

Grade Three Reading Rubric for Meets Grade Level Expectations

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

Grade Three Writing 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.	M: Student maintains interest and stamina for about 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 20-30 minutes during writing.	P: With prompting and support, student maintains interest and stamina for about 30-40 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 evidence to support thinking	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.
	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 spelling, organization and mechanics of writing	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.
	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 Four Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Maintains interest and stamina during reading	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.
	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 and summarize texts	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.
	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, within and across texts to determine theme or point of view, citing text evidence to support ideas	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.
	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 used in texts including figurative language.	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.
	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.	M: Student reads and comprehends instructionally at Level R.	M: Student reads and comprehends instructionally at Level S.
	P: Student reads and comprehends instructionally at Level P.	P: Student reads and comprehends instructionally at Level Q.	P: Student reads and comprehends instructionally at Level R.

Grade Four Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and synthesizes information from a variety of sources to plan, organize and revise writing.	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.
	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.	M: Student maintains interest and stamina for about 35-45 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 20-30 minutes during writing.	P: With prompting and support, student maintains interest and stamina for about 30-40 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 techniques purposefully 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 evidence to support thinking	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.
	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, organization and mechanics of writing.	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.
	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 Five Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Maintains interest and stamina during reading	M: Student maintains interest and stamina for about 35-40 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.
	P: With prompting, student maintains interest and stamina for about 30 minutes during reading.	P: With prompting, student maintains interest and stamina for about 35 minutes during reading.	P: With prompting, student maintains interest and stamina for about 45 minutes during reading.
Summarizes, synthesizes, and analyzes narrative and informational texts	M: With prompting, student accurately summarizes, synthesizes and analyzes most of the important events and key details.	M: With minimal prompting, student accurately summarizes, synthesizes and analyzes most of the important events and key details.	M: Student accurately summarizes, synthesizes and analyzes most of the important events and key details.
	P: With prompting and support, student partially summarizes, synthesizes and analyzes most of the important events and key details.	P: With prompting and support, student accurately summarizes, synthesizes and analyzes most of the important events and key details.	P: With minimal prompting, student accurately summarizes, synthesizes and analyzes most of the important events and key details.
Questions authors' credibility and perspectives across texts to investigate, build and revise interpretations and arguments	M: With prompting and support, student questions authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.	M: With minimal prompting and support, student questions authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.	M: Student questions authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.
	P: With prompting and support student begins to question authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.	P: With prompting and support, student questions authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.	P: With minimal prompting and support, student questions authors' credibility and perspectives across texts, in order to build and revise interpretations and arguments.
Compares and contrasts main ideas/topics within and across texts to determine theme or point of view, citing text evidence to support ideas.	M: 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.	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.
	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 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.
Determines the meaning of words and phrases as used in texts including figurative language.	M: Student determines the meaning of most words or phrases, including figurative language, as used in text.	M: Student determines the meaning of most words or phrases, including figurative language, as used in text.	M: Student determines the meaning of most words or phrases, including figurative language, as used in 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.	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 T.	M: Student reads and comprehends instructionally at Level U.	M: Student reads and comprehends instructionally at Level V.
	P: Student reads and comprehends instructionally at Level S.	P: Student reads and comprehends instructionally at Level T.	P: Student reads and comprehends instructionally at Level U.

Grade Five Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and synthesizes information from a variety of sources to plan, organize and revise writing.	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.
	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 maintain interest and stamina during writing	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.
	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 match the audience, purpose and message	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.
Responds to topics and texts in a variety of forms using evidence from the text	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.
	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 spelling, organization and mechanics of writing.	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.
	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.

