficient (3) | Independently engages effectively in collaborative discussions (one-on-one, small group, and teacher-led) with various partners on Grade 3 topics and texts, building on one another's ideas and expressing own clearly. (e.g., Come prepared to discuss, follow preparation, follow agreed-upon rules of discussion; ask relevant questions to check understanding of presentation; link comments to topic of discussion; explain own ideas and understanding relevant to discussion) (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b, 1c, 1d). |
| Advanced (4) | Devise an evaluation tool to be used by a speaker and the listeners to judge how effectively they feel they collaborated within the group, listened to the presentation, and/or participated in the discussion within the group. |

SPEAKING AND LISTENING

Essential Standard: Demonstrates listening comprehension

STANDARDS ADDRESSED:

3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to determine the main idea and supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Even with an aid (e.g., graphic organizer, compare and contrast, steps in a process, sequence) cannot determine main idea and details. |

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| Needs Improvement (2) | Requires teacher prompting and support to determine the main idea and supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. With teacher prompting and support may need to use graphic organizer (compare and contrast, steps in a process, sequence) to determine main idea and details. |
| Proficient (3) | Independently determines the main idea and supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. May independently apply use of a graphic organizer (compare and contrast, steps in process, sequence) to determine main idea and details. |
| Advanced (4) | Consistently argues or concludes what the main idea is of an informational text by referring to specific details to justify it. |

Second Trimester: Benchmarks

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|-----------------------|---|
| Warning (1) | Unable to determine the main idea and supporting details of a narrative text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Even with an aid (e.g., graphic organizer compare and contrast, steps in a process, sequence), cannot determine main idea and details. |
| Needs Improvement (2) | Requires teacher prompting and support to determine the main idea and supporting details of a narrative text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Needs teacher prompting and support to use a graphic organizer (compare and contrast, steps in process, sequence), to determine main idea and details. |
| Proficient (3) | Independently determines the main idea and supporting details of a narrative text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. May independently use of a graphic organizer (compare and contrast, steps in process, sequence), to determine main idea and details. |
| Advanced (4) | Consistently argues or concludes what the main idea is of a narrative text by referring to specific details to justify it. |

Third Trimester: Benchmarks

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| Warning (1) | Unable to determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally even if an aid (graphic organizer) is used. |
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Grade 3 ELA Scoring Rubric

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| Needs Improvement (2) | Requires teacher prompting and support to determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Often uses graphic organizer to determine main idea and details. |
| Proficient (3) | Independently determines the main idea and supporting details of an informational or narrative text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Advanced (4) | Consistently argues or concludes what the main idea is by referring to specific details to justify it regarding variety of texts (informational, narrative, biographical, persuasive, or poetic) and information presented in diverse media or formats, including visually, quantitatively, and orally. |

SPEAKING AND LISTENING

Essential Standard: Asks and answers questions in order to clarify, deepen understanding, or gather additional information.

STANDARDS ADDRESSED:

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

| First Trimester: Benchmarks | |
|-----------------------------|---|
| Warning (1) | Unable to ask and answer questions about information from a speaker, offering appropriate elaboration and detail even with teacher prompting and support. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Proficient (3) | Independently asks and answers questions about information from a speaker, offering appropriate elaboration and detail. |
| Advanced (4) | Consistently asks and answers questions about information from a speaker, offering appropriate elaboration and details. |

| Second Trimester: Benchmarks | |
|------------------------------|---|
| Warning (1) | Unable to ask and answer questions about information from a speaker, offering appropriate elaboration and detail even with teacher prompting and support. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Proficient (3) | Independently asks and answers questions about information from a speaker, offering appropriate |

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| | elaboration and detail. |
| Advanced (4) | Choosing specific interrogatives to ask and answer questions about information from the speaker, offering appropriate elaboration supporting a particular point. |

Third Trimester: Benchmarks

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| Warning (1) | Unable to ask and answer questions about information from a speaker, offering appropriate elaboration and detail even with teacher prompting and support. |
| Needs Improvement (2) | Requires teacher prompting and support to ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Proficient (3) | Independently asks and answers questions about information from a speaker, offering appropriate elaboration and detail. |
| Advanced (4) | Applies and organizes interrogatives, and answers questions based upon the information from a speaker to support particular points using specific elaboration and detail. |

