

English Language Arts
Standards-Based Report Card 2023-2024
Third Grade

Scoring Rubric:
3: Meets expectations
2: Approaching expectations
1: Beginning to learn expectations
Blank: Not assessed
IE: Insufficient evidence

| Reading - standards should be measured against grade-level text | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|--------------|--------------|--------------|--------------|
| 1. Recounts events from a text in order | | | | |
| 2. Determines the main idea and supporting details of a text | | | | |
| 3. Determines central message or theme | | | | |
| 4. Analyzes characters to comprehend a text | | | | |
| 5. Determines the meaning of words and phrases in a text | | | | |
| 6. Uses text features to locate key facts | | | | |
| 7. Compares and contrasts various elements in multiple texts | | | | |
| Writing | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 1. Produces writing that is organized | | | | |
| 2. Produces writing that is developed | | | | |
| 3. Uses correct grammar, capitalization, and punctuation | | | | |
| 4. Uses phonics strategies to spell when writing | | | | |

Third Grade English Language Arts Rubrics

Reading

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| Quarters 1, 3, & 4 | Standard 1: Recounts events from a text in order |
| 3 | I can independently and consistently recount all key details of a text in order. |
| 2 | I can recount some details from a text in order <u>OR</u> some details may be out of order. |
| 1 | I need support to recount details from a text in order. |

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| Quarters 2 & 4 | Standard 2: Determines the main idea and supporting details of a text |
| 3 | I can independently and consistently : <ul style="list-style-type: none">● determine the main idea● determine supporting details of a text |
| 2 | I can do one of the following or do both some of the time: <ul style="list-style-type: none">● determine the main idea● determine supporting details of a text |
| 1 | I need support to identify the main idea and supporting details of a text. |

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| Quarters 3 & 4 | Standard 3: Determines central message or theme |
| 3 | I can independently and consistently : <ul style="list-style-type: none"> ● determine the central message or theme of a text ● explain how the message is conveyed through key details |
| 2 | I can do one of the following or do the following some of the time: <ul style="list-style-type: none"> ● determine the central message or theme of a text ● explain how the message is conveyed through key details |
| 1 | I need support to determine the central message or theme of a text. |

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| Quarters 3 & 4 | Standard 4: Analyzes characters to comprehend a text |
| 3 | I can independently and consistently analyze characters to comprehend a text by doing the following: <ul style="list-style-type: none"> ● Infer a character's feelings using evidence from the text ● Predict character's actions ● Describe character's personality traits ● Describe how characters change throughout the story |
| 2 | I can analyze characters to comprehend a text some of the time or I may be able to do some of the following: <ul style="list-style-type: none"> ● Infer a character's feelings using evidence from the text ● Predict character's actions ● Describe character's personality traits ● Describe how characters change throughout the story |
| 1 | I need support to analyze characters to comprehend a text. |

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| Quarters 1-4 | Standard 5: Determines the meaning of words and phrases in a text |
| 3 | I can independently and consistently use a variety of strategies to determine the meaning of words and phrases in a text. Strategies that I flexibly choose between include: <ul style="list-style-type: none"> ● context clues ● picture clues ● glossary or dictionary |
| 2 | I can use a variety of strategies to determine the meaning of words and phrases in text some of the time. I may rely solely on one or two strategies instead of choosing flexibly between the following: <ul style="list-style-type: none"> ● context clues ● picture clues ● glossary or dictionary |
| 1 | I need support to determine the meaning of words and phrases in text. I may rely solely on one strategy or may not utilize any strategies on my own. |

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| Quarters 2 & 4 | Standard 6: Uses text features to locate key facts |
| 3 | I can independently and consistently use text features to locate key facts. Text features I know and use include: <ul style="list-style-type: none"> ● Headings and subheadings ● Illustrations, photographs, and captions ● Diagrams, charts, timelines, and maps ● Glossary, table of contents, and index |
| 2 | I can use text features to locate key facts some of the time or I may be able to use some of the text features but not all of the following: <ul style="list-style-type: none"> ● Headings and subheadings ● Illustrations, photographs, and captions ● Diagrams, charts, timelines, and maps ● Glossary, table of contents, and index |
| 1 | I need support to use text features to locate key facts. I may be able to only use one or two of the expected text features. |

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| Quarter 3 & 4 | Standard 7: Compares and contrasts various elements in multiple texts |
| 3 | <p>I can independently and consistently compare and contrast various elements in multiple texts including:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Plot ● Theme |
| 2 | <p>I can compare and contrast various elements in multiple texts some of the time OR I may be able to compare and contrast only some of the following elements:</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Plot ● Theme |
| 1 | <p>I need support to compare and contrast various elements in multiple texts. I may be only able to compare and contrast one of the expected elements.</p> |

