Standard	December	March	June
	M: Student maintains interest and stamina for	M: Student maintains interest and stamina for	M: Student maintains interest and stamina for
Maintains interest	about 30 minutes during reading.	about 40 minutes during reading.	about 45 minutes during reading.
and stamina	P: With prompting and support, student	P: With prompting and support, student	P: With prompting and support, student
during reading	maintains interest and stamina for about 20-30	maintains interest and stamina for about 30-40	maintains interest and stamina for about 35-45
	minutes during reading.	minutes during reading.	minutes during reading.
	M: Student reads primarily in three or four-word	M: Student reads primarily in longer meaningful	M: Student reads primarily in long, meaningful
	phrase groups; some smooth expression and	phrases; mostly smooth expression and pausing	phrases; smooth expression and pausing guided
Demonstrates	pausing guided by author's meaning and	guided by author's meaning and punctuation;	by author's meaning and punctuation;
fluent reading	punctuation; mostly appropriate stress and rate.	appropriate stress and rate.	appropriate stress and rate.
with phrasing and	P: Student reads primarily in two- to three-word	P: Student reads primarily in three- or four-word	P: Student reads primarily in some longer
expression	phrases and some word by word phrases;	phrase groups; some smooth expression and	meaningful phrases; some smooth expression
-	inconsistent expression and rate.	pausing guided by author's meaning and	and pausing guided by author's meaning and
		punctuation; mostly appropriate stress and rate.	punctuation; mostly appropriate stress and rate.
	M: With minimal prompting, student uses text	M: With minimal prompting, student uses text	M: Student uses text structure to understand and
Uses text	structure to understand and accurately recount	structure to understand and accurately recount	accurately recount (retells or summarizes) most
structures to	(retells or summarizes) most of the important	(retells or summarizes) most of the important	of the important events and key details.
understand and	events and key details.	events and key details.	
recounts (retells	P: With prompting and support, student uses text	P: With prompting and support, student uses text	P: With minimal prompting and support, student
or summarizes)	structure to understand and accurately recount	structure to understand and accurately recount	uses text structure to understand and accurately
texts	(retells or summarizes) most of the important	(retells or summarizes) most of the important	recount (retells or summarizes) most of the
	events and key details.	events and key details.	important events and key details.
	M: With minimal prompting and support,	M: Student compares and contrasts	M: Student compares and contrasts
Compares and	student compares and contrasts characters/main	characters/main ideas/topics/theme within and	characters/main ideas/topics within and across
contrasts	ideas/topics/theme within and across texts.	across texts. Student provides text evidence to	texts. Student provides text evidence to support
characters and	Student provides text evidence to support	support thinking.	thinking.
main ideas and	thinking.		
topics, within and	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting and support, student
across texts to	compares and contrasts characters/main	compares and contrasts characters/main	compares and contrasts characters/main
determine theme	ideas/topics/theme within and across texts.	ideas/topics/theme within and across texts.	ideas/topics/theme within and across texts.
or point of view	Student provides text evidence to support	Student provides text evidence to support	Student provides text evidence to support
	thinking.	thinking.	thinking.
Determines the	M: Student determines the meaning of most	M: Student determines the meaning of most	M: Student determines the meaning of most
Determines the	words or phrases, including figurative language,	words or phrases, including figurative language,	words or phrases, including figurative language,
meaning of words	as used in text, using a variety of strategies.	as used in text, using a variety of strategies.	as used in text, using a variety of strategies.
or phrases as used	P: With prompting and support, student	P: With prompting and support, student	P: With prompting and support, student
in text, including	determines the meaning of most words or	determines the meaning of most words or	determines the meaning of most words or
figurative	phrases, including figurative language, as used	phrases, including figurative language, as used	phrases, including figurative language, as used
language	in the text.	in the text.	in the text.
	M: Student reads and comprehends	M: Student reads and comprehends	M: Student reads and comprehends
Reads and	instructionally at Level N.	instructionally at Level O.	instructionally at Level P.
comprehends	P: Student reads and comprehends	P: Student reads and comprehends	P: Student reads and comprehends
grade level text	instructionally at Level M.	instructionally at Level N.	instructionally at Level O.

Grade Three Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas to plan, organize and revise writing.	M: Student uses the writing process to generate ideas and plan writing for a targeted audience, purpose and message based on genre.	M: Student uses the writing process to generate ideas and plan writing for a targeted audience, purpose and message. Student uses revision to strengthen writing.	M: Student uses the writing process to generate ideas and plan writing for a targeted audience, purpose and message. Student uses revision to strengthen writing.
	P: With minimal prompting, student uses the writing process to generate ideas and plan for an audience and purpose and message.	P: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre.	P: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. With support, student revises to strengthen writing.
Maintains interest and stamina during writing	 M: Student maintains interest and stamina for about 30 minutes during writing. P: With prompting and support, student maintains interest and stamina for about 20-30 minutes during writing. 	M: Student maintains interest and stamina for about 40 minutes during writing.P: With prompting and support, student maintains interest and stamina for about 30-40 minutes during writing.	 M: Student maintains interest and stamina for about 45 minutes during writing. P: With prompting and support, student maintains interest and stamina for about 35- 45 minutes during writing.
Writes with elaborative detail, using craft across genres	M: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M : Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M: Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
	P: Student receives a combined Scaled Score of 4.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
Writes responses about topics or texts using	M: With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
evidence to support thinking	P: With prompting and support, student writes a response that includes an idea supported by evidence.	P: With prompting and support, student writes a response that includes an idea supported by relevant and specific details.	P: Student writes a response that includes an idea supported by relevant and specific details.
Edits and revises to strengthen	M: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.
spelling, organization and mechanics of writing	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.

