

Standards-based Third Grade Progress Report Rubric: Term 2

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Analyzes and interprets aspects of literary and informational texts. Standards: R4, R5, R6, R9 & L5	When speaking and writing about a text, refers to aspects of the text, including:	When speaking and writing about a text, refers to few aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to many aspects of the text, including:
	- words and phrases suggest feelings and appeal to the senses - the overall structure - how the beginning introduces the text and the ending concludes the text - how illustrations, text features, and details support the point of view or purpose of the text - information gained from story elements, illustrations and/or text features - word relationships and nuances in meaning	- words and phrases, figurative language, and academic and content-specific words parts of stories, dramas, and poems using terms such as chapter, scene, and stanza (literature) - text features (informational) author, narrator, or character's perspective or point of view in a text		
	<i>*student is working toward 2nd grade standards</i>	Sometimes:	Consistently:	Independently:
	makes connections between self and text when speaking and writing about texts.	recognizes genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations		
Knows and uses phonics skills to solve unknown words in text. Standards: RF3 & L2 (Appendix A)	Rarely:	Sometimes:	Consistently:	Always:
	reads below grade appropriate irregularly spelled words	- reads grade appropriate irregularly spelled words. - uses knowledge of Short vowels, Common long vowels, Root words, Prefixes and suffixes in words with more than one syllable		

	Uses knowledge of: Blends, Digraphs, Short vowels, Common long vowels, Root words with prefixes and suffixes			
	Often appeals prior to word solving	Sometimes appeals after attempting word solving	Rarely appeals after attempting word solving	Rarely appeals, and only does so after making multiple attempts at word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: RF4	Reads level L or below with some support (instructional)	Reads level M-N text with some support (instructional)	Reads level O text with some support (instructional)	Reads level P or above text with some support (instructional)
Determines a theme or central idea and explains how it is supported by key details, and can summarize portions of a text Standards: R2 & R3	When speaking and writing about texts, includes:	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, consistently includes:	When speaking and writing about texts, always includes:
	- what a text is mostly about - key details - how characters respond to major events and challenges (literature) - the connections among ideas, concepts, or a series of events (informational)	a theme or central idea - supporting details - how characters respond to major events and challenges (literature) character traits, motivations, or feelings, drawing on specific details from the text (literature) - describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect (informational) explanation of how the author's claims are supported by relevant reasons and evidence		
Monitors comprehension and applies reading strategies flexibly. Standards: R1 & L4	Rarely:	Sometimes:	Consistently:	Always:
	- develops and answers questions to demonstrate an understanding of key ideas and details - determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using: sentence-level context, prefixes, root words, parts of compounds words, and reference materials - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary	- develops and answers questions to locate relevant and specific details in a text to support an answer or inference - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary - determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using: sentence-level context, affixes, root words, and reference materials.		

Writing- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Writes opinion (argumentative), informational and/or narrative pieces. Standards: W1, W2 & W3	<i>*student is working toward 2nd grade standards</i>	Sometimes:	Consistently:	Always:
	composes pieces with the following characteristics: - State an opinion on a topic or personal experience; using clear reasons and relevant evidence. - Write informative/ explanatory texts that introduces a topic, give facts and other information to develop points, use content-specific language, and provide a concluding statement or section. - Write narratives that recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	composes pieces with the following characteristics: - Writes an argument to support claim(s), using clear reasons and relevant evidence. Introduces a claim, supported by details, and organize the reasons and evidence logically Uses precise language and content-specific vocabulary Use linking words and phrases to connect ideas within categories of information Provides a concluding statement or section - Writes informative /explanatory texts to explore a topic and convey ideas and information relevant to the subject - Introduces a topic and organize related information together. - Develops a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. - Uses precise language and content-specific vocabulary. Uses linking words and phrases to connect ideas within categories of information. - Provides a concluding statement or section. - Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences Establishes a situation and introduce a narrator and/or characters. - Uses descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Uses temporal words and phrases to signal event order. - Provides a conclusion.		
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong practices	<i>*student is working toward 2nd grade standards</i>	Sometimes:	Consistently:	Always:
	- generates ideas and/or plans writing. - revises writing for meaning at the section, page, sentence and/or word level - checks reference materials as needed to check and correct spelling	- generates ideas and/or plans writing - revises writing for meaning at the section, page, paragraph, sentence and/or word level - checks reference materials as needed to check and correct spelling.		
	edits writing for: - Spacing - Letter formation - Punctuation (including comma usage) - Capitalization (sentences, dates, the pronoun "I", proper	edits writing for: - Spacing - Letter formation - Ending punctuation - Comma usage (in dialogue) - Capitalization (sentences, dates, the pronoun "I", proper nouns, titles) - Apostrophes in contractions and possessives		

