

THIRD GRADE Trimester Expectations
English Language Arts Literacy

The following indicators appear on the report card for third grade students. The rubrics that follow explain how each indicator is scored.

Compares and contrasts characters, themes, settings, and plots of stories across texts
Determines the central message (theme/main idea) through key details in the text
Identifies the ways in which characters, their motivation, and traits contribute to the story
Formulates authentic conclusions from information gathered within a nonfiction text
Reads fluently to support deeper comprehension and analysis of benchmark texts
Writes narrative, informational and opinion pieces after engaging in the writing process
Engages in short guided research projects to demonstrate a deeper understanding of a topic
Demonstrates appropriate command of capitalization, punctuation, grammar, and spelling
Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

4	3	2	1	NA
Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Not Assessed
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

Compares and contrasts characters, themes, settings, and plots of stories across texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences.	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts.</u>	Student can consistently and independently compare and contrast story elements across <u>benchmark or above benchmark texts</u> , identifying key similarities and differences. Student can elaborate on them by citing evidence from the texts <u>and explain how elements influence characters' thoughts and/or actions.</u>
3	Student can consistently <u>identify</u> story elements across <u>benchmark texts</u> .	Student can consistently <u>compare and contrast</u> story elements across <u>benchmark texts</u> , identifying key similarities and differences.	Student can consistently compare and contrast story elements across <u>benchmark texts</u> , identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts.</u>
2	With prompting and support , student attempts to identify story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student attempts to <u>compare and contrast</u> story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student can compare and contrast story elements across <u>benchmark texts</u> , <u>identifying key similarities and differences.</u>
1	With consistent prompting and support , student has difficulty identifying story elements across <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>identifying, comparing, and contrasting</u> story elements across <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>identifying, comparing, and contrasting</u> story elements across <u>below benchmark texts</u> .
NA	Not assessed	Not assessed	Not assessed

Determines the central message (theme/main idea) through key details in the text

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently compare theme/main idea, cite a minimum of 2 relevant pieces of evidence, and grow ideas in <u>above benchmark texts</u> .	Student can consistently and independently compare theme/main idea <u>across 2 texts</u> , cite a minimum of 2 relevant pieces of evidence, grow ideas, and <u>develop deeper theories</u> grounded in the text and their own ideas in <u>above benchmark texts</u> .	Student can consistently and independently compare theme/main idea <u>across 2 texts</u> , cite a minimum of 2 relevant pieces of evidence, grow ideas, and <u>develop deeper theories</u> grounded in the text and their own ideas in <u>above benchmark texts</u> .
3	Student can consistently determine the theme/main idea in <u>benchmark texts</u> .	Student can consistently determine the theme/main idea, <u>cite 2-3 pieces of evidence</u> , and <u>grow ideas</u> in <u>benchmark texts</u> .	Student can consistently determine the theme/main idea, cite 2-3 pieces of evidence, and grow ideas <u>across 2 benchmark texts</u> .
2	With prompting and support , student can cite 1 piece of evidence for a predetermined theme in <u>benchmark or below benchmark texts</u> .	With prompting and support , student can <u>apply</u> a predetermined theme/main idea and <u>cite 2-3 pieces of evidence</u> in <u>benchmark or below benchmark texts</u> .	With prompting and support , student can determine the theme/main idea, cite 2-3 pieces <u>of</u> evidence, and <u>grow ideas</u> in <u>benchmark texts</u> .
1	With consistent prompting and support , student has difficulty citing text evidence for a predetermined theme in <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>applying</u> a predetermined theme/main idea and citing text evidence in <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty determining the theme/main idea or citing evidence in <u>benchmark texts</u> .
NA	Not assessed	Not assessed	Not assessed

Identifies the ways in which characters, their motivation, and traits contribute to the story

