

**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				
Demonstrates Print Concepts	Consistently identifies basic features of print (Differentiates	Inconsistently identifies basic features of print (Differentiates between	Requires teacher prompting and support to identify basic features of print	Not assessed at this time

	between numbers and letters and letters and words)	numbers and letters and letters and words)		
Recognizes and Produces Rhyming Words	Consistently recognizes and produces rhyming words	Inconsistently recognizes and produces rhyming words	Requires teacher prompting and support to recognize and produce rhyming words	Not assessed at this time.
Recognizes and names upper and lower case letters with automaticity	Letter recognition <ul style="list-style-type: none"> Recognizes and names all 42 upper and lower case letters of the alphabet with automaticity 	Letter recognition <ul style="list-style-type: none"> Recognizes and names 31-42 upper and lower case letters of the alphabet with automaticity 	Letter recognition <ul style="list-style-type: none"> Recognizes 30 or fewer lower case letters of the alphabet with automaticity 	Not assessed at this time.
Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	Consistently counts, pronounces, blends, and segments syllables and phonemes in spoken words.	Inconsistently counts, pronounces, blends, and segments syllables and phonemes in spoken words.	Requires teacher prompting and support to count, pronounce, blend, and segment syllables and phonemes in spoken words.	Not assessed at this time.
Demonstrates letter-sound correspondence	Consistently demonstrates letter-sound correspondence	Inconsistently demonstrates letter-sound correspondence	Requires teacher prompting and support to demonstrate letter-sound correspondence	Not assessed at this time.
Reads grade level sight and high frequency words				Not assessed at this time.

Knows and applies grade level phonics to decode words	Consistently knows and applies grade level phonics to decode words	Inconsistently knows and applies grade level phonics to decode words	Requires teacher prompting and support to apply grade level phonics to decode words	Not assessed at this time.
Reads emergent-reader text with purpose and understanding	Consistently reads emergent-reader text with purpose and understanding. (Level D or above)	Inconsistently reads emergent-reader text with purpose and understanding. (Level C)	Is unable to read emergent-reader text with purpose and understanding. (Below C)	Not assessed at this time.
Reading: Informational Text				
Identifies the main idea and retells key details of a text with prompting and support	Consistently identifies the main idea and retells key details of a text with prompting and support	Inconsistently identifies the main idea and retells key details of a text with prompting and support	Is unable to identify the main idea and retell key details of a text with prompting and support	Not assessed at this time.
Asks and answers questions about key details in a text with prompting and support	Consistently asks and answers questions about key details in a text with prompting and support	Inconsistently asks and answers questions about key details in a text with prompting and support	Is unable to ask and answer questions about key details in a text with prompting and support	Not assessed at this time.
Makes connections within and across texts with prompting and support	Consistently makes connections within and across texts with prompting and support	Inconsistently makes connections within and across texts with prompting and support	Is unable to make connections within and across texts with prompting and support	Not assessed at this time.
Identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Consistently identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Inconsistently identifies parts of a book (title, author) and parts of a text (beginning, end, details)	Is not yet able to identify parts of a book (title, author) and parts of a text (beginning, end, details) without teacher prompting and support	Not assessed at this time.

