



QUINCY PUBLIC SCHOOLS

Grade Three English Language Arts Grading Rubric

Reading - Literature

Asks and answers questions using evidence from the text.

1	2	3	4
Rarely able to ask and answers questions using evidence from the text.	Sometimes able to ask and answers questions using evidence from the text.	Consistently able to ask and answers questions using evidence from the text.	Student exceeds the standard and is independently able to ask and answers higher level questions using evidence from the text.

Retells stories to include setting, characters, plot, and central message.

1	2	3	4
Rarely able to retell stories to include setting, characters, plot, and central message.	Sometimes able to retell stories to include setting, characters, plot, and central message.	Consistently able to retell stories to include setting, characters, plot, and central message.	Student exceeds the standard and is independently able to retell stories to include setting, characters, plot, and thoroughly explains the central message and links it to concepts outside of the text.

Describes characters in a story and explains how their actions contribute to the sequence of events.

1	2	3	4
Rarely able to describe characters in a story and explain how their actions contribute to the sequence of events.	Sometimes able to describe characters in a story and explain how their actions contribute to the sequence of events.	Consistently able to describe characters in a story and explain how their actions contribute to the sequence of events.	Student exceeds the standard and is independently able to describe characters in a story and explain how their actions contribute to the sequence of events at a higher level.

Compares and contrasts two or more stories.

1	2	3	4
Rarely able to compare and contrast two or more stories, setting, characters, or events using specific details.	Sometimes able to compare and contrast two or more stories, setting, characters, or events using specific details.	Consistently able to compare and contrast two or more stories, setting, characters, or events using specific details. Can identify theme with teacher prompting.	Student exceeds the standard and is independently able to compare and contrast two or more stories, setting, characters, or events using specific details and making connections to similar themes and topics.

Reading – Informational Text

Uses key details of informational texts to explain the main idea.

1	2	3	4
Rarely able to use key details of informational texts to explain the main idea.	Sometimes able to use key details of informational texts to explain the main idea.	Consistently able to use key details of informational texts to explain the main idea.	Student exceeds the standard and is independently able to use key details of informational texts to explain the main idea through conversational and written responses.

Demonstrates understanding of the meaning of academic and domain-specific words and phrases.

1	2	3	4
Rarely able to demonstrate understanding of the meaning of academic and domain-specific words and phrases.	Sometimes able to demonstrate understanding of the meaning of academic and domain-specific words and phrases.	Consistently able to demonstrate understanding of the meaning of academic and domain-specific words and phrases.	Student exceeds the standard and is independently able to demonstrate understanding of the meaning of academic and domain-specific words and phrases in a variety of contexts.

Use text features and search tools to locate information to a given topic efficiently.

1	2	3	4
Rarely able to use text features and search tools to locate information to a given topic efficiently.	Sometimes able to use text features and search tools to locate information to a given topic efficiently.	Consistently able to use text features and search tools to locate information to a given topic efficiently.	Student exceeds the standard and is independently able to use text features and search tools to locate information to a given topic in a higher level text efficiently.

Reading – Foundational Skills

Knows and applies grade-level phonics and word analysis skills in decoding words.

1	2	3	4
Rarely able to know and apply grade-level phonics and word analysis skills in decoding words.	Sometimes able to know and apply grade-level phonics and word analysis skills in decoding words.	Consistently able to know and apply grade-level phonics and word analysis skills in decoding words.	Student exceeds the standard and is independently able to know and apply above grade-level phonics and word analysis skills in decoding words. Applies above grade-level skills to implement self-correction.

Reads with sufficient accuracy and fluency to support comprehension.

1	2	3	4
Rarely reads with sufficient accuracy and fluency to support comprehension.	Reads with some accuracy and fluency to support comprehension.	Consistently able to read with sufficient accuracy and fluency to support comprehension.	Student exceeds the standard and is independently able to read with accuracy and fluency using multiple strategies, expression, and voice to support comprehension.

Writing

Writes to communicate ideas and information effectively through a variety of genres.