Grade Three Writing Rubric for Meets Grade Level Expectations

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Standard	December	March	June
Maintains interest and	M: Student maintains interest and stamina for about 30-35 minutes during reading.	M: Student maintains interest and stamina for about 40-45 minutes during reading.	M: Student maintains interest and stamina for about 45 minutes during reading.
stamina during reading	P: With prompting and support, student maintains interest and stamina for about 25 minutes during reading.	P: With prompting and support, student maintains interest and stamina for about 35 minutes during reading.	P: With prompting and support, student maintains interest and stamina for about 45 minutes during reading.
Uses text structures to understand	M: With minimal prompting, student uses text structures and features accurately to summarize most of the important events and key details.	M: With minimal prompting, student uses text structures and features accurately to summarize most of the important events and key details.	M: Student uses text structures and features accurately to summarize most of the important events and key details.
and summarize texts	P: With prompting and support, student uses text structures and features accurately to summarize most of the important events and key details.	P: With prompting and support, student uses text structures and features accurately to summarize most of the important events and key details.	P: With minimal prompting and support, student uses text structures and features accurately to summarize most of the important events and key details.
Compares and contrasts characters and main ideas/topics,	M: With minimal prompting, student compares and contrasts main ideas/topics/ themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.	M: Student compares and contrasts main ideas/topics/ themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.	M: Student compares and contrasts main ideas/topics/ themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.
within and across texts to determine theme or point of view, citing text evidence to support ideas	P: With prompting and support, student compares and contrasts main ideas/topics/ themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.	P: With minimal prompting and support, student compares and contrasts main ideas/topics/themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.	P: With minimal prompting, student compares and contrasts main ideas/topics/ themes/text structures/points of view, and provides text evidence to support thinking and understanding of a text across genres.
Determines the meanings of words and phrases as	M: Student determines the meaning of most words or phrases, including figurative language, as used in text using multiple strategies.	M: Student determines the meaning of most words or phrases, including figurative language, as used in text using multiple strategies.	M: Student determines the meaning of most words or phrases, including figurative languages, as used in text, using multiple strategies.
used in texts including figurative language.	P: With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	P: With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	P: With prompting, student determines the meaning of most words or phrases, including figurative language, as used in the text.
Reads and comprehends grade level text	M: Student reads and comprehends instructionally at Level Q. P: Student reads and comprehends instructionally at Level P.	M: Student reads and comprehends instructionally at Level R.P: Student reads and comprehends instructionally at Level Q.	M: Student reads and comprehends instructionally at Level S.P: Student reads and comprehends instructionally at Level R.

Grade Four Reading Rubric for Meets Grade Level Expectations

Grade Four Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and synthesizes information from a variety of	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre.	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises with audience and purpose in mind.	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.
sources to plan, organize and revise writing.	P: With prompting and support, student generates ideas and plans writing based on genre.	P: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre.	P: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises with audience and purpose in mind.
Maintains interest and stamina during writing	 M: Student maintains interest and stamina for about 30-35 minutes during writing. P: With prompting and support, student maintains interest and stamina for about 20- 30 minutes during writing. 	 M: Student maintains interest and stamina for about 35-45 minutes during writing. P: With prompting and support, student maintains interest and stamina for about 30-40 minutes during writing. 	 M: Student maintains interest and stamina for about 45 minutes during writing. P: With prompting and support, student maintains interest and stamina for about 35-45 minutes during writing.
Writes with elaboration, using craft and	M: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M: Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M: Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
techniques purposefully across genres.	P: Student receives a combined Scaled Score of 4.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
Writes responses about topics or	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
texts using evidence to support thinking	P: Student writes a response that includes an idea supported by relevant and specific details.	P: With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	P: With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
Edits and revises to strengthen spelling,	M: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.
organization and mechanics of writing.	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.