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey.	Student can consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey <u>and grow evidence-based theories to discuss these changes</u> .	Student can consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey <u>and grow evidence-based theories to discuss these changes</u> .
3	Student can consistently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> .	Student can consistently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . <u>Student can recognize and explain how these attributes can change throughout a character's journey</u> .	Student can consistently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . <u>Student can recognize and explain how these attributes can change throughout a character's journey</u> .
2	With prompting and support student attempts to identify character(s) feelings, traits, motivations, and relationships from <u>benchmark text</u> with minor errors/misconceptions. Text evidence is cited with prompting and support.	With prompting and support , student can identify character(s) feelings, traits, motivations, and relationships from <u>benchmark text</u> with minor errors/misconceptions. <u>Limited or brief</u> text evidence is cited.	With prompting and support , student can identify character(s) feelings, traits, motivations, and relationships from <u>benchmark text</u> with minor errors/misconceptions. <u>Limited or brief</u> text evidence is cited.
1	With consistent prompting and support , student has difficulty identifying	With consistent prompting and support , student has difficulty	With consistent prompting and support , student has difficulty

	character(s) feelings, traits, motivations, and relationships with text evidence from <u>benchmark or below benchmark text.</u>	identifying character(s) feelings, traits, motivations, and relationships with text evidence from <u>benchmark or below benchmark text.</u>	identifying character(s) feelings, traits, motivations, and relationships with text evidence from <u>benchmark or below benchmark text.</u>
NA	Not assessed	Not assessed	Not assessed

Formulates authentic conclusions from information gathered within a nonfiction text

	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can consistently and independently analyze information gathered from across nonfiction texts, grow ideas, and elaborate on them using <u>benchmark texts</u> .	Student can consistently and independently analyze information gathered from across nonfiction texts, grow ideas/theories, and elaborate on them using <u>above benchmark texts</u> . <u>Student theories initiate further independent research</u> .
3	NA	Student can consistently <u>explain</u> information gathered from across nonfiction texts using <u>benchmark texts</u> .	Student can consistently <u>analyze</u> information gathered from across nonfiction texts and <u>grow ideas/theories</u> using <u>benchmark texts</u> .
2	NA	With prompting and support , student attempts to <u>explain</u> information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Explanations may include <u>minor</u> errors and/or misconceptions.	With prompting and support , student attempts to <u>analyze</u> information gathered from across nonfiction texts and <u>attempts to grow ideas</u> using <u>benchmark or below benchmark texts</u> . Ideas may <u>be limited</u> or include <u>minor</u> errors and misconceptions.
1	NA	With consistent prompting and support , student has difficulty explaining information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Explanations may include <u>significant</u> errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Ideas may <u>be limited</u> or include <u>significant</u> errors and misconceptions.
NA	Not assessed	Not assessed	Not assessed

Reads fluently to support deeper comprehension and analysis of benchmark texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.
3	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct

	for word recognition and understanding.	word recognition and understanding.	for word recognition and understanding.
NA	Not assessed	Not assessed	Not assessed

Writes narrative, informational, and opinion pieces after engaging in the writing process

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. Student can accurately cite outside sources, when applicable. Student voice is used to convey the emotion or tone of their writing through description, phrases, dialogue, and thoughts. (Trimester 1-narrative, Trimester 2-narrative <u>and informational</u>, Trimester 3-narrative, informational, <u>and opinion</u>)</p>	<p>Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. Student can accurately cite outside sources, when applicable. Student voice is used to convey the emotion or tone of their writing through description, phrases, dialogue, and thoughts. (Trimester 1-narrative, Trimester 2-narrative <u>and informational</u>, Trimester 3-narrative, informational, <u>and opinion</u>)</p>	<p>Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. Student can accurately cite outside sources, when applicable. Student voice is used to convey the emotion or tone of their writing through description, phrases, dialogue, and thoughts. (Trimester 1-narrative, Trimester 2-narrative <u>and informational</u>, Trimester 3-narrative, informational, <u>and opinion</u>)</p>
3	<p>Student can consistently write an engaging lead/conclusion and provide key details in a logical sequence in writing based on the current unit of study. (narrative)</p>	<p>Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. (narrative and informational)</p>	<p>Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs and use transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable.</u> (narrative, informational, and opinion)</p>
2	<p>With prompting and support, student attempts to write an engaging lead/conclusion and provide key details in a logical sequence in writing based on the current unit of study.</p>	<p>With prompting and support, student attempts to write an engaging lead/conclusion, provide key details in a logical sequence, <u>accurately use paragraphs and transition</u></p>	<p>With prompting and support, student can write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs and use</p>

