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				
Demonstrates Print Concepts	Consistently identifies basic features of print (Differentiates between	Inconsistently identifies basic features of print (Differentiates between	Requires teacher prompting and support to identify basic features of print	Not assessed at this time

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	numbers and letters and letters and words)	numbers and letters and letters and words)		
Recognizes and Produces Rhyming Words	Consistently recognizes and produces rhyming words	Inconsistently recognizes and producTes rhyming words	Requires teacher prompting and support to to recognize and produce rhyming words	Not assessed at this time.
Recognizes and names upper and lower case letters with automaticity	Letter recognition ● Recognizes and names 31 or more upper and lower case letters of the alphabet with automaticity	Letter recognition ● Recognizes and names 31-21 upper and lower case letters of the alphabet with automaticity	Letter recognition ● Recognizes and names fewer than 21 upper and lower case letters of the alphabet with automaticity	Not assessed at this time.
Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	Consistently counts, pronounces, blends, and segments syllables and phonemes in spoken words.	Inconsistently counts, pronounces, blends, and segments syllables and phonemes in spoken words.	Requires teacher prompting and support to count, pronounce, blend, and segment syllables and phonemes in spoken words.	Not assessed at this time.
Demonstrates letter-sound correspondence	Consistently demonstrates letter-sound correspondence	Inconsistently demonstrates letter-sound correspondence	Requires teacher prompting and support to demonstrate letter-sound correspondence	Not assessed at this time.
Reads grade level sight and high frequency words				Not assessed at this time.
Knows and applies grade level phonics to	Consistently knows and applies grade level	Inconsistently knows and applies grade level	Requires teacher prompting and support to	Not assessed at this time.

decode words	phonics to decode words	phonics to decode words	apply grade level phonics to decode words	
Reads emergent-reader text with purpose and understanding	Consistently reads emergent-reader text with purpose and understanding. (Level C or above)	Inconsistently reads emergent-reader text with purpose and understanding. (Level B)	Requires teacher prompting or support to read emergent-reader text with purpose and understanding. (Level A)	Not assessed at this time.
Reading: Informational Text				
Identifies the main idea and retells key details of a text with prompting and support	NA	NA	NA	Not assessed at this time.
Asks and answers questions about key details in a text with prompting and support	NA	NA	NA	Not assessed at this time.
Makes connections within and across texts with prompting and support	NA	NA	NA	Not assessed at this time.
Identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Consistently identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Inconsistently identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Requires teacher prompting and support to identify parts of a book (title, author) and parts of a text (beginning, end, details)	Not assessed at this time.
Determines the meaning of unfamiliar	NA	NA	NA	Not assessed at this time

words, multiple meaning words, or phrases based upon content				
Reading Literature				
Retells familiar stories including key details with prompting and support	Consistently retells familiar stories including key details with prompting and support	Inconsistently retells familiar stories including key details with prompting and support	Is not yet able to retell familiar stories including key details with prompting and support	Not assessed at this time
Answers questions about key details in a text	Consistently answers questions about key details in a text	Inconsistently answers questions about key details in a text	Requires teacher prompting and support to answer questions about key details in a text	Not assessed at this time
Identifies characters, settings, and major events in a story with prompting and support	Consistently identifies characters, settings, and major events in a story with prompting and support	Inconsistently identifies characters, settings, and major events in a story with prompting and support	Is not yet able to identify characters settings, and major events in a story with prompting and support	Not assessed at this time
Makes connections between the illustrations and the text in a story	Consistently makes connections between the illustrations and the text in a story	Inconsistently makes connections between the illustrations and the text in a story	Requires teacher prompting and support to make connections between illustrations and the text in the story	Not assessed at this time
Writing				
Focus	Draws, tells and writes about a topic or event	Draws and writes about a topic or event with minimal prompting and support	Requires teacher prompting and support to tell about a topic or event	Not assessed at this time.
Content	Draws, tells, and writes ● Narrative- beginning,	Draws and writes with minimal prompting and	Draws and/or writes with prompting and support	Not assessed at this time.

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	middle, and end ● Informative- details and events	support ● Narrative- beginning, middle, and end ● Informative- details and events	● Narrative- beginning, middle, and end ● Informative- details and events	
Organization	Puts pages/pictures in order: beginning, middle, and end	Puts pages/pictures in order beginning, middle, and end with minimal prompting and support.	Requires teacher prompting and support to orders pages/pictures in a story.	Not assessed at this time.
Style	Draws and writes some details about what happened	Draws and writes details about what happened with prompting and support	Requires teacher prompting and support to draw and write details about what happened	Not assessed at this time.
Conventions	Recognizes and uses end punctuation and spacing between words. Spells simple words phonetically Uses sight words in their writing	Is beginning to recognize and use end punctuation and spacing between words Is beginning to spell simple words phonetically Is beginning to use sight words	Requires teacher prompting and support to recognize and use end punctuation and spacing between words Requires teacher prompting and support to spell simple words phonetically Requires teacher prompting and support to use sight words	Not assessed at this time.
Speaking and Listening				

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Participates in collaborative conversations	Participates in collaborative conversations with peers and adults in small and large groups	Inconsistently participates in collaborative conversations.	Requires teacher prompting and support to participate in collaborative conversations with peers and adults in small and large groups	Not assessed at this time.
Demonstrates Listening Comprehension	Independently asks and answers questions in order to seek help, get information, or clarify something that is not understood Independently asks and answers questions about key details in a text read aloud or information presented orally or through other media	Inconsistently asks and answers questions in order to seek help, get information, or clarify something that is not understood Answers questions about key details in a text read aloud or information presented orally or through other media with support from adults and peers	Requires teacher prompting and support to ask and answer questions in order to seek help, get information, or clarify something that is not understood Requires teaching prompting and support to answer questions about key details in a text read aloud or information presented orally or through other media with support from adults and peers	Not assessed at this time.
Presents Ideas Clearly	Uses complex sentences to share stories, familiar experiences, and interests. Speaks clearly enough to be understood by all audiences using appropriate volume	Uses simple sentences to share stories, familiar experiences, and interests. Speaks clearly enough to be understood by most audiences	Requires teacher prompting and support to use simple sentences to share stories, familiar experiences, and interests. Requires teacher prompting and support to speak clearly enough to be understood by most	Not assessed at this time.

			audiences	