Standard	December	March	June
	M: Student maintains interest and stamina	M: Student maintains interest and stamina for	M: Student maintains interest and stamina for
Maintains interest	for about 35-40 minutes during reading.	about 40-45 minutes during reading.	about 45 minutes during reading.
and stamina	P: With prompting, student maintains	P: With prompting, student maintains interest	P: With prompting, student maintains interest
during reading	interest and stamina for about 30 minutes	and stamina for about 35 minutes during	and stamina for about 45 minutes during
	during reading.	reading.	reading.
	M: With prompting, student accurately	M: With minimal prompting, student accurately	M: Student accurately summarizes, synthesizes
Summarizes,	summarizes, synthesizes and analyzes most	summarizes, synthesizes and analyzes most of	and analyzes most of the important events and
synthesizes, and	of the important events and key details.	the important events and key details.	key details.
analyzes narrative	P: With prompting and support, student	P: With prompting and support, student	P: With minimal prompting, student accurately
and informational	partially summarizes, synthesizes and	accurately summarizes, synthesizes and	summarizes, synthesizes and analyzes most of
texts	analyzes most of the important events and	analyzes most of the important events and key	the important events and key details.
	key details.	details.	
Questions authors'	M: With prompting and support, student	M: With minimal prompting and support,	M: Student questions authors' credibility and
credibility and	questions authors' credibility and	student questions authors' credibility and	perspectives across texts, in order to build and
perspectives across	perspectives across texts, in order to build	perspectives across texts, in order to build and	revise interpretations and arguments.
texts to investigate,	and revise interpretations and arguments.	revise interpretations and arguments.	
build and revise	P: With prompting and support student	P: With prompting and support, student	P: With minimal prompting and support, student
interpretations and	begins to question authors' credibility and	questions authors' credibility and perspectives	questions authors' credibility and perspectives
arguments	perspectives across texts, in order to build	across texts, in order to build and revise	across texts, in order to build and revise
	and revise interpretations and arguments.	interpretations and arguments.	interpretations and arguments.
	M: With minimal prompting and support,	M: Student compares and contrasts main	M: Student compares and contrasts main
~	student compares and contrasts main	ideas/topics/themes/text structures/points of	ideas/topics/themes/text structures/points of
Compares and	ideas/topics/themes/text structures/points of	view and provides text evidence to support	view and provides text evidence to support
contrasts main	view and provides text evidence to support	thinking and understanding of a text across	thinking and understanding of a text across
ideas/topics within	thinking and understanding of a text across	genres.	genres.
and across texts to	genres.	D With a long the second secon	D. With a start start start start start
determine theme	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting and support, student
or point of view, citing text evidence	compares and contrasts main	compares and contrasts main ideas/topics/themes/text structures/points of	compares and contrasts main
to support ideas.	ideas/topics/themes/text structures/points of view and provides text evidence to support	view and provides text evidence to support	ideas/topics/themes/text structures/points of view and provides text evidence to support
to support fueas.	thinking and understanding of a text across	thinking and understanding of a text across	thinking and understanding of a text across
	genres.	genres.	genres.
Determines the	M: Student determines the meaning of most	M: Student determines the meaning of most	M: Student determines the meaning of most
meaning of words	words or phrases, including figurative	words or phrases, including figurative language,	words or phrases, including figurative language,
and phrases as	language, as used in text.	as used in text.	as used in text.
used in texts	P: With prompting and support, student	P: With prompting, student determines the	P: With prompting, student determines the
including	determines the meaning of most words or	meaning of most words or phrases, including	meaning of most words or phrases, including
figurative	phrases, including figurative language, as	figurative language, as used in the text.	figurative language, as used in the text.
language.	used in the text.	8- ··· · · · · · · · · · · · · · · · · ·	8
	M: Student reads and comprehends	M: Student reads and comprehends	M: Student reads and comprehends
Reads and	instructionally at Level T.	instructionally at Level U.	instructionally at Level V.
comprehends	P: Student reads and comprehends	P: Student reads and comprehends	P: Student reads and comprehends
grade level text	instructionally at Level S.	instructionally at Level T.	instructionally at Level U.
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Grade Five Reading Rubric for Meets Grade Level Expectations

Grade Five Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and synthesizes information from a variety	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.	M: Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.
of sources to plan, organize and revise writing.	P: With prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises with audience and purpose in mind.	P: With minimal prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.	P: With minimal prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.
Uses a variety of strategies to	M: Student maintains interest and stamina for about 35 minutes during writing.	M: Student maintains interest and stamina for about 40 minutes during writing.	M: Student maintains interest and stamina for about 45 minutes during writing.
maintain interest and stamina during writing	P: With prompting and support, student maintains interest and stamina for about 30 minutes during writing.	P: With prompting and support, student maintains interest and stamina for about 35 minutes during writing.	P: With prompting and support, student maintains interest and stamina for about 40-45 minutes during writing.
Writes with elaboration, using craft and techniques to	M: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M: Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	M: Student receives a combined Scaled Score of 6.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
match the audience, purpose and message	P: Student receives a combined Scaled Score of 4.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.	P: Student receives a combined Scaled Score of 5.0 on the Elaboration and Craft sections (Development) on the Writing Rubric.
Responds to topics and texts	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
in a variety of forms using evidence from the text	P: With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	P: With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	P: With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
Edits and revises to strengthen	M : Student receives a total Scaled Score of 2.5 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.	M : Student receives a total Scaled Score of 3.0 on the Writing Rubric.
spelling, organization and mechanics of writing.	P: Student receives a total Scaled Score of 2.0 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.	P: Student receives a total Scaled Score of 2.5 on the Writing Rubric.