

**3rd Grade Grading Rubric
Reading-Trimester 1**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Level: F&P Score is used to determine both grade level progress (at, above, below) and F&P standard score				
O+ (above grade level)	N (at grade level)	M (below grade level)	L or lower (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Sight Words : Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	
Word Study: Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early short vowels, digraphs, blends, long vowels	Letter Name or Below short vowels, digraphs, blends	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3
Literary Analysis				
Critically analyzes independent or above-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; 	Analyzes independent-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; 	Demonstrates general or limited ability to analyze independent level text	Student rarely demonstrates ability to analyze text, or provides unrelated or insignificant details.	RL, RIT 4,5,6

<p>distinguishes their point of view from author, narrator or characters;</p> <ul style="list-style-type: none"> • Compares and contrasts topics, themes, settings, characters and plots 	<p>distinguishes their point of view from author, narrator or characters;</p> <ul style="list-style-type: none"> • Compares and contrasts topics, themes, settings, characters and plots 			
Independent Reading				
Independently manages time effectively and stays on task; Finds opportunities to extend reading beyond workshop time	Demonstrates independent reading stamina with minimal or no prompts	Demonstrates some reading stamina, but may require prompts to stay on task	Demonstrates minimal reading stamina; frequently off task	

3rd Grade Grading Rubrics

Reading-Trimester 2

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Level: F&P Score is used to determine both grade level progress (at, above, below) and F&P standard score				
P+ (above grade level)	O (at grade level)	N (below grade level)	M or lower (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Sight Words : Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	
Word Study: Syllables and Affixes Early short vowels, digraphs, blends, long vowels, other vowels, inflected endings, syllable junctures	Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early or Below short vowels, digraphs, blends, long vowels	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3

**3rd Grade Grading Rubrics
Reading-Trimester 2, Continued**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Literary Analysis				
<p>Critically analyzes independent or above-level text:</p> <ul style="list-style-type: none"> • Determines meaning of words and phrases distinguishing literal from non-literal; • Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; • Compares and contrasts topics, themes, settings, characters and plots 	<p>Analyzes independent-level text:</p> <ul style="list-style-type: none"> • Determines meaning of words and phrases distinguishing literal from non-literal; • Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; • Compares and contrasts topics, themes, settings, characters and plots 	<p>Demonstrates general or limited ability to analyze independent level text</p>	<p>Student rarely demonstrates ability to analyze text, or provides unrelated or insignificant details.</p>	<p>RL, RIT 4,5,6</p>
Independent Reading				
<p>Independently manages time effectively and stays on task; Finds opportunities to extend reading beyond workshop time</p>	<p>Demonstrates independent reading stamina with minimal or no prompts</p>	<p>Demonstrates some reading stamina, but may require prompts to stay on task</p>	<p>Demonstrates minimal reading stamina; frequently off task</p>	

3rd Grade Grading Rubrics

Reading-Trimester 3

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
F&P Level: F&P Score is used to determine both grade level progress (at, above, below) and F&P standard score				
R+ (above grade level)	P/Q (at grade level)	O (below grade level)	N or lower (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Sight Words : Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	Assess as needed for struggling readers	
Word Study: Syllables and Affixes Early short vowels, digraphs, blends, long vowels, other vowels, inflected endings, syllable junctures	Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early or Below short vowels, digraphs, blends, long vowels	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3

**3rd Grade Grading Rubrics
Reading-Trimester 3, Continued**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Literary Analysis				
<p>Critically analyzes independent or above-level text:</p> <ul style="list-style-type: none"> ● Determines meaning of words and phrases distinguishing literal from non-literal; ● Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; ● Compares and contrasts topics, themes, settings, characters and plots 	<p>Analyzes independent-level text:</p> <ul style="list-style-type: none"> ● Determines meaning of words and phrases distinguishing literal from non-literal; ● Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; ● Compares and contrasts topics, themes, settings, characters and plots 	<p>Demonstrates general or limited ability to analyze independent level text</p>	<p>Student rarely demonstrates ability to analyze text, or provides unrelated or insignificant details.</p>	<p>RL, RIT 4,5,6</p>
Independent Reading				
<p>Independently manages time effectively and stays on task; Finds opportunities to extend reading beyond workshop time</p>	<p>Demonstrates independent reading stamina with minimal or no prompts</p>	<p>Demonstrates some reading stamina, but may require prompts to stay on task</p>	<p>Demonstrates minimal reading stamina; frequently off task</p>	