

**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
<b>Foundational Skills</b>				

Applies grade level phonics and word analysis skills when decoding words	<p>Knows and applies grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Identifies and knows the meaning of the most common prefixes and suffixes</li> <li>Decodes multisyllable words</li> </ul>	Inconsistently applies grade level phonics and word analysis skills in decoding words.	Applies grade level phonics and word analysis skills when decoding words ONLY with a great deal of 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 <b>grade level</b> text with accuracy and fluency to supports comprehension.	<p>Inconsistently reads <b>grade level</b> text with accuracy and fluency which occasionally impedes comprehension.</p> <p><i>(Student may not be reading on grade level, but is not far below)</i></p> <p><i>Student is reading at appropriate rate for his/her instructional level</i></p>	<p>Is not yet able to read <b>grade level</b> text with accuracy and fluency, which consistently impedes comprehension.</p> <p><i>(Student is reading significantly below grade level)</i></p>	Not assessed at this time.
<b>Reading Informational Text</b>				
Determines the main idea of a text; recounts key details and explains how they support the main idea	NA	NA	NA	Not assessed at this time.
Uses text features to interpret information.	NA	NA	NA	Not assessed at this time.
Compares and contrasts key details in two texts on	NA	NA	NA	Not assessed at this time.

the same topic				
Explains the point of view of the author	NA	NA	NA	Not assessed at this time.
Asks/Answers questions, infers, and refers to text to support responses	NA	NA	NA	Not assessed at this time.
Determines the meaning of words and phrases based on grade-level content, including figurative language	NA	NA	NA	Not assessed at this time.
Reads and comprehends nonfiction (informational) texts on grade level, reading independently and proficiently.	Consistently reads and comprehends nonfiction texts on <b>grade level</b> , reading independently and proficiently.  <i>(Student must be instructional at level M/N or above)</i>	Inconsistently reads and comprehends nonfiction texts on <b>grade level</b> , reading independently and proficiently. May need additional teacher support.  <i>(Student must be instructional at L)</i>	Struggles to read and comprehend nonfiction texts on <b>grade level</b> . Has difficulty reading independently and proficiently on <b>grade level—even with teacher support</b> .  <i>(Student is instructional below level L)</i>	Not assessed at this time.
<b>Reading Literature</b>				
Explains how the central message, lesson, or moral of a story is conveyed in a text.	Consistently and independently explains how the central message, lesson or moral of a story is conveyed in a text.	Explains how the central message, lesson or moral of a story is conveyed in a text with some teacher prompting and support.	Struggles to explain how the central message, lesson or moral of a story is conveyed in a text without a great deal of teacher prompting and support.	Not assessed at this time.

Asks and answers questions supported by text evidence	Consistently and independently asks and answers questions supported by text evidence	Inconsistently and somewhat independently asks and answers questions supported by text evidence. May require some teacher support	Struggles to ask and answer questions supported by text evidence without a lot of teacher prompting and support	Not assessed at this time.
Makes inferences supported by text evidence	Consistently and independently makes inferences supported by text evidence	Inconsistently and somewhat independently makes inferences supported by text evidence. May require some teacher support	Struggles to make inferences supported by text evidence without a lot of teacher prompting and support	Not assessed at this time.
Describes how characters' actions contribute to sequence of events	Consistently and independently describes how characters' actions contribute to a sequence of events	Inconsistently and somewhat independently is able to describe how characters' actions contribute to a sequence of events. May require some teacher support	Struggles to describe how characters' actions contribute to a sequence of events without a lot of teacher prompting and support	Not assessed at this time
Explains the point of view of the author	Independently explains the point of view of the author	Is able to explain the point of view of the author with teacher prompting and support	Is unable to explain the point of view of the author	Not assessed at this time
Compares and contrasts the themes, settings, and plots of stories	Independently identifies the theme, setting and describes the plot of two similar stories and is able to successfully describe similarities and differences.	With some teacher support, identifies the theme, setting and describes the plot of two similar stories and is able to successfully describe similarities and differences.	Struggles to identify the theme, setting and/or describe the plot of two similar stories and is unable to successfully describe similarities and differences without a great deal of teacher prompting and support.	Not assessed at this time.
Determines the meaning of words and phrases based on grade-level content, including figurative language	Consistently and independently uses context in informational or literary text to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	With some teacher prompting and support, uses context in informational or literary text to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Struggles to use context in informational or literary text to determine or clarify the meaning of unknown and multiple-meaning words and phrases without a great deal of teacher prompting and support.	Not assessed at this time.
Reads and comprehends literature on grade level, reading independently and proficiently	Consistently reads and comprehends literature on <b>grade level</b> , reading independently and proficiently.  <i>Student must be instructional at level M/N or above)</i>	Inconsistently reads and comprehends literature on <b>grade level</b> , reading independently and proficiently. May need additional teacher support.  <i>(Student must be instructional</i>	Struggles to read and comprehend literature on <b>grade level</b> . Has difficulty reading independently and proficiently on <b>grade level—even with teacher support.</b>	Not assessed at this time.

		<i>at L)</i>	<i>(Student is instructional below level L)</i>	
<b>Writing</b>				
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 words and sentence structures that create tone and voice.	Writing contains specific choice of words and sentence structure to create an consistent writer's voice and tone appropriate to the audience and purpose for writing.	Writing contains some variety of words and sentence structures that may or may not create writer's voice and tone appropriate to the audience and purpose for writing.	Writing contains limited word choice and control of sentence structures that inhibit voice and tone.	Not assessed at this time.
Writes using grade-level appropriate conventions for capitalization and punctuation.	Writing includes evident control of grade-level conventions for capitalization and punctuation. <i>(nouns, pronouns, verbs, adjectives, adverbs, regular and irregular plural nouns, abstract nouns --i.e. Childhood, regular and irregular verbs, use simple verb tenses, subject-verb and pronoun-antecedent agreement, form and use comparative and superlative adjectives and adverbs, use coordinating and</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.

	<i>subordinating conjunctions, produce simple, compound and complex sentences, capitalize appropriate words in titles, use commas in addresses, use commas and quotations marks in dialogue, form and use possessives, use conventional spelling for high-frequency words, use spelling patterns and ending rules in writing words, choose words and phrases for effect)</i>			
Develops and strengthens writing through planning, drafting, revising, editing, and publishing.	Student is able to independently plan, draft, edit and revise writing to make specific improvements.	Student plans, drafts, edits and revises writing with some assistance to make specific improvements.	Student plans, drafts, edits and revises writing with a great deal of teacher prompting and support to make specific improvements.	Not assessed at this time.
Draws evidence from literary or informational text to support writing	Consistently and independently uses text evidence in writing to support ideas, opinions, or arguments.	Inconsistently and somewhat independently uses text evidence in writing to support ideas, opinions, or arguments.	Uses text evidence in writing to support ideas, opinions, or arguments with a great deal of teacher prompting and support.	Not assessed at this time.

