

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 |
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| 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 | | | | |

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| 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. |
| Reading Informational Text | | | | |
| Determines the main idea of a text and explains how it is supported | Consistently and independently determines the main idea of a text and explains how it is supported | Inconsistently and somewhat independently determines the main idea of a tet and explains how it is supported. May need some teacher support | Struggles to determine the main idea of a text and/or explain how it is supported without a lot of teacher prompting and support | Not assessed at this time. |
| Summarizes the text | Consistently and independently is able to summarize a text | Inconsistently and somewhat independently is able to summarize a text, but may require some teacher support | Struggles to summarize a text without a lot of teacher prompting and support | Not assessed at this time |
| Uses text structure to interpret information | Consistently and independently uses text structure (i.e. chronology, comparison, cause/effect, problem/solution) to interpret information. | Inconsistently and somewhat independently uses text structure (i.e. chronology, comparison, cause/effect, problem/solution) to interpret information. | Rarely uses text structure (i.e. chronology, comparison, cause/effect, problem/solution) to interpret information without teacher prompting and support. | Not assessed at this time. |
| Uses text features to locate and interpret information | Consistently and independently uses text features (i.e. index, table of contents, charts, graphs, illustrations) to locate and interpret information | Inconsistently and somewhat independently uses text features (i.e. index, table of contents, charts, graphs, illustrations) to locate and interpret information. May require | Struggles to use text features (i.e. index, table of contents, charts, graphs, illustrations) to locate and interpret information without | Not assessed at this time. |

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| | | some teacher support | a lot of teacher prompting and support | |
| Integrates information from multiple texts on the same topic to demonstrate understanding. | Consistently and Independently integrates information from multiple texts on the same topic to demonstrate understanding of a topic or idea. | Somewhat independently integrates information from multiple texts on the same topic to demonstrate understanding of a topic or idea. | Is unable to integrate information from multiple texts on the same topic to demonstrate understanding of a topic or idea without a great deal of teacher prompting and support. | Not assessed at this time. |
| Compares/contrasts an event or topic told from two different points of view | Consistently and independently compares/contrasts an event or topic told from two different points of view | Somewhat independently compares/contrasts an event or topic told from two different points of view, but still requires some teacher support | Struggles to compare/contrast an event or topic told from two different points of view without a lot of teacher prompting and support | Not assessed at this time |
| Determines the meaning of words and phrases as they are used in grade-level text, including figurative language | Independently uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | With some teacher prompting and support, uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | Struggles to uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language without a great deal of teacher prompting and support. | 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 grade level , reading independently and proficiently. <i>(Student must be reading on grade level)</i> | 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 well below grade level)</i> | Not assessed at this time. |
| Reading Literature | | | | |

| Determines the theme of a text using details in the text | Consistently and independently determines the theme of a text using the details in a text. | Determines the theme of a text using the details in a text with some teacher prompting and support. | Struggles to determine the theme of a text using the details in a text without a great deal of teacher prompting and support. | Not assessed at this time. |
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| Summarizes the text using key details | Consistently and independently is able to summarize the text using key details | Inconsistently and somewhat independently is able to summarize the text using key details with some teacher support | Struggles to summarize the text and may struggle to identify key details. Requires a lot of teacher prompting and support | Not assessed at this time |
| Cites relevant details from a text to support meaning and make inferences | Consistently and independently cites relevant details from a text to support meaning and make inferences. | Inconsistently and somewhat independently cites relevant details from a text to support meaning and make inferences. | Struggles to cite relevant details from a text to support meaning and make inferences without a great deal of teacher prompting and support. | Not assessed at this time. |
| Compares and contrasts similar themes, topics, and patterns of events | Independently identifies the theme, topics, and events in a text and is able to successfully describe similarities and differences across multiple texts. | With some teacher support, identifies the theme, topics, and events in a text and is able to successfully describe similarities and differences across multiple texts. | Struggles to identify the theme, topics, and/or events in a text and is unable to successfully describe similarities and differences across multiple texts without a great deal of teacher prompting and support. | Not assessed at this time. |
| Explains major differences between poems, drama, and | Consistently and independently is able to explain the major differences between poems, | Somewhat independently is able to explain the major differences between poems, drama, and prose with some | Struggles to explain the major differences between poems, drama, and prose | Not assessed at this time |

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| prose | drama, and prose | teacher support | without a lot of teacher prompting and support | |
| Determines the meaning of words and phrases as they are used in grade-level text, including figurative language | Independently uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | With some teacher prompting and support, uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | Struggles to uses strategies (i.e. context, word parts, shades of meaning) to determine the meaning of words and phrases as they are used in grade-level text, including figurative language 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 grade level , reading independently and proficiently. <i>(Student must be reading on grade level)</i> | 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 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. | Writing contains limited content with a lack of development of ideas. | Not assessed at this time. |
| Writes using a logical organization that follows the structure of the genre. | 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. |

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| 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>(use relative pronouns-who, whose, whom, etc.; form and use progressive verb tense; use modal auxiliaries-can, may, must; order adj. correctly within sentences; form and use prepositional phrases; produce complete sentences, recognizing and correcting fragments and run-on sentences; correctly use commonly confused words--to, two, too-; ensure subject-verb and pronoun-antecedent agreement; use correct capitalization; use commas and quotation marks in dialogue and to quote text; use a comma before a coordinating conjunction in a compound sentence; choose words and phrases for effect; choose punctuation for effect)</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. |
| 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 inferences and analyze text | Consistently and independently uses text evidence in writing to support inferences and connects those inferences to support analysis of text in writing. | Inconsistently and somewhat independently uses text evidence in writing to support inferences and connects those inferences to support analysis of text in writing. May be able to make and support | Struggles to use text evidence in writing to support and or make inferences. Is unable to connect inferences to analyze text without a great | Not assessed at this time. |

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| (TDA) | | inferences, but requires teacher support to connect inferences to analyze text. | deal of teacher prompting and support. | |
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