Determines the meaning of unfamiliar words, multiple meaning words, or phrases based upon content	Consistently determines the meaning of unfamiliar words, multiple meaning words, or phrases based upon content	Inconsistently determines the meaning of unfamiliar words, multiple meaning words, or phrases based upon content	Requires teacher prompting and support to determine the meaning of unfamiliar words, multiple meaning words, or phrases based upon content	Not assessed at this time
Reading Literature				
Retells familiar stories including key details with prompting and support	Consistently retells familiar stories including key details with prompting and support	Inconsistently retells familiar stories including key details with prompting and support	Is not yet able to retell familiar stories including key details with prompting and support	Not assessed at this time
Answers questions about key details in a text	Consistently answers questions about key details in a text	Inconsistently answers questions about key details in a text	Requires teacher prompting and support to answer questions about key details in a text	Not assessed at this time
Identifies characters, settings, and major events in a story with prompting and support	Consistently identifies characters, settings, and major events in a story with prompting and support	Inconsistently identifies characters, settings, and major events in a story with prompting and support	Is not yet able to identify characters settings, and major events in a story with prompting and support	Not assessed at this time
Makes connections between the illustrations and the text in a story	Consistently makes connections between the illustrations and the text in a story	Inconsistently makes connections between the illustrations and the text in a story	Requires teacher prompting and support to make connections between illustrations and the text in the story	Not assessed at this time
Writing				
Focus	Draws, tells and writes about a topic or event	Draws and writes about a topic or event with minimal prompting and support	Tells about a topic or event with prompting and support	Not assessed at this time.

Content	<p>Draws, tells, and writes</p> <ul style="list-style-type: none"> • Narrative- beginning, middle, and end • Informative- details and events 	<p>Draws and writes the with minimal prompting and support</p> <ul style="list-style-type: none"> • Narrative- beginning, middle, and end • Informative- events and details 	<p>Draws and/or writes the with prompting and support</p> <ul style="list-style-type: none"> • Narrative- beginning, middle, and end • Informative- details and events 	Not assessed at this time.
Organization	Puts pages/pictures in order: beginning, middle, and end	Puts pages/pictures in order beginning, middle, and end with minimal prompting and support.	Orders pages/pictures in a story with prompting and support.	Not assessed at this time.
Style	Draws and writes some details about what happened	Starts to draw and write details about what happened with prompting and support	Not yet able to draw and write details about what happened	Not assessed at this time.
Conventions	<p>Recognizes and uses end punctuation and spacing between words.</p> <p>Spells simple words phonetically</p> <p>Uses sight words</p> <p>Student reads their writing</p>	<p>Is beginning to recognize and use end punctuation and spacing between words</p> <p>Is beginning to spell simple words phonetically</p> <p>Is beginning to use sight words</p> <p>Attempts to read their writing</p>	<p>Not yet able to recognize and use end punctuation and spacing between words</p> <p>Not yet able to spell simple words phonetically</p> <p>Not yet able to use sight words</p> <p>Not yet able to read their writing</p>	Not assessed at this time.
Speaking and Listening				
Participates in				Not assessed at this time.

<p>collaborative conversations</p>	<p>Participates in collaborative conversations with peers and adults in small and large groups</p>	<p>Inconsistently participates in collaborative conversations.</p>	<p>Requires teacher prompting and support to participate in collaborative conversations with peers and adults in small and large groups</p>	
<p>Demonstrates Listening Comprehension</p>	<p>Independently asks and answers questions in order to seek help, get information, or clarify something that is not understood</p> <p>Independently asks and answers questions about key details in a text read aloud or information presented orally or through other media</p>	<p>Inconsistently asks and answers questions in order to seek help, get information, or clarify something that is not understood</p> <p>Answers questions about key details in a text read aloud or information presented orally or through other media with support from adults and peers</p>	<p>Requires teacher prompting and support to ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>Requires teaching prompting and support to answer questions about key details in a text read aloud or information presented orally or through other media with support from adults and peers</p>	<p>Not assessed at this time.</p>
<p>Presents Ideas Clearly</p>	<p>Uses complex sentences to share stories, familiar experiences, and interests.</p> <p>Speaks clearly enough to be understood by all audiences using appropriate volume</p>	<p>Uses simple sentences to share stories, familiar experiences, and interests.</p> <p>Speaks clearly enough to be understood by most audiences</p>	<p>Requires teacher prompting and support to use simple sentences to share stories, familiar experiences, and interests.</p> <p>Requires teacher prompting and support to speak clearly enough to be understood by most audiences</p>	<p>Not assessed at this time.</p>

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