	- nouns) - Apostrophes in contractions and common possessives - Spelling of below grade level high frequency words	Quotation marks or italics to indicate titles - Spelling of grade level high frequency words		
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4 & SL5	<i>*student is working toward 2nd grade standards</i>	Sometimes:	Consistently:	Always:
	- develops questions and participates in shared research to answer questions and to build and share knowledge - recalls and represents relevant information from experiences or gathers information from provided sources to answer a question. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly. - Includes digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings	conducts research to answer questions, including self-generated questions, and to build knowledge - recalls relevant information from experiences or gathers information from multiple sources. takes brief notes on sources and sorts evidence into provided categories. reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace - includes digital media and/or visual displays in presentations to emphasize certain facts or details		
Analyzes mentor texts to enhance writing. Standards: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	analyzes and uses mentor texts to enhance writing			- analyzes and uses a range in types of mentor texts to enhance writing Independently seeks mentor texts for personal use

Speaking & Listening- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with diverse peers and adults for a variety of purposes. Standards: SL1	Rarely: uses discussion skills: - Builds on others' talk - Participates through multiple exchanges - Links comments to others' ideas - Asks questions for clarification - Considers individual differences - makes meaningful contributions to class and partnership discussions	Sometimes: 	Consistently: uses discussion skills: - Builds on others' talk - Participates through multiple exchanges - Links comments to others' ideas - Asks questions to clear up confusion and check understanding - Considers individual differences Comes to discussion prepared with material Explains their own ideas and understandings as a result of the conversation - makes meaningful contributions to class and partnership discussions	Always:
Develops questions to evaluate a speaker's point of view. Standard: SL3 & SL4	<i>*student is working toward 2nd grade standards</i> - develops and answers questions to clarify what the speaker says - agrees or disagrees with the speaker's point of view, providing a reason(s) - describes people, places, things and events with relevant details, expressing ideas and feelings clearly	Sometimes: asks questions in response to the speaker's ideas to understand her position on a topic reports 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 follows up with clarifying questions, as necessary summarizes/restates the speaker's position on a topic	Consistently: 	Always:
Identifies situations that call for formal or informal English language use. Standard: L3, SL6	Rarely: - Uses knowledge of language and its conventions when writing, speaking, reading, or listening - Compare academic and conversational uses of English - uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Sometimes: selects conversational or academic forms when speaking or writing recognizes and observes differences between the conventions of spoken and written academic English Identify contexts that call for academic English or informal discourse	Consistently: 	Always:
Uses new vocabulary	Rarely: 	Sometimes: 	Consistently: 	Always:

gained through reading texts and conversations.

Standards: Lifelong Practices, L5 & L6

- acquires vocabulary learned through conversation, reading or being read to
- accurately uses adjectives and adverbs to describe and words for identification and description, making connections between words and their use

- acquires vocabulary learned through reading or being read to
- **accurately uses conversational, general academic (Tier 2) and content-specific (Tier 3) words and phrases including those that signal spatial and temporal relationships**
- **uses words for identification and description, making connections between words and their use**

Language and Word Study- Term 2

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standards: Lifelong Practices	Rarely: - Writes letters to represent words. - Spells simple words phonetically, drawing on knowledge of sound-letter relationships. - Spells unknown words phonetically, drawing on phonemic awareness and spelling conventions. - Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Generalizes learned spelling patterns when writing words - Writes a letter or letters for most consonant and short-vowel sounds (phonemes)	Sometimes Uses spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.	Consistently:	Always:
	Words Their Way Stage: Late Within Word or earlier	Words Their Way Stage: Early Syllables & Affixes	Words Their Way Stage: Early Syllables & Affixes	Words Their Way Stage: Middle Syllables & Affixes or later
Uses knowledge of language and its conventions when writing, speaking, reading, or listening. Standards: L1 (Appendix A) & L3	Rarely: understands and uses simple and compound sentences. uses frequently occurring nouns and verbs, matching both in basic sentences. demonstrates understanding of special types of nouns: - Common, proper, and possessive - Collective nouns - Regular plurals and frequently occurring irregular plurals	Sometimes: understands and uses simple, compound and complex sentences, recognizing and correcting fragments and run-ons. uses frequently occurring nouns and verbs, matching both in basic sentences. demonstrates understanding of special types of nouns: - Common, proper, and possessive - Collective - Regular plurals and frequently occurring irregular plurals uses and explains the function of a variety of parts of speech, including: Nouns - Interrogatives - Frequently occurring prepositions - A range of pronouns - Past, present and future tense verbs	Consistently:	Always:

	uses a variety of parts of speech, including: • Interrogatives • Frequently occurring prepositions • A range of pronouns • Past, present and future tense verbs • Adjectives • Adverbs • Conjunctions • Transition words	• Adjectives • Adverbs • Conjunctions • Transition words • Interjections		
Reads and writes common grade level specific high-frequency words. Standard: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	• identifies, monitors and self-corrects high frequency words when reading • spells third grade high frequency words when writing			
	Reads and writes 246 or fewer high frequency words in isolation	Reads and writes 247-266 high frequency words in isolation	Reads and writes at least 267-286 high frequency words in isolation	Reads and writes 287 or more high frequency words in isolation