	Revision requires teacher prompting/support. (narrative)	<u>words</u> in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative and informational)	transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable.</u> Revision requires teacher prompting/support. (narrative, informational, and opinion)
1	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion and providing key details in a logical sequence in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, <u>using accurate paragraphs and using transition words</u> in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative and informational)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, using accurate paragraphs, and using transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable with support.</u> Revision requires teacher prompting/support. (narrative, informational, and opinion)
NA	Not assessed	Not assessed	Not assessed

Engages in short guided research projects to demonstrate deeper understanding of a topic

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	NA	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student synthesizes information from multiple sources and accurately cite the resource.</u>
3	NA	Student can consistently provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can consistently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>
2	NA	With prompting and support, student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>
1	NA	With consistent prompting and support, student has difficulty providing key details and examples as well as researching to support a topic from <u>one source.</u>	With consistent prompting and support, student has difficulty providing key details and examples as well as researching to support a topic from <u>one source.</u>
NA	Not assessed	Not assessed	Not assessed

Demonstrates appropriate command of capitalization, punctuation, grammar, and spelling

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently capitalize all proper nouns and beginning of sentences, accurately apply punctuation (including end marks, commas, dialogue), and <u>exceeds grade appropriate spelling skills.</u>	Student can consistently and independently capitalize all proper nouns and beginning of sentences, accurately apply punctuation (including end marks, commas, dialogue), and <u>exceeds grade appropriate spelling skills.</u>	Student can consistently and independently capitalize all proper nouns and beginning of sentences, accurately apply punctuation (including end marks, commas, dialogue), and <u>exceeds grade appropriate spelling skills.</u>
3	Student can consistently capitalize names and beginning of sentences, and accurately apply end marks and grade appropriate spelling skills.	Student can consistently apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills.	Student can consistently apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills.
2	With prompting and support , student attempts to capitalize names and beginning of sentences, and attempts to apply end marks and grade appropriate spelling skills with minor errors.	With prompting and support , student attempts to apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills with minor errors.	With prompting and support , student attempts to apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills with minor errors.
1	With consistent prompting and support , student has difficulty capitalizing names and beginning of sentences, or applying end marks. Student has difficulty using grade appropriate spelling, making significant errors.	With prompting and support , student has difficulty applying <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and in using grade appropriate spelling skills with significant errors.	With prompting and support , student has difficulty applying <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and in using grade appropriate spelling skills with significant errors.
NA	Not assessed	Not assessed	Not assessed

Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, and <u>encourage others to participate</u> .	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, and <u>change perspective when warranted</u> .	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, and change perspective when warranted. <u>Student can take on the role of discussion moderator, facilitating conversations when necessary.</u>
3	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, and explain his/her own ideas.	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, and <u>encourage others to participate</u> .	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, and <u>change perspective when warranted</u> .
2	When prompted/invited by others , can engage in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas.	When prompted by others , can engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and <u>build on other's ideas</u> .	When prompted by others , can engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and <u>build on other's ideas</u> .
1	When prompted/invited by others , student has difficulty engaging in collaborative conversations (one-on-one, small group, and whole group) or	When prompted by others , the student can engage in some collaborative conversations (one-on-one, small group,	When prompted/invited by others , the student can engage in some collaborative conversations (one-on-one, small group, and whole group),

	explaining his/her own ideas.	and whole group) and <u>explain his/her own ideas.</u>	explain his/her own ideas, and <u>build on other's ideas.</u>
NA	Not assessed	Not assessed	Not assessed

