

# Grade 3 ELA Scoring Rubric

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

**STANDARDS ADDRESSED:**

**LITERATURE:**

3.RL.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

RL.2 Retell 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 a text.

RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story

RL1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**INFORMATIONAL**

RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

RI.8 Describe the logical connection between particular sentences and paragraphs in a text

3.RI.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3

First Trimester: Benchmarks	
Limited Progress (L)	Unable to read and comprehend literature and informational texts within the grades 2-3 text complexity band
Consistently Making Progress (C)	Requires teacher support and prompting to read and comprehend literature and informational texts within the grades 2-3 text complexity band.
Meeting Standard (M)	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.
Exceeds Standard (E)	Independently able to read, comprehend, and evaluate literature and informational texts within the grades 2-3 text complexity band.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to read and comprehend literature and informational texts within the grades 2-3 text complexity band.

Consistently Making Progress (C)	Requires teacher support and prompting to read and comprehend literature and informational texts within the grades 2-3 text complexity band.
Meeting Standard (M)	Independently able to read and comprehend literature and informational texts within the grades 2-3 text complexity band.
Exceeds Standard (E)	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	
Limited Progress (L)	Unable to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently able to read and comprehend literature and informational texts at the high end of the grades 2-3 text complexity band.
Exceeds Standard (E)	Independently able to read, comprehend, and evaluate literature and informational texts at the high end of the grades 2-3 text complexity band.

**READING**  
**Essential Standard: Identifies main idea and supporting details of an informational 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	
Limited Progress (L)	Unable to determine the main idea of grade-level text and unable to identify supporting details which help explain the main idea.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.
Exceeds Standard (E)	

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Second Trimester: Benchmarks	
Limited Progress (L)	Unable to determine the main idea of grade-level text and unable to identify supporting details which help explain the main idea.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to determine the main idea of grade-level informational text and unable to identify supporting details which help explain the main idea.
Consistently Making Progress (C)	Requires teacher support and guidance to determine the main idea of grade-level informational text and identifies some supporting details which help explain the main idea.
Meeting Standard (M)	Independently determines the main idea of grade-level informational text and identifies most supporting details which help explain the main idea.
Exceeds Standard (E)	

**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	
Limited Progress (L)	Unable to describe characters in a story and explain how their actions contribute to the sequence of events.
Consistently Making Progress (C)	Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events.

Meeting Standard (M)	Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
Exceeds Standard (E)	Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to describe characters in a story and explain how their actions contribute to the sequence of events.
Consistently Making Progress (C)	Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events.
Meeting Standard (M)	Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
Exceeds Standard (E)	Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events.

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to describe characters in a story and explain how their actions contribute to the sequence of events.
Consistently Making Progress (C)	Requires teacher prompting and support to describe characters in a story and explain how their actions contribute to the sequence of events.
Meeting Standard (M)	Independently describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
Exceeds Standard (E)	Independently compares and contrasts characters from various stories and explains how characters' actions contribute the sequence of events.

# Grade 3 ELA Scoring Rubric

## READING

**Essential Standard: Uses text features and search tools to locate information**

### STANDARDS ADDRESSED:

- 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.7** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

First Trimester: Benchmarks- Not Assessed

### Second Trimester: Benchmarks

Limited Progress (L)	Unable to use text features and search tools to locate information relevant to a given topic.
Consistently Making Progress (C)	Requires teacher prompting and support to use text features and search tools to locate information relevant to a given topic.
Meeting Standard (M)	Independently uses text features and search tools to locate information relevant to a given topic.
Exceeds Standard (E)	

### Third Trimester: Benchmarks

Limited Progress (L)	Unable to use text features and search tools to locate information relevant to a given topic.
Consistently Making Progress (C)	Requires teacher prompting and support to use text features and search tools to locate information relevant to a given topic.
Meeting Standard (M)	Independently uses text features and search tools to locate information relevant to a given topic.
Exceeds Standard (E)	

## READING

**Essential Standard: Refers to parts of stories, dramas, and poems with correct terms**

### STANDARDS ADDRESSED:

- 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.