SPEAKING AND LISTENING

Essential Standard: Speaks audibly in complete sentences and expresses ideas clearly

STANDARDS ADDRESSED:

3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner. |
| Needs Improvement (2) | Requires teacher prompting and support to speak in complete sentences in order to provide requested detail or clarification. Needs teacher guidance to express ideas in a clear and cohesive manner. |
| Proficient (3) | Independently speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Independently expresses ideas in a clear and cohesive manner. |
| Advanced (4) | Independently speaks in complete sentences in order to provide elaborated detail. Independently expresses ideas in a clear and cohesive manner. |

Grade 3 ELA Scoring Rubric

| Second Trimester: Benchmarks | |
|------------------------------|--|
| Warning (1) | Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner. |
| Needs Improvement (2) | Requires teacher prompting and support to speak in complete sentences in order to provide requested detail or clarification. Needs teacher guidance to express ideas in a clear and cohesive manner. |
| Proficient (3) | Independently speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Independently expresses ideas in a clear and cohesive manner. |
| Advanced (4) | Independently speaks in complete sentences in order to provide elaborated detail. Independently expresses ideas in a clear and cohesive manner. |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner. |
| Needs Improvement (2) | Requires teacher prompting and support to speak in complete sentences in order to provide requested detail or clarification. Needs teacher guidance to express ideas in a clear and cohesive manner. |
| Proficient (3) | Independently speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Independently expresses ideas in a clear and cohesive manner. |
| Advanced (4) | Independently speaks in complete sentences in order to provide elaborated detail. Independently expresses ideas in a clear and cohesive manner. |

SPEAKING AND LISTENING

Essential Standard: Gives oral presentations with clear enunciation, adequate volume, and appropriate pace

STANDARDS ADDRESSED:

- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

| First Trimester: Benchmarks | |
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| | Not assessed in this trimester. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Runs words, phrases, and sentences together without pauses. Volume/pace interferes with message. |
| Needs Improvement (2) | Requires teacher prompting and support to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Uses volume/pace that interferes with message. |
| Proficient (3) | Independently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that is appropriate for audience. Creates engaging audio recordings of stories or poems that demonstrate fluid reading |
| Advanced (4) | Consistently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that's appropriate for audience. Uses body language and facial expressions to enhance message and hold interest. |

| Third Trimester: Benchmarks | |
|-----------------------------|--|
| Warning (1) | Unable to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Runs words, phrases, and sentences together without pauses. Volume/pace interferes with message. |
| Needs Improvement (2) | Requires teacher prompting and support to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Uses volume/pace that interferes with message. |
| Proficient (3) | Independently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that is appropriate for audience. Creates engaging audio recordings of stories or poems that demonstrate fluid reading. |
| Advanced (4) | Consistently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that's appropriate for audience. Uses body |

Grade 3 ELA Scoring Rubric

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| | language and facial expressions to enhance message and hold interest. |
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LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates command of English grammar and usage when writing or speaking

ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing.

STANDARDS ADDRESSED:

- 3.LV.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., *childhood*).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.*
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to explain the function of nouns, pronouns, and verbs and their functions in sentences. Unable to form and use regular and irregular plural nouns, and unable to identify abstract nouns (e.g. childhood). Unable to produce simple and compound sentences. |
| Needs Improvement (2) | Requires teacher prompting and support to demonstrate standard English grammar and usage when writing or speaking. With support is able to explain the function of nouns, pronouns, and verbs and their functions in sentences. Inconsistently able to form and use regular and irregular plural nouns, and has difficulty identifying and using abstract nouns (e.g. childhood). Needs guidance to produce simple and compound sentences. |
| Proficient (3) | Independently demonstrates command of standard English grammar and usage when writing or speaking. Is able to explain the function of nouns, pronouns, and verbs and their functions in sentences. Independently able to form and use |

