

## Reading Rubrics: Grade 3

Rubric assumes an increasing level of skill applications between grade levels.

<b>PHONICS and WORD IDENTIFICATION</b>		
<b>3PHON Student uses strategies to decode and comprehend meaning of words in text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will decode regularly spelled, multi-syllabic words (three syllables):</b> a. using letter sound relationships (phonics), b. using word structure (e.g., root or base word, prefixes, suffixes, rhyming words), c. using language structure (e.g., word order, grammar). <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> • decodes regularly spelled two syllable words using basic strategies <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>VOCABULARY</b>		
<b>3VOCAB Student comprehends words in text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. read high-frequency words and abbreviations of proper nouns with automatic recognition (e.g. Dr., Mr., Mrs., Ms.).</li> <li>b. use text features to gain information (e. g., bold/italicized text, illustrations).</li> <li>c. use context clues to decode the meaning of new vocabulary in text.</li> <li>d. self-monitor and self-correct while reading (e.g., sound out words, adjust pace, re-read difficult words).</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads basic high-frequency words</li> <li>• uses basic text features in isolation</li> <li>• uses basic context clues to identify new vocabulary.</li> <li>• correctly reads with teacher prompt</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>3C:LITRL Student comprehends literal meaning from text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. locate information explicitly stated in text to answer literal questions.</li> <li>b. restate/summarize information from text or story</li> <li>c. self-monitors comprehension (e.g. predictions, questioning, rereading)</li> <li>d. complete and identify sequence of steps in simple directions.</li> <li>e. independently answering questions about information provided directly in texts, both orally and in writing.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ol style="list-style-type: none"> <li>a. locates basic information when general questions are asked.</li> <li>b. restates/summarizes basic information from text or story</li> <li>b. uses basic strategies to monitor comprehension.</li> <li>c. follows written directions (1-2 steps) to complete simple task.</li> <li>d. restates information read in text or identify accurate statements.</li> </ol> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>3C:INFER Student comprehends inferred meaning from text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. make simple inferences (e.g. predict logical outcome).</li> <li>b. make and confirm predictions based on written or implied information</li> <li>c. draw conclusions based on information in the text (e.g., such as character motivation, cause/effect, compare/contrast, fact/opinion).</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• makes simple inferences with prompting</li> <li>• makes and confirm predictions with prompting based on written information.</li> <li>• draws basic conclusions with prompting</li> <li>• restates information read in text or identify accurate statements.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>3C:GENUND Student uses strategies to form a general understanding of text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. use comprehension strategies with increasing proficiency and confidence while reading age-appropriate materials independently:                             <ul style="list-style-type: none"> <li>• before reading: preview text and pictures; link to prior knowledge; set purposes.</li> <li>• during reading: tell story in own words; monitor comprehension; integrate ideas; adjust purposes.</li> <li>• after reading: summarize text; evaluate, and apply ideas.</li> </ul> </li> <li>b. use a variety of strategies to monitor their own reading and recognize when comprehension has broken down:                             <ul style="list-style-type: none"> <li>• recognizing and self-correcting errors that affect meaning</li> <li>• rereading to check for understanding</li> <li>• asking for assistance when necessary</li> <li>• adjusting speed of reading to allow for understanding and expression.</li> </ul> </li> <li>c. understanding and applying comparison and contrast, cause and effect, fact and opinion, and inferring techniques for critical thinking.</li> <li>d. identify use of dialogue or rhyme in common forms of text</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• uses basic comprehension strategies when prompted</li> <li>• uses strategies to monitor comprehension when prompted.</li> <li>• understands comparison and contrast, cause and effect, fact and opinion, and inferring techniques.</li> <li>• identifies dialogue or rhyme when prompted.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>3C:A&amp;R Student analyzes and responds to text.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. make connections between text and self, others, other texts, and locate details to support relevant connections.</li> <li>b. distinguish between fiction/non-fiction, poetry, short story and drama.</li> <li>c. identify and describe problem/solution, main characters, and setting in fiction.</li> <li>d. describe the culture in which a specific story has taken place.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• makes connections between text and self.</li> <li>• distinguishes between fiction and non-fiction.</li> <li>• identifies main characters and setting in fiction.</li> <li>• identifies the culture in a story.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>FLUENCY</b>		
<b>3FLUENCY Student uses punctuation and print conventions to read aloud fluently.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. read orally with rhythm, flow and expression to convey meaning (i.e. at least 114 WPM).</li> <li>b. show understanding of punctuation (e.g., periods, question marks, exclamation marks, quotation marks, commas) and other conventions of print (e.g., bold, italics, size of print.)</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads at least 79 - 113 WPM using grade-level text.</li> <li>• shows basic understanding of punctuation.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING</b>		
<b>3POSATTD Student chooses to read a variety of print formats for a sustained time.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3 indicators, in-depth applications extend beyond what is taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. read independently for at least 40 minutes.</li> <li>b. read self-selected and assigned texts.</li> <li>c. participate in book discussion groups with peers.</li> <li>d. listen attentively and respond appropriately during read-aloud.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads independently for less than 40 minutes.</li> <li>• reads only assigned texts.</li> <li>• participates, when called upon, in book discussion groups with peers.</li> <li>• listens during read-aloud.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	