### First Trimester: Benchmarks

Limited Progress (L)	Unable to refer to <b>parts of stories, dramas</b> , 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.
Consistently Making Progress (C)	Requires teacher prompting and support to refer to <b>parts of stories, dramas</b> , 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.
Meeting Standard (M)	Independently refers to <b>parts of stories, dramas</b> , 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.
Exceeds Standard (E)	

### Second Trimester: Benchmarks

Limited Progress (L)	Unable to refer to parts of stories, dramas, and <b>poems</b> when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Consistently Making Progress (C)	Requires teacher prompting and support to refer to parts of stories, dramas, and <b>poems</b> when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Meeting Standard (M)	Independently refers to parts of stories, dramas, and <b>poems</b> when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Exceeds Standard (E)	

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Third Trimester: Benchmarks- Not assessed	
Limited Progress (L)	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.
Consistently Making Progress (C)	Requires teacher prompting and support 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.
Meeting Standard (M)	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.
Exceeds Standard (E)	

**READING**  
**Essential Standard: Distinguishes their own point of view from that of the narrator, characters or an author.**

**STANDARDS ADDRESSED:**

LITERATURE:

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

Informational:

3.RI.6 Distinguish their own point of view from that of the author of an informational text.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to distinguish their own point of view from that of the narrator or characters or the author.
Consistently Making Progress (C)	Requires teacher prompting and support to distinguish their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Meeting Standard (M)	Independently distinguishes their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to distinguish their own point of view from that of the narrator or characters or the author.
Consistently Making Progress (C)	Requires teacher prompting and support to distinguish their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Meeting Standard (M)	Independently distinguishes their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to distinguish their own point of view from that of the narrator or characters or the author.
Consistently Making Progress (C)	Requires teacher prompting and support to distinguish their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Meeting Standard (M)	Independently distinguishes their own point of view from that of the narrator or characters in literature and from the author of an informational text.
Exceeds Standard (E)	

# Grade 3 ELA Scoring Rubric

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

**STANDARDS ADDRESSED:**

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

First Trimester: Benchmarks	
Limited Progress (L)	Unable to compare and contrast the most important points and key details in two informational texts on the same topic.
Consistently Making Progress (C)	Requires teacher support and prompting to compare and contrast the most important points and key details in two informational texts on the same topic.
Meeting Standard (M)	Independently compares and contrasts the most important points and key details presented in two informational texts on the same topic.
Exceeds Standard (E)	

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to compare and contrast the themes, and settings of stories written by the same author about the same or similar characters.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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).
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	

# Grade 3 ELA Scoring Rubric

## READING

### Essential Standard: Understands and uses new vocabulary

#### STANDARDS ADDRESSED:

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.<sup>1</sup>
- b. Recognize and observe differences between the conventions of spoken and written English.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words 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.
- e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *N, S, E, W* on a map).
- f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *<, >*).

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

- 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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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. 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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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. Independently able to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.

Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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 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.
Exceeds Standard (E)	

# Grade 3 ELA Scoring Rubric

## FOUNDATIONAL SKILLS

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

### ESSENTIAL KNOWLEDGE OUTCOME:

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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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.
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Second Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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.

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Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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 read some grade-appropriate irregularly spelled words.
Meeting Standard (M)	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.
Exceeds Standard (E)	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	
Limited Progress (L)	Student is reading is at risk 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.
Consistently Making Progress (C)	Student is reading with some risk 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.
Meeting Standard (M)	Student reads with sufficient accuracy (no risk) 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.
Exceeds Standard (E)	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.

### Second Trimester: Benchmarks

Limited Progress (L)	Student is reading at risk 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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Consistently Making Progress (C)	Student is reading with some risk 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.
Meeting Standard (M)	Student reads grade-level text with sufficient no risk 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.
Exceeds Standard (E)	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	
Limited Progress (L)	Student is reading at risk 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.
Consistently Making Progress (C)	Student is reading with some risk 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.
Meeting Standard (M)	Student reads grade-level text with sufficient accuracy (no risk) 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.
Exceeds Standard (E)	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.
    - a. Introduce the topic, state an opinion, and create an organizational structure that lists the reasons.
    - b. Provide reasons that support the opinion.
    - c. Use linking words and phrases (e.g. *because, therefore, since, for example*) to connect opinion and reasons.
    - d. Provide a concluding statement or section.