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| | regular and irregular plural nouns, and is able to use abstract nouns (e.g. childhood). Independently able to produce simple and compound sentences. |
| Advanced (4) | Independently demonstrates command of standard English grammar and usage when writing or speaking. Consistently able to explain the function of nouns, pronouns, and verbs and their functions in sentences. Independently and consistently able to form and use regular and irregular plural nouns, and is able to use abstract nouns (e.g. childhood). Consistently produces simple, compound, and complex sentences. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to explain the function of adjectives and adverbs and their functions in sentences. Unable to form and use regular and irregular verbs or to form and use simple verb tense. Unable to ensure subject-verb and pronoun-antecedent agreement. |
| Needs Improvement (2) | Requires teacher prompting to write or speak with correct grammar. Needs guidance to explain the function of adjectives and adverbs and their functions in sentences. With support is able to form and use regular and irregular verbs and to form and use simple verb tense. Requires teacher prompting to ensure subject-verb and pronoun-antecedent agreement. |
| Proficient (3) | Independently demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Independently able to explain the function of adjectives and adverbs and their functions in sentences. Independently able to form and use regular and irregular verbs. Is able to form and use simple verb tense. Independently able to ensure subject-verb and pronoun-antecedent agreement. |
| Advanced (4) | Independently demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Consistently able to explain the function of adjectives and adverbs and their functions in sentences. Independently and consistently able to form and use regular and irregular verbs. Is able to form and use simple verb tense. Independently able to ensure subject-verb and pronoun-antecedent agreement in complex sentences. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to use correct grammar when writing or speaking. |
| Needs Improvement (2) | Requires teacher support and prompting to demonstrate standard English grammar and usage when writing or |

Grade 3 ELA Scoring Rubric

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| | speaking. Needs guidance and support to form and use comparative and superlative adjectives and adverbs. Requires support to use coordinating and subordinating conjunctions and to produce simple, compound, and complex sentences. Inconsistently recognizes and observes differences between the conventions of spoken and written English. |
| Proficient (3) | Independently demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Independently able to form and use comparative and superlative adjectives and adverbs. Independently able to use coordinating and subordinating conjunctions and able to produce simple, compound, and complex sentences. Is able to choose words and phrases for effect and recognizes and observes differences between the conventions of spoken and written English. |
| Advanced (4) | |

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates conventions of standard English (e.g. punctuation and capitalization)

STANDARDS ADDRESSED:

- 3.LV.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to capitalize appropriate words in titles or use appropriate end punctuation in sentences. |
| Needs Improvement (2) | Requires teacher support and prompting to capitalize appropriate words in titles and to use appropriate end punctuation in sentences. |
| Proficient (3) | Independently able to capitalize appropriate words in titles and uses appropriate end punctuation in sentences. |
| Advanced (4) | |

Second Trimester: Benchmarks

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| Warning (1) | Unable to use commas in addresses. Unable to form and use possessives. |
| Needs Improvement (2) | Requires teacher support and guidance to use commas in addresses. Needs assistance to form and use possessives. |
| Proficient (3) | Independently able to use commas in addresses. Independently able to form and use possessives. |
| Advanced (4) | |

Third Trimester: Benchmarks

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| Warning (1) | Unable to use commas and quotation marks in dialogue. |
| Needs Improvement (2) | Requires teacher support and guidance to use commas and quotation marks in dialogue. |
| Proficient (3) | Independently able to use commas and quotation marks in dialogue. |
| Advanced (4) | |

LANGUAGE AND VOCABULARY

Essential Standard: Spells appropriately

STANDARDS ADDRESSED:

- 3.LV.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Unable to use word families and position-based spellings in writing words. |
| Needs Improvement (2) | Requires teacher support and guidance to use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Needs support to use word families and position-based spellings in writing words. |

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| | Requires support and guidance to consult reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Proficient (3) | Independently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Independently uses word families and position-based spellings in writing words. With support and guidance consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Advanced (4) | Independently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Independently uses word families and position-based spellings in writing words. Independently consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |

| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to use conventional spelling for high-frequency and other studied words or for adding suffixes to base words. Unable to use syllable patterns and ending rules when writing words. |
| Needs Improvement (2) | Requires teacher support and guidance to use conventional spelling for high-frequency and other studied words or for adding suffixes to base words. With support is able to use syllable patterns and ending rules when writing words. With support and guidance consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Proficient (3) | Independently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Uses syllable patterns and ending rules when writing words independently. With support and guidance consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Advanced (4) | Independently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Uses syllable patterns and ending rules when writing words independently. Independently consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to use conventional spelling for high-frequency or other studied words and for adding suffixes to base words. Unable to use spelling patterns and generalizations including meaningful word parts when writing words. Unable to consult reference materials, including beginning dictionaries, |

