



3rd Grade Reading

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

3rd Grade Reading

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates active word solving while reading	Applies multiple decoding strategies to problem solve complex words across a variety of genres	Applies multiple grade level decoding strategies to problem solve unknown words (For example: chunk, prefixes/suffixes, root words, context clues, etc.)	Uses limited decoding strategies regardless of the word or its effectiveness	Does not apply grade level decoding strategies to problem solve unknown words OR Uses decoding strategies not appropriate to grade level
Reads fluently with purpose and understanding	Accurately reads above grade level text (Q or above) with understanding, appropriate expression, pace, and phrasing, while attending to punctuation	Accurately reads grade level text (P) with understanding, appropriate expression, pace, and phrasing, while attending to punctuation	Accurately reads below grade level text (O or below) with understanding, appropriate expression, pace, and phrasing, while attending to punctuation OR Accurately reads text but does not demonstrate one or two of the following: understanding, appropriate expression, pace, phrasing, or attention to punctuation	Reads text but does not demonstrate three or more of the following: understanding, appropriate expression, pace, phrasing, or attention to punctuation
Uses story elements to summarize events when reading	Uses story elements and specific details from a text as evidence to summarize and generate a theme after reading a variety of fiction genres	Uses story elements to summarize a text along with the author's message/theme after reading a variety of fiction genres	Uses most story elements to summarize a text and determines the author's message/theme OR Summarizes a text using story elements but is unable to determine the author's message/theme	Unable to summarize a text using story elements and is unable to determine the author's message/theme
Compares and contrasts key details presented in two texts	Compares and contrasts texts from various cultures and genres, focusing on theme or key ideas and details	Compares and contrasts meaningful examples between two texts using key ideas and details (fiction and nonfiction)	Compares and contrasts between two texts using some evidence	Compares and contrasts between two texts using minimal evidence

Asks and answers questions using evidence from the text	Asks questions referring to key elements in the text that further comprehension and answers questions using schema and specific evidence within the text	Asks questions referring to key elements in the text that further comprehension and answers questions using specific evidence within the text	Asks questions referring to key elements in the text and answers questions but does not use specific evidence to support thinking	Asks irrelevant questions and answers questions without specific evidence from the text
Describes characters and explains how their actions affect sequence of events	Analyzes how and why character(s) traits, feelings, motives, and actions change from the beginning to the end in a complex story structure	Analyzes how and why character(s) traits, feelings, motives, and actions change from the beginning to the end of the story	Describes how character(s) traits, feelings, motives, and actions change from the beginning to the end of the story but is unable to explain why the change happened	Identifies character(s) traits, feelings, motives, or actions and is unable to explain how and why a character changed
Understands the relationship between topic, main idea, and details	States the topic, main idea, and supporting key details using the organizational structure of the text	States the topic, main idea, and supports with key details from the text	States the topic and main idea of a text but cannot support the main idea with key details from the text	States the topic but is unable to create a correct main idea statement and support it with key details from the text
Uses flexible ways to determine word meaning	Uses multiple strategies to correctly determine the meaning of complex unknown words and phrases across a variety of genres	Uses multiple strategies to correctly determine the meaning of unknown words (For example: literal and non-literal language, multiple-meaning words, context clues, etc.)	Uses limited strategies to correctly determine the meaning of unknown words (For example: literal and non-literal language, multiple-meaning words, