Octorara Area School District
Standards Based Report Card Rubrics
2018-2019
English Language Arts (ELA)

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

In ELA, research indicates a student's background knowledge and prior experience may affect reading and/or vocabulary levels. Students may read/spell below, on, and/or above level depending on the genre and content of the text or previous work knowledge exposure. SBRC mastery scores (M) reflect the range of text complexity students may experience due to these influential factors. Developing readers may score below benchmark but are demonstrating progress to grade level standards (SP) depending on text type, genre, and background knowledge.

By the end of the year, students are expected to meet each grade-level standard (M). Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

SBRC Descriptor	M	SP	LP	NA
Means:	Consistently meets grade level expectations/standards	Demonstrates steady progress toward meeting grade level expectations/standards	Demonstrates limited progress toward meeting grade level expectations/standards	Not assessed at this time
Foundational Skills				

Knows and applies grade level phonics and word analysis skills in decoding (reading) words.	Consistently applies grade level phonics and word analysis skills in decoding words which include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words	Inconsistently applies grade level phonics and word analysis skills in decoding words which include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words	Applies grade level phonics and word analysis skills in decoding words ONLY with a great deal of teacher prompting and support which include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Read grade-level words with inflectional endings. Read grade appropriate irregularly spelled words	Not assessed at this time.
Knows and applies grade level phonics and word analysis skills in encoding (spelling) words.	Consistently applies grade level phonics and word analysis skills in encoding words which include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Spells grade-level words with inflectional endings. Spells grade appropriate irregularly spelled words	Inconsistently applies grade level phonics and word analysis skills in encoding words which include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Spells grade-level words with inflectional endings. Spells grade appropriate irregularly spelled words	Applies grade level phonics and word analysis skills in encoding words ONLY with a great deal of teacher prompting and support. Words include common consonant digraphs, final-e,and common vowel teams. Decode one- and two-syllable words with common patterns. Spells grade-level words with inflectional endings. Spells grade appropriate irregularly spelled words	Not assessed at this time.
Reads grade level text with accuracy and fluency (appropriate rate, intonation, and phrasing) to support comprehension	Consistently reads **grade level** text with accuracy and fluency to support comprehension. (F&P Level J and above; DIBELS ORF should be Benchmark)	Inconsistently reads **grade level** text with accuracy and fluency which occasionally impedes comprehension. *(F&P Level H-I; DIBELS ORF should be Strategic)*	Struggles to read **grade level** text with accuracy and fluency which consistently impedes comprehension. *(F&P Level G and below; DIBELS ORF should be Strategic or Intensive)*	Not assessed at this time.
Informational Text				
Identifies main idea and retells key details of text	Consistently identifies the main idea and retells key details of the text. Uses various text features and search tools to locate key facts or information.	Inconsistently identifies the main idea and inconsistently retells key details of the text. Inconsistently uses various text features and search tools to	Identifies the main idea and key details of the text ONLY with a great deal of teacher prompting and support. Rarely uses various text features and search tools to	Not assessed at this time.

		locate key facts or information.	locate key facts or information without teacher prompting.	
Asks and answers questions about key details in a text	Consistently asks and answers questions about key details in a text.	Inconsistently asks and answers questions about key details in a text.	Asks and answers questions about key details in a text ONLY with a great deal of teacher prompting and support.	Not assessed at this time.
Identifies reasons an author gives to support points in a text.	Consistently identifies reasons an author gives to support points in a text.	Inconsistently identifies reasons an author gives to support points in a text	Requires teacher prompting and support to identify reasons an author gives to support points in a text	Not assessed at this time
Makes connections within and across texts.	Consistently identifies basic similarities in and differences between two texts on the same topic. Consistently makes connections within texts (i.e. text to self)	Inconsistently identifies basic similarities in and differences between two texts on the same topic. Inconsistently makes connections within texts (i.e. text to self)	Requires teacher prompting and support to identify basic similarities in and differences between two texts on the same topic and/or to make connections within texts (i.e. text to self)	Not assessed at this time
Determines the meaning of unfamiliar words, multiple meaning words, and phrases based upon content	Consistently determines the meaning of unfamiliar words, multiple meaning words, and phrases based upon content	Inconsistently determines the meaning of unfamiliar words, multiple meaning words, and phrases based upon content	Requires teacher prompting and support to determine the meaning of unfamiliar words, multiple meaning words, and phrases based upon content	Not assessed at this time
Reading Literature				
Retells fictional stories, including key details, and demonstrates understanding of the story's central message or lesson.	Consistently retells fictional stories, including key details, and consistently demonstrates understanding of the story's central message or lesson.	Retells fictional stories but may leave out important events or key details. Inconsistently demonstrates understanding of the story's central message or lesson.	Struggles to retell fictional stories and may often leave out key details. Has difficulty understanding the story's central message or lesson and requires a great deal of teacher prompting and support.	Not assessed at this time.

Asks and answers questions about key details in a text.	Consistently asks and answers questions about key details in a text to support comprehension.	Inconsistently asks and answers questions about key details in a text to support comprehension.	Struggles to ask and answer questions about key details in a text without a great deal of teacher prompting and support.	Not assessed at this time.
Describes story elements including characters, setting, and major events.	Consistently and correctly describes story elements, including characters, setting, and major events.	Inconsistently but mostly correctly describes story elements, including characters, setting, and major events.	Struggles to correctly describe story elements, including characters, setting, and major events without a great deal of teacher prompting and support.	Not assessed at this time.
Identifies who is telling the story in the text.	Consistently and correctly identifies who is telling the story.	Inconsistently but mostly correctly identifies who is telling the story.	Struggles to correctly identify who is telling the story.	Not assessed at this time.
Identifies words and phrases in stories or poems that suggest feelings or appeals to the senses	Consistently identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	Inconsistently identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	Struggles to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Not assessed at this time.
Writing				
Writes with a clear focus.	Writing has a distinct controlling point made about a single topic with evident awareness of task.	Writing has an apparent point about a single topic.	Writing has no apparent point, but evidence of a specific topic.	Not assessed at this time.
Writes using well-developed content with details and examples.	Writing contains specific content demonstrating development of ideas.	Writing contains sufficient content and minimal development of ideas.	Limited content with a lack of development of ideas.	Not assessed at this time.
Writes using a logical organization.	Writing contains intentional arrangement of content with evidence of transitions.	Writing contains content that is presented in a logical order with minimal evidence of transitions.	Writing contains a confusing or inconsistent arrangement of content without attempts at transition.	Not assessed at this time.
Writes using grade-level	Writing includes evident control of grade-level conventions for	Writing includes sufficient control of grade-level	Writing contains limited or minimal control of grade-level	Not assessed at this time.

appropriate conventions for capitalization and punctuation.	capitalization and punctuation. *(capitalize dates and names of people; capitalize the first word of a sentence; use end punctuation; use commas in dates and words in series;)*	conventions for capitalization and punctuation.	conventions for capitalization and punctuation.	
Begins to edit and improve writing.	Student is able to independently edit and revise writing to make specific improvements.	Student edits and revises writing with some assistance to make specific improvements.	Student edits and revises writing with a great deal of teacher prompting and support to make specific improvements.	Not assessed at this time.
Speaking and Listening				
Participates in collaborative conversations	Consistently participates in collaborative conversations.	Inconsistently participates in collaborative conversations.	Struggles to participate in collaborative conversations.	Not assessed at this time.
Recounts or describes key ideas or details from text read aloud and/or information presented orally	Consistently is able to recount or describe key ideas or details from text read aloud and/or information presented orally.	Inconsistently recounts or describes key ideas or details from text read aloud and/or information presented orally.	Requires teacher prompting and support to recount or describe key ideas or details from text read aloud and/or information presented orally.	Not assessed at this time
Presents ideas clearly	Consistently presents ideas clearly.	Inconsistently presents ideas clearly.	Struggles to present ideas clearly with teacher support and guidance.	Not assessed at this time.