First Trimester: Benchmarks  
Not assessed during this trimester

Second Trimester: Benchmarks	
Limited Progress (L)	Little or no understanding of form for writing opinion pieces.
Consistently Making Progress (C)	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., <i>because, and, also</i> ) to connect opinion and reasons, and provides a concluding statement or section.
Meeting Standard (M)	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. <i>because, and, also</i> ) 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.
Exceeds Standard (E)	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. <i>because, and, also</i> ) to connect opinion and reasons, and provides a concluding statement or section. Piece contains elaborate description and precise, vivid language.

# Grade 3 ELA Scoring Rubric

Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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
Meeting Standard (M)	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.

# Grade 3 ELA Scoring Rubric

Exceeds Standard (E)	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 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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently writes 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.
Exceeds Standard (E)	Independently writes 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	
Limited Progress (L)	Given teacher support (graphic organizers, word banks, modeling, etc.) unable to demonstrate knowledge of the elements of a narrative piece.
Consistently Making Progress (C)	Requires substantial prompting and support to demonstrate knowledge of the elements 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
Meeting Standard (M)	Independently demonstrates knowledge of the elements of a 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.

# Grade 3 ELA Scoring Rubric

Exceeds Standard (E)	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.
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Second Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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.
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Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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. The development is largely appropriate to the task and purpose.
Exceeds Standard (E)	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.

# Grade 3 ELA Scoring Rubric

## WRITTEN LANGUAGE

### Essential Standard: Writes poetry

#### STANDARDS ADDRESSED:

W.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)
- f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.

First Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently writes poems in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.
Exceeds Standard (E)	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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently writes descriptions in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, similes, and metaphors) are key elements.
Exceeds Standard (E)	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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently writes poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.
Exceeds Standard (E)	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.

# Grade 3 ELA Scoring Rubric

## 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.
- 3.W.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.
- 3.W.6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to strengthen writing as needed. Unable to correct mechanics, usage, and sentence structure, despite teacher support and guidance.
Consistently Making Progress (C)	Requires extensive amount of prompting and support to strengthen writing as needed. Needs heavy guidance to correct mechanics, usage, and sentence structure.
Meeting Standard (M)	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.
Exceeds Standard (E)	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.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to strengthen writing as needed. Unable to correct mechanics, usage, and sentence structure, despite teacher support and guidance.
Consistently Making Progress (C)	Requires extensive amount of prompting and support to strengthen writing as needed. Needs heavy guidance to correct mechanics, usage, and sentence structure.
Meeting Standard (M)	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.
Exceeds Standard (E)	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	
Limited Progress (L)	Unable to strengthen writing as needed. Unable to correct mechanics, usage, and sentence structure, despite teacher support and guidance.
Consistently Making Progress (C)	Requires extensive amount of prompting and support to strengthen writing as needed. Needs heavy guidance to correct mechanics, usage, and sentence structure.
Meeting Standard (M)	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.
Exceeds Standard (E)	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.

# Grade 3 ELA Scoring Rubric

## 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.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames.

#### First Trimester: Benchmarks

Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	

#### Second Trimester: Benchmarks

Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	

#### Third Trimester: Benchmarks

Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	

# Grade 3 ELA Scoring Rubric

**WRITTEN LANGUAGE**  
**Essential Standard: Demonstrates command of English grammar and usage when writing**

**ESSENTIAL KNOWLEDGE OUTCOME:**

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

**STANDARDS ADDRESSED:**

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when **writing** or speaking; retain and further develop language skills learned in previous grades.

*Sentence Structure and Meaning*

- a. Produce, expand, and rearrange complete simple, compound, and complex sentences.
- b. Ensure subject-verb and pronoun-antecedent agreement.<sup>2</sup>
- c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
- e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.

*Word Usage*

- f. Use abstract nouns.
- g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

W.5.b. Demonstrate the ability to choose and use appropriate vocabulary

First Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	Requires teacher prompting and support to demonstrate standard English grammar and usage when writing. 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.

Meeting Standard (M)	Independently demonstrates command of standard English grammar and usage when writing. Is able to explain the function of nouns, pronouns, and verbs and their functions in sentences. Independently able to form and use regular and irregular plural nouns, and is able to use abstract nouns (e.g. childhood). Independently able to produce simple and compound sentences.
Exceeds Standard (E)	Independently demonstrates command of standard English grammar and usage when writing. 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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	Independently demonstrates command of the conventions of standard English grammar and usage when writing. 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.
Exceeds Standard (E)	Independently demonstrates command of the conventions of standard English grammar and usage when writing. 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.

# Grade 3 ELA Scoring Rubric

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to use correct grammar when writing.
Consistently Making Progress (C)	Requires teacher support and prompting to demonstrate standard English grammar and usage when writing. 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.
Meeting Standard (M)	Independently demonstrates command of the conventions of standard English grammar and usage when writing. 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.
Exceeds Standard (E)	

## WRITTEN LANGUAGE

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

#### STANDARDS ADDRESSED:

- 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Write legibly and fluently by hand, using either printing or cursive handwriting.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.>").
  - 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.
- 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *N, S, E, W* on a map).
  - Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *<, >*).

3.W.5a Demonstrate command of standard English conventions

First Trimester: Benchmarks	
Limited Progress (L)	Unable to capitalize appropriate words in titles or use appropriate end punctuation in sentences.
Consistently Making Progress (C)	Requires teacher support and prompting to capitalize appropriate words in titles and to use appropriate end punctuation in sentences.
Meeting Standard (M)	Independently able to capitalize appropriate words in titles and uses appropriate end punctuation in sentences.
Exceeds Standard (E)	

# Grade 3 ELA Scoring Rubric

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to use commas in addresses. Unable to form and use possessives.
Consistently Making Progress (C)	Requires teacher support and guidance to use commas in addresses. Needs assistance to form and use possessives.
Meeting Standard (M)	Independently able to use commas in addresses. Independently able to form and use possessives.
Exceeds Standard (E)	

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to use commas and quotation marks in dialogue.
Consistently Making Progress (C)	Requires teacher support and guidance to use commas and quotation marks in dialogue.
Meeting Standard (M)	Independently able to use commas and quotation marks in dialogue.
Exceeds Standard (E)	

## SPEAKING AND LISTENING

### Essential Standard: Engages effectively in collaborative discussions

#### 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.

- a. 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- b. Follow agreed-upon rules for discussions (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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

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

First Trimester: Benchmarks	
Limited Progress (L)	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.)
Consistently Making Progress (C)	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.
Meeting Standard (M)	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)
Exceeds Standard (E)	Create a list of criteria to judge how well the teams collaborated and/or prepared for discussions.

# Grade 3 ELA Scoring Rubric

Second Trimester: Benchmarks	
Limited Progress (L)	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).
Consistently Making Progress (C)	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).
Meeting Standard (M)	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).
Exceeds Standard (E)	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	
Limited Progress (L)	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, 1c, 1d).
Consistently Making Progress (C)	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.
Meeting Standard (M)	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).
Exceeds Standard (E)	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.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

First Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	Consistently argues or concludes what the main idea is of an informational text by referring to specific details to justify it.

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Second Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	Consistently argues or concludes what the main idea is of a narrative text by referring to specific details to justify it.

Third Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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: 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.
- 3.SL.4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary
- 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.

First Trimester: Benchmarks	
Limited Progress (L)	Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	Independently speaks in complete sentences in order to provide elaborated detail. Independently expresses ideas in a clear and cohesive manner.

Second Trimester: Benchmarks	
Limited Progress (L)	Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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

Third Trimester: Benchmarks	
Limited Progress (L)	Unable to speak in complete sentences in order to provide requested detail or clarification. Unable to express ideas in a clear and cohesive manner.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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: Demonstrates command of English grammar and usage when speaking

#### STANDARDS ADDRESSED:

3.LV.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

#### *Sentence Structure and Meaning*

- a. Produce, expand, and rearrange complete simple, compound, and complex sentences.
- a. Ensure subject-verb and pronoun-antecedent agreement.<sup>3</sup>
- b. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- c. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
- d. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.

#### *Word Usage*

- e. Use abstract nouns.
- f. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

First Trimester: Benchmarks	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.

# Grade 3 ELA Scoring Rubric

Meeting Standard (M)	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 regular and irregular plural nouns, and is able to use abstract nouns (e.g. childhood). Independently able to produce simple and compound sentences.
Exceeds Standard (E)	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	
Limited Progress (L)	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.
Consistently Making Progress (C)	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.
Meeting Standard (M)	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.
Exceeds Standard (E)	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	
Limited Progress (L)	Unable to use correct grammar when writing or speaking.
Consistently Making Progress (C)	Requires teacher support and prompting to demonstrate standard English grammar and usage when writing or 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.
Meeting Standard (M)	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.
Exceeds Standard (E)	