

**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. *copy standard with details	Inconsistently applies grade level phonics and word analysis skills in decoding words.	Applies grade level phonics and word analysis skills in decoding words ONLY with teacher prompting and support.	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. *copy details from standard	Inconsistently applies grade level phonics and word analysis skills in encoding words.	Applies grade level phonics and word analysis skills in encoding words ONLY with teacher prompting and support.	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 supports comprehension.	Inconsistently reads grade level text with accuracy and fluency which occasionally impedes comprehension. <i>(Student may not be reading on grade level, but is not far below)</i>	Struggles to read grade level text with accuracy and fluency which consistently impedes comprehension. <i>(Student is reading significantly below grade level)</i>	Not assessed at this time.
Informational Text				
Identifies the main idea and a specific focus of each paragraph in a multi-paragraph text.	Consistently identifies the main idea of a multi-paragraph text, as well as the specific focus of individual paragraphs within the text.	Inconsistently identifies the main idea of a multi-paragraph text. Inconsistently identifies the specific focus of individual paragraphs within the text.	Identifies the main idea and key details of a multi-paragraph text ONLY with teacher prompting and support.	Not assessed at this time.
Asks and answers questions about key details in multi-paragraph text	Consistently asks and answers questions such as who, what, where, when, and why to demonstrate understanding of key details in a text.	Inconsistently asks and answers questions such as who, what, where, when, and why to demonstrate understanding of key details in a text.	Asks and answers questions about key details in a text ONLY with teacher prompting and support.	Not assessed at this time.
Describes how reasons support specific points the	Consistently describes how reasons support specific points the author makes	Inconsistently describes how reasons support specific points the author makes	Describes how reasons support specific points the author makes in text ONLY with teacher prompting and support.	Not assessed at this time.

author makes				
Makes connections within and across texts	Consistently compares and contrasts the most important points presented by two texts on the same topic.	Inconsistently compares and contrasts the most important points presented by two texts on the same topic.	Compare and contrast the most important points presented by two texts on the same topic ONLY with teacher prompting and support.	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/or phrases based upon content	Inconsistently determines the meaning of unfamiliar words, multiple meaning words, and phrases based upon content	Determines the meaning of unfamiliar words, multiple meaning words, and phrases based upon content ONLY with teacher prompting and support.	Not assessed at this time.
Reads and comprehends literary nonfiction and informational texts on grade level, reading independently and proficiently.	Consistently reads and comprehends nonfiction texts on grade level , reading independently and proficiently.	Inconsistently reads and comprehends nonfiction texts on grade level , reading independently and proficiently. May need additional teacher support. <i>(Student may or may not be reading on grade level)</i>	Struggles to read and comprehend nonfiction texts on grade level . Has difficulty reading independently and proficiently on grade level—even with teacher support . <i>(Student is reading below grade level)</i>	Not assessed at this time.
Reading Literature				
Recounts fictional stories, including key details, and demonstrates understanding of the story's central message or lesson.	Consistently recounts fictional stories, including key details, and consistently demonstrates understanding of the story's central message or lesson.	Recounts fictional stories but may leave out important events or key details. Inconsistently demonstrates understanding of the story's central message or lesson.	Struggles to recount fictional stories and may often leave out key details. Has difficulty understanding the story's central message or lesson and requires teacher prompting and support.	Not assessed at this time.
<p><i>A retelling is remembered events from a story heard orally. A recount is the events in chronological order found in a text that the students have read. The difference being that a student has the text to refer back to aiding them to recount the events in order. In fourth grade this</i></p>				

standard builds to the expectation of being able to summarize, narrowing the recount to only the main events in the text.

Asks and answers questions about key details in a text.	Consistently asks and answers questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Inconsistently asks and answers questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Struggles to ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text ONLY with teacher prompting and support.	Not assessed at this time.
Describes how characters respond to major events in a story.	Consistently and correctly describes how characters respond to major events in a story.	Inconsistently but mostly correctly describes how characters respond to major events in a story.	Describes how characters respond to major events in a story ONLY with teacher prompting and support.	Not assessed at this time.
Identifies differences in points of views of characters.	Consistently identifies differences in points of views of characters.	Inconsistently identifies differences in points of views of characters.	Identifies differences in points of views of characters ONLY with teacher support and prompting.	Not Assessed at this time.
Describes how words and phrases supply meaning in a story or poem				Not Assessed at this time.
Reads and comprehends literature on grade level, reading independently and proficiently.	Consistently reads and comprehends literature on grade level , reading independently and proficiently.	Inconsistently reads and comprehends literature on grade level , reading independently and proficiently. May need additional teacher support. <i>(Student may or may not be reading on grade level)</i>	Struggles to read and comprehend literature on grade level . Has difficulty reading independently and proficiently on grade level—even with teacher support . <i>(Student is reading well below grade level)</i>	Not assessed at this time.
Writing				
Writes with a clear focus.	Writing has a distinct point made about a single topic with evident awareness of task.	Writing has an apparent point about a single topic. Not all details relate to 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 appropriate conventions capitalization and punctuation.	Writing includes evident control of grade-level conventions for capitalization and punctuation. <i>(capitalize proper nouns; use commas and apostrophes appropriately; capitalize the first word of each sentence; use end punctuation)</i>	Writing includes sufficient control of grade-level conventions for capitalization and punctuation.	Writing contains limited or minimal control of grade-level conventions for capitalization and punctuation.	Not assessed at this time.
Revises and edits to improve writing with guidance and support	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 ONLY with teacher prompting and support to make specific improvements.	Not assessed at this time.
	Trimester 1 writing includes:	Trimester 2 writing includes:	Trimester 3 writing includes:	
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 demonstrates understanding of text read aloud by asking and/or correctly answering questions about the text or given information or directions.	Inconsistently demonstrates understanding of text read aloud by asking and /or correctly answering questions about the text or given information or directions. May require some teacher prompting and support.	Demonstrate understanding of text read aloud by asking and/or correctly answering questions about the text or given information or directions with ONLY teacher prompting and support.	Not assessed at this time.
Presents ideas clearly	Consistently speaks clearly and	Inconsistently speaks clearly and	Struggles to speak clearly and in	Not assessed at this time.

<p>when sharing information.</p>	<p>in complete sentences and thoughts when presenting ideas or sharing information.</p>	<p>in complete sentences and thoughts when presenting ideas or sharing information. May require some teacher prompting and support.</p>	<p>complete sentences and thoughts when presenting ideas or sharing information.</p>	
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