

### 3<sup>rd</sup> Grade Report Card Rubric

#### Reading

#### Marking Period 1

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard <b>Launching &amp; Fiction Units</b>	4 Exceeding Standard
<b>BASED ON THE GRADE-LEVEL READING BENCHMARK</b>			
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b><u>Determines key ideas and details of text</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</li> <li>• 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</li> <li>• Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> </ul> <p><b><u>Recognizes craft and structure of text</u></b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</li> <li>• 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</li> <li>• Distinguish their own point of view from that of the narrator or those of the characters</li> </ul> <p><b><u>Analyzes text for inferential meaning</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul> <p><b><u>Demonstrates fluency</u></b></p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	The student exceeds the grade-level expectations.

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
<b>BASED ON THE INDEPENDENT READING LEVEL</b>			
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b><u>Demonstrates word attack skills</u></b></p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes</li> <li>• Decode multi-syllable words</li> <li>• Read grade-appropriate irregularly spelled words</li> </ul> <p><b><u>Demonstrates vocabulary acquisition</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates grade level expectations on vocabulary lists of novel words</li> <li>• Demonstrates proper application of multi-meaning and multi-purpose words</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Demonstrates Reading Stamina</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate interest and comprehension in reading</li> <li>• Read with focus for 15 minutes</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Constructs meaningful responses to literature &amp; nonfiction texts</u></b></p> <ul style="list-style-type: none"> <li>• Gives specific evidence to justify interpretations of the text</li> <li>• Includes specific examples that make clear reference to the text</li> <li>• Adequately supports examples with relevant information from the text</li> </ul>	The student exceeds the grade-level expectations