Writing

| Standard 1: Produces writing that is organized | | | |
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| | Quarters 1 & 4: Narrative | Quarter 2: Expository/Informational | Quarter 3: Opinion/Persuasive |
| 3 | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● write a beginning that includes characters and the setting of the story ● tell a story in order using transitional words and phrases ● write an ending that connected the beginning to the end of the story ● organize writing into appropriate paragraphs | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● introduce the topic ● use transition words and phrases such as: <i>before, after, then and later</i> ● write an ending that draws conclusions, asks questions, or suggests ways readers might respond | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● introduce the topic by hooking readers perhaps by using a bold opinion statement ● connect parts of my writing using transition words such as: <i>for example, because, also, and another</i> ● write a conclusion that reminds the readers of my opinion ● use paragraphs to organize my reasons |
| 2 | <p>I can do some of the following:</p> <ul style="list-style-type: none"> ● write a beginning that includes characters and the setting of the story ● tell a story in order using transitional words and phrases ● write an ending that connected the beginning to the end of the story ● organize writing into appropriate paragraphs | <p>I can do some of the following:</p> <ul style="list-style-type: none"> ● introduce the topic ● use transition words and phrases such as: <i>before, after, then and later</i> ● write an ending that draws conclusions, asks questions, or suggests ways readers might respond ● group information into parts: each part was mostly about one thing that connected to the big topic. | <p>I can do some of the following:</p> <ul style="list-style-type: none"> ● introduce the topic by hooking readers perhaps by using a bold opinion statement ● connect parts of my writing using transition words such as: <i>for example, because, also, and another</i> ● write a conclusion that reminds the readers of my opinion ● use paragraphs to organize my reasons |
| 1 | <p>I need support to produce writing that is organized.</p> | <p>I need support to produce writing that is organized.</p> | <p>I need support to produce writing that is organized.</p> |

| Standard 2: Produces writing that is developed | | | |
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| | Quarters 1 & 4: Narrative | Quarter 2: Expository/Informational | Quarter 3: Opinion/Persuasive |
| 3 | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> bring the character to life with details, dialogue, and actions use descriptive words to picture what is happening and bring the story to life | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> write facts, definitions, details, and observations about the topic and explain some of them include words that show I am an expert on the topic (vocabulary specific to the topic they chose) | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> gather reasons and evidence to support my opinion write in a way that allows the reader to think or feel a certain way such as: address the audience, repeat key phrases, and/or use a personal story |
| 2 | <p>I can do some of the following:</p> <ul style="list-style-type: none"> bring the character to life with details, dialogue, and actions use descriptive words to picture what is happening and bring the story to life | <p>I can do some of the following:</p> <ul style="list-style-type: none"> write facts, definitions, details, and observations about the topic and explain some of them include words that show I am an expert on the topic (vocabulary specific to the topic they chose) | <p>I can do some of the following:</p> <ul style="list-style-type: none"> gather reasons and evidence to support my opinion write in a way that allows the reader to think or feel a certain way such as: address the audience, repeat key phrases, and/or use a personal story |
| 1 | I need support to produce writing that is developed. | I need support to produce writing that is developed. | I need support to produce writing that is developed. |

Standard 3: Uses correct grammar, capitalization, and punctuation

| Quarters 1-2 | |
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| 3 | <p>I can independently and consistently:</p> <ul style="list-style-type: none">● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense● use complete simple sentences, complete compound sentences, and write a variety of detailed sentences● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles● use correct end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, and commas and quotations in dialogue in my writing |
| 2 | <p>I can do some of the following:</p> <ul style="list-style-type: none">● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense● use complete simple sentences, complete compound sentences, and write a variety of detailed sentences● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles● use correct end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, and commas and quotations in dialogue in my writing |
| 1 | <p>I need support to use correct grammar, capitalization, and punctuation.</p> |

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| Standard 3: Uses correct grammar, capitalization, and punctuation | |
| | Quarters 3-4 |
| 3 | <p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense ● use complete simple sentences, complete compound sentences, and write a variety of detailed sentences, and produce complex sentences ● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles ● use correct end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, and commas and quotations in dialogue in my writing |
| 2 | <p>I can do some of the following:</p> <ul style="list-style-type: none"> ● use irregular plural nouns (feet, children), reflexive pronouns (myself, ourselves), irregular verbs (sat, hid, told, drove), adjectives and adverbs, verb tense to convey various times, and recognize and correct inappropriate shifts in verb tense ● use complete simple sentences, complete compound sentences, and write a variety of detailed sentences, and produce complex sentences ● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles ● use correct end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, and commas and quotations in dialogue in my writing |
| 1 | I need support to use correct grammar, capitalization, and punctuation. |

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| Quarters 1-4 | Standard 4: Uses phonics strategies to spell when writing |
| 3 | I can independently and consistently use taught phonics spelling rules in my writing as well as spelling resources. |
| 2 | I can use taught phonics spelling rules and spelling resources in my writing some of the time. |
| 1 | I need support to use taught phonics spelling rules when writing. |