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| | when needed to check and correct spelling. |
| Needs Improvement (2) | Requires teacher support and guidance to use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Needs guidance to use spelling patterns and generalizations including meaningful word parts when writing words. With support, consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Proficient (3) | Independently uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words. Independently uses spelling patterns and generalizations including meaningful word parts when writing words. Independently consults reference materials, including beginning dictionaries, as needed to check and correct spelling. |
| Advanced (4) | |

LANGUAGE AND VOCABULARY

Essential Standard: Understands new vocabulary

STANDARDS ADDRESSED:

- 3.LV.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English
- 3.LV.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.LV.5 Demonstrate understanding of word relationships and nuances in word meanings.

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- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
- 3.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

| First Trimester: Benchmarks | |
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| Warning (1) | Unable to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Unable to use sentence-level context clues to determine the meaning of a word or phrase. Unable to distinguish the literal and nonliteral meanings of words and phrases in context. Unable to determine the meaning of academic and domain-specific words and phrases in a text. |
| Needs Improvement (2) | Requires teacher support and guidance to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Needs prompting to use sentence-level context clues to determine the meaning of a word or phrase. Requires support to distinguish the literal and nonliteral meanings of words and phrases in context. Needs prompting and guidance to determine the meaning of academic and domain-specific words and phrases in a text. With support is able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Proficient (3) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. Independently uses sentence-level context clues to determine the meaning of a word or phrase. Independently able to distinguish the literal and nonliteral meanings of words and phrases in context. Independently determines the meaning of academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject. With support is able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Advanced (4) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. Independently uses sentence-level context clues to determine the meaning of a word or phrase. |

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| | Independently able to distinguish the literal and nonliteral meanings of words and phrases in context. Independently determines the meaning of academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject. Independently able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
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| Second Trimester: Benchmarks | |
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| Warning (1) | Unable to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Unable to determine the meaning of the new word formed when a known affix is added to a known word. Unable to use a known root word as a clue to the meaning of an unknown word with the same root. Unable to determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Unable to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Needs Improvement (2) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. Determines the meaning of the new word formed when a known affix is added to a known word. Independently uses a known root word as a clue to the meaning of an unknown word with the same root. Requires teacher support and guidance to determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. With support is able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Proficient (3) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. Determines the meaning of the new word formed when a known affix is added to a known word. Independently uses a known root word as a clue to the meaning of an unknown word with the same root. Independently determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. With support is able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Advanced (4) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. |

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| | Determines the meaning of the new word formed when a known affix is added to a known word. Independently uses a known root word as a clue to the meaning of an unknown word with the same root. Independently determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Independently able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
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| | among related words that describe states of mind of degrees of certainty (e.g. knew, believed, suspected, heard, wondered) Independently acquires and uses accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. Independently able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Advanced (4) | |

| Third Trimester: Benchmarks | |
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| Warning (1) | Unable to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Unable to identify real-life connections between words and their use (e.g. describes people who are friendly or helpful) Unable to distinguish shades of meaning among related words that describe states of mind of degrees of certainty (e.g. knew, believed, suspected, heard, wondered) Unable to acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. Unable to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Needs Improvement (2) | Requires teacher support and guidance to determine or clarify the meaning of unknown and multiple-meaning words and phrases. Requires teacher support and guidance to identify real-life connections between words and their use (e.g. describes people who are friendly or helpful) Needs support to distinguish shades of meaning among related words that describe states of mind of degrees of certainty (e.g. knew, believed, suspected, heard, wondered) Requires teacher support and guidance to acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. Needs support to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. |
| Proficient (3) | Independently determines or clarifies the meaning of unknown and multiple-meaning words and phrases. Independently identifies real-life connections between words and their use (e.g. describes people who are friendly or helpful) Distinguishes shades of meaning |