

**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>				

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.	Inconsistently reads <b>grade level</b> 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 <b>grade level</b> text with accuracy and fluency which consistently impedes comprehension.  <i>(Student is reading significantly below grade level)</i>	Not assessed at this time.
<b>Reading Comprehension: Informational Text</b>				
Determines two or more main ideas and explains how they are supported	Consistently and independently determines two or more main ideas in a text and explains how they are supported by key details.	Inconsistently and somewhat independently determines two or more main ideas in a text and explains how they are supported by key details.	Struggles to determine two or more main ideas in a texts and explain how they are supported by key details without a great deal of teacher prompting and support.	Not assessed at this time.
Summarizes the text using key details (note: a summary does not equal a "retell")	Consistently and independently is able to summarize a text in his/her own words using key details from the text.	Inconsistently and/or with some teacher support is able to summarize a text in his/her own words using key details from the text.	Struggles to identify key details in a text and/or struggles to summarize a text in his/her own words without a great deal of teacher prompting and support.	Not assessed at this time.
Uses text structure, in and among texts, to interpret information	Consistently and independently is able to use text structure, in and among texts, to interpret information	Inconsistently and/or with some teacher support is able to use text structure, in and among texts, to interpret information	Struggles to understand and use text structure, in and among texts, to interpret information. May be able to do so with a lot of teacher prompting and support	Not assessed at this time.

Cites textual evidence by quoting to support responses	Consistently and independently cites textual evidence by quoting to support responses to questions about the text	Inconsistently and/or with some teacher support is able to cite evidence by quoting to support responses to questions about the text	Struggles to cite evidence by quoting to support responses to questions about the text. May be able to do so with a lot of teacher prompting and support	Not assessed at this time
Identifies how an author supports particular points and provides textual evidence	Consistently and independently is able to identify how an author supports points in a text and provides textual evidence to support the identification	Inconsistently and/or with some teacher support is able to identify how an author supports points in a text and may or may not provide textual evidence to support the identification.	Struggles to identify how an author supports points in a text and struggles to provide textual evidence to support the identification. May be able to do so with a lot of teacher prompting and support	Not assessed at this time
Integrates information from several texts on the same topic	Consistently and independently synthesizes information on the same topic from several texts to create a new understanding.	Inconsistently and somewhat independently (may need some teacher support) synthesizes information on the same topic from several texts to create a new understanding.	Struggles to synthesize information on the same topic from several texts to create a new understanding. without a great deal of teacher prompting and support.	Not assessed at this time
Determines the meaning of unknown words and phrases based on grade-level content, including figurative language	Consistently and independently is able to use strategies to determine the meaning of unknown words and phrases	Inconsistently and somewhat independently (may need some teacher support) is able to use strategies to determine the meaning of unknown words and phrases	Struggles to use strategies to determine the meaning of unknown words and phrases. May be able to do so with a lot 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 <b>grade level</b> , reading independently and proficiently.  <i>(Student must be reading on grade level)</i>	Inconsistently reads and comprehends nonfiction texts on <b>grade level</b> , 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 <b>grade level</b> . Has difficulty reading independently and proficiently on <b>grade level—even with teacher support</b> .  <i>(Student is reading well below grade level)</i>	Not assessed at this time

<b>Reading Comprehension: Literature</b>				
Determines the theme using key details	Consistently and independently determines the theme of a text using the details in a text.	May struggle occasionally to determine the theme of text using the details in a text. May require some teacher prompting to use key details to summarize a text and cite textual evidence by quoting accurately from the text to explain what the text says explicitly. May struggle to make accurate inferences.	Struggles to determine the theme of a text using the details in a text without a great deal of teacher prompting and support. Requires a great deal of teacher prompting and support to use key details to make accurate inferences.	Not assessed at this time.
Summarizes the text using key details	Consistently and independently uses the key details to summarize a text	May struggle occasionally to use key details to summarize a text.	May be unable to use key details to summarize a text without a lot of teacher prompting and support	Not assessed at this time.
Cites text evidence to accurately answer questions and support inferences	Consistently and independently cites textual evidence to accurately answer questions and support inferences	May struggle occasionally to cite textual evidence to accurately answer questions and support inferences. May struggle to make inferences at times. May require some teacher support.	Struggles to cite textual evidence to accurately answer questions. Struggles to make inferences and cannot support those inferences with text evidence without a great deal of teacher prompting and support	Not assessed at this time.
Compares/contrasts texts in the same genre	Consistently and independently is able to compare and/or contrast texts in the same genre	May struggle occasionally to compare and/or contrast texts in the same genre, but is successful with some teacher support	Struggles to compare and/or contrast texts in the same genre unless he/she is provided with a lot of teacher prompting and support	Not assessed at this time
Analyzes an	Consistently and independently	May struggle with the analysis of an	Struggles to analyze an event or	Not assessed at this time

event or topic and the point of view it represents	analyzes an event or topic and the point of view it represents	event or topic, but clearly understands the point of view it represents	topic and the point of view it represents without a lot of teacher prompting and support	
Explains the overall structure of a particular story, drama or poem	Consistently and independently is able to explain the structure of a particular story, drama, or poem	May struggle to explain the structure of a particular story, drama, or poem without some teacher prompting and support	Struggles to explain the structure of a particular story, drama, or poem. May be able to do so with a lot of teacher prompting and support	Not assessed at this time
Determines the meaning of unknown words and phrases based on grade-level content, including figurative language	Independently uses a range of strategies (context, word parts, background knowledge) to determine the meaning of unknown and multiple-meaning words and phrases based on <b>grade-level</b> reading and content.	With some teacher support, is able to use a range of strategies (context, word parts, background knowledge) to determine the meaning of unknown and multiple-meaning words and phrases based on <b>grade-level</b> reading and content.	Struggles to use a range of strategies (context, word parts, background knowledge) to determine the meaning of unknown and multiple-meaning words and phrases based on <b>grade-level</b> reading and content 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 reading on grade level)</i>	Inconsistently reads and comprehends literature on <b>grade level</b> , 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 <b>grade level</b> . Has difficulty reading independently and proficiently on <b>grade level—even with teacher support</b> .  <i>(Student is reading well below grade level)</i>	Not assessed at this time.
<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	Writing contains specific content demonstrating	Writing contains sufficient content and minimal development of ideas.	Limited content with a lack of development of ideas.	Not assessed at this time.

content with details and examples.	development of ideas.			
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.
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>(explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences, form and use the perfect verb tense; use verb tense to convey various times, sequences, states, and conditions, recognize and correct inappropriate shifts in verb tense; use correlative conjunctions-either/or, neither/nor; recognize and correct fragments and run-on sentences; correctly use frequently confused words-to, two, too; ensure subject-verb and pronoun-antecedent agreement; use punctuation to separate items in a series; use a</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>comma to separate an introductory element from the rest of the sentence; use a comma to set off words and a tag question from the rest of the sentence; properly punctuate titles of works)</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 inferences and analysis. (TDA)	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 inferences, but requires teacher support to connect inferences to analyze text.	Struggles to use text evidence in writing to support and or make inferences. Is unable to connect inferences to analyze text without a great deal of teacher prompting and support.	Not assessed at this time.