1	2	3	4
Rarely able to communicate ideas and information effectively in writing through a variety of genres.	Sometimes able to communicate ideas and information effectively in writing through a variety of genres.	Consistently able to communicate ideas and information effectively in writing through a variety of genres.	Always independently able to communicate ideas and information effectively in writing through a variety of genres.

Produces writing in which the development and organization are appropriate to the task and purpose.

1	2	3	4
Rarely able to produce writing in which the development and organization are appropriate to the task and purpose.	Sometimes able to produce writing in which the development and organization are appropriate to the task and purpose.	Consistently able to produce writing in which the development and organization are appropriate to the task and purpose.	Student exceeds the standard and is independently able to produce writing at and advanced level, in which the development and organization are appropriate to the task and purpose.

Strengthens writing by planning, revising and editing.

1	2	3	4
Rarely able to strengthen writing by planning, revising and editing.	Sometimes able to strengthen writing by planning, revising and editing.	Consistently able to strengthen writing by planning, revising and editing.	Student exceeds the standard and is independently able to strengthen and expand their writing by planning, revising and editing at an advanced level.

Conducts short research, takes brief notes, and gathers information to build knowledge about a topic.

1	2	3	4
Rarely able to conduct short research, takes brief notes, and gather information to build knowledge about a topic.	Sometimes able to conduct short research, takes brief notes, and gather information to build knowledge about a topic.	Consistently able to conduct short research, takes brief notes, and gather information to build knowledge about a topic.	Student exceeds the standard and is independently able to conduct short research, take brief notes, and gather and connect information to build knowledge about a topic.

Language

Understands and applies grade-appropriate grammar.

1	2	3	4
Rarely able to understand and apply grade-appropriate grammar.	Sometimes able to understand and apply grade-appropriate grammar.	Consistently able to understand and apply grade-appropriate grammar.	Student exceeds the standard and is independently able to understand and apply grade-appropriate grammar in complex sentences.

Acquires and uses grade-appropriate vocabulary.

1	2	3	4
Rarely able to acquire and uses grade-appropriate vocabulary.	Sometimes able to acquire and uses grade-appropriate vocabulary.	Consistently able to acquire and uses grade-appropriate vocabulary.	Student exceeds the standard and is independently able to acquire and uses grade-appropriate and advanced level vocabulary in a variety of contexts.

Applies grade-level spelling to written work.

1	2	3	4
Rarely applies knowledge of spelling rules, patterns and high frequency words.	Sometimes applies knowledge of spelling rules, patterns and high frequency words.	Consistently applies grade-level spelling rules, patterns and high frequency words.	Student exceeds the standard and independently applies advanced spelling rules, patterns and high frequency words.

Applies grade-level punctuation and capitalization to written work.

1	2	3	4
Rarely able to apply grade-level punctuation and capitalization to written work.	Sometimes able to apply grade-level punctuation and capitalization to written work.	Consistently able to apply grade-level punctuation and capitalization to written work.	Student exceeds the standard and is independently able to apply grade-level and advanced level punctuation and capitalization to written work.

Speaking and Listening

Engages effectively in a range of collaborative discussions.

1	2	3	4
Rarely engages effectively in a range of collaborative discussions.	Sometimes engages effectively in a range of collaborative discussions.	Consistently engages effectively in a range of collaborative discussions.	Student exceeds the standard and always engages effectively in a range of collaborative discussions, and independently extends their ideas and the ideas of others.

Understands and identifies main ideas and details from information presented orally.

1	2	3	4
Rarely able to understand and identify main ideas and details from information presented orally.	Sometimes able to understand and identify main ideas and details from information presented orally.	Consistently able to understand and identify main ideas and details from information presented orally.	Student exceeds the standard and is independently able to understand and identify main ideas and details from information presented orally. Independently extend ideas.

Updated: 4/4/2016

Presents information orally with appropriate facts and relevant, descriptive details.

1	2	3	4
Rarely able to present information orally with appropriate facts and relevant, descriptive details.	Sometimes able to present information orally with appropriate facts and relevant, descriptive details.	Consistently able to present information orally with appropriate facts and relevant, descriptive details.	Student exceeds the standard and is independently able to present information orally with higher-level facts and relevant, descriptive details.