

**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				

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 support 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 Comprehension: Informational Text				
Determines the central idea of a text and how it is conveyed through key details	Consistently and independently determines the central idea of a text and how it is conveyed through key details	Inconsistently and somewhat independently determines the central idea of a text and how it is conveyed through key details. May require some teacher support	Struggles to determine the central idea of a text and how it is conveyed through key details. Requires a great deal of teacher prompting and support	Not assessed at this time.
Summarizes the text	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.
Cites textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the	Consistently and independently is able to cite textual evidence to support what the text says explicitly and to support inferences	Inconsistently, and/or with some teacher support is able to cite textual evidence to support what the text says explicitly. May struggle with citing textual evidence to support inferences.	Struggles to cite textual evidence to support what the text says explicitly without a lot of teacher prompting and support. May struggle to make inferences and/or support inferences with textual evidence	Not assessed at this time.

text				
Evaluates an author's argument by examining claims and how they are supported by evidence	Consistently and independently is able to evaluate an author's argument and can identify the author's claims and how the author uses evidence to support those claims	Inconsistently and/or with some teacher support is able to evaluate an author's argument and can identify the author's claims. May struggle with how the author uses evidence to support those claims	Struggles to evaluate an author's argument--may have trouble independently identifying an author's argument--and identify the author's claims without a lot of teacher prompting and support. May be unable to identify evidence an author uses to support those claims	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 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 Comprehension: Literature				
Determines the theme	Consistently and	May struggle occasionally to	Struggles to determine the theme of	Not assessed at this time.

and how it is conveyed through key details	independently determines the theme of a text and can explain how it is conveyed through key details	determine the theme of text and/or how it is conveyed through key details. May require some teacher support to identify the theme and/or how it is conveyed through key details	a text without a great deal of teacher prompting and support. Requires a great deal of teacher prompting and support to identify key details and how the theme is conveyed through those key details	
Summarizes the text	Consistently and independently uses the key details to summarize a text	May struggle occasionally to use key details to summarize a text. May require some teacher support	Struggles to use key details to summarize a text without a lot of teacher prompting and support. May not be able to identify key details	Not assessed at this time.
Cites textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text	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.
Determines an author's purpose in a text and explains how it is conveyed	Consistently and independently is able to determine an author's purpose in a text and explain how it is conveyed	May struggle occasionally to determine an author's purpose without teacher support. Inconsistently is able to determine how the author's purpose is conveyed--may require some teacher support	Struggles to determine an author's purpose in a text without a lot of teacher prompting and support. Requires teacher prompting and support to explain how that purpose is conveyed in the text	Not assessed at this time
Analyzes how structure of a text contributes to the development of theme, setting, and plot	Consistently and independently analyzes how the structure of the text contributes to the development of theme, setting, and plot	Inconsistently is able to analyze how the structure of the text contributes to the development of theme, setting, and plot--may require some teacher support	Struggles to analyze how the structure of the text contributes to the development of theme, setting, and plot without a lot of teacher prompting and support. May still struggle with identifying theme, setting, or plot	Not assessed at this time

Compares and contrasts texts in different genres in their approach to similar themes and use of literary elements	Consistently and independently compares and contrasts texts in different genres in their approach to similar themes and use of literary elements	Inconsistently compares and contrasts texts in different genres in their approach to similar themes and use of literary elements--may require some teacher support	Struggles to compare and contrast texts in different genres in their approach to similar themes and use of literary elements without a lot of teacher prompting and support. May struggle with identifying the theme and other literary elements within the text	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 grade-level 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 grade-level 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 grade-level 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 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	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.

examples.				
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 standard English grammar, spelling, 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 comma to separate an introductory element from the</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>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.

