

Semester TWO Rubric – GRADE 3

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Reads aloud with fluency and expression (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> ▪ Attends to meaning ▪ Reads aloud with grade-appropriate fluency, accuracy and expression ▪ Some rereading or word-by-word reading to problem solve ▪ Often attends to phrasing and punctuation 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of the proficient skills and/or requires intensive teacher help
<p>Uses a variety of word-solving strategies (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<p>Student is reading instructionally at levels O or P and:</p> <ul style="list-style-type: none"> ▪ Uses a variety of word-solving strategies to understand unfamiliar words such as: <ul style="list-style-type: none"> ✓ applying knowledge of letter-sound relationships ✓ analyzing word structures ✓ using context clues 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Applies reading strategies to process and comprehend text(s) at a variety of type and length.</p> <p>Instructional Expectation:</p> <ul style="list-style-type: none"> ▪ Teacher models and provides practice of comprehension strategies: makes connections, questions, visualizes, determines importance, infers, predicts, synthesizes ▪ Teacher models and provides practice with a variety of non-fiction and fiction materials <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently ▪ Responses (oral & written) are elaborate and varied 	<p>Student is reading instructionally at levels O or P and:</p> <ul style="list-style-type: none"> ▪ Responses (oral & written) demonstrate strategy use and clear understanding ▪ Comprehends by using strategies such as: <ul style="list-style-type: none"> ✓ activating prior knowledge ✓ establishing purpose ✓ making predictions ✓ finding context clues ✓ developing visual images ✓ applying knowledge of text structures ✓ making connections ✓ asking questions ✓ determining importance ✓ synthesizing information ▪ Demonstrates effective behaviors such as: <ul style="list-style-type: none"> ✓ self-correcting & self-monitoring ✓ rereading ✓ adjusting reading rate according to purpose and difficulty 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Summarizes or retells a variety of texts or materials (WI A 4.2, WI A 4.3, and WI A 4.4)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently ▪ Responses are elaborate and varied 	<p>Using a variety of literature, informational texts, and other print sources, student:</p> <ul style="list-style-type: none"> ▪ Retells main events/ideas and details ▪ Identifies cause-and-effect relationships ▪ Makes connections (text-text, text-self, etc.) as grade appropriate ▪ Responses are oral and written 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of the proficient skills and/or requires intensive teacher help
<p>Identifies setting characters and plot of story (WI A 4.2)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> ▪ Grade appropriately recognizes and recalls elements and details of story structure, such as sequence of events, character, plot and setting, in order to reflect meaning 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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<p>Makes inferences based on text information (WI A 4.2)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<p>Student is reading instructionally at levels O or P and:</p> <ul style="list-style-type: none"> ▪ Gains additional meaning (as grade appropriate) by making inferences ▪ Uses a variety of grade appropriate reading materials to understand plots, make predictions, and relate readings to prior knowledge 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Reads a variety of materials for enjoyment and information at independent level (WI A 4.1 and WI A 4.3)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently ▪ Frequently loses self in reading for long periods of time (more than 45 minutes) ▪ Reads from different genres choosing books by author, topic or specific information ▪ Independently chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ When asked, identifies a purpose for reading, such as: <ul style="list-style-type: none"> ✓ gaining information ✓ learning about a point of view ✓ appreciating literature ▪ Reads for 45 minutes (developing reading stamina and skill) ▪ Some preferences for different genres, authors, topics ▪ Often chooses appropriately-leveled material for independent reading ▪ Chooses to read if free time occurs 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires some teacher help ▪ Sometimes reads for 20-30 minutes (developing reading stamina and skill) ▪ Little experimentation with different genres ▪ Sometimes chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of the proficient skills and/or requires intensive teacher help ▪ Reluctantly reads (under 30 minutes) ▪ Requires teacher direction to experiment with different genres ▪ Routinely requires teacher support to choose appropriately-leveled material for independent reading

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<p>Uses a variety of research skills (WI A 4.1, WI A 4.4 and WI F 4.1)</p> <p>Instructional expectation: Integrate research reading in to all curricular areas.</p>	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient skills 	<p>With teacher guidance:</p> <ul style="list-style-type: none"> ▪ Identifies a topic of interest then seeks information ▪ Understands how text and illustrations connect to convey meaning ▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding ▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers) ▪ Summarizes key details of informational texts, connecting new information to prior knowledge ▪ Presents an oral and/or written product, reporting information and commenting on process of researching 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and/or requires some teacher help ▪ Student struggles to continue research process without teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of the proficient skills and/or requires intensive teacher help

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Completes assignments on time	<ul style="list-style-type: none"> ▪ Completes all assignments on time and with care ▪ Always uses reading time effectively 	<ul style="list-style-type: none"> ▪ Completes almost all assignments on time and with care ▪ Uses reading time effectively 	<ul style="list-style-type: none"> ▪ Completes some assignments on time and with care ▪ Inconsistently uses reading time effectively 	<ul style="list-style-type: none"> ▪ Completes few assignments on time and with care ▪ Rarely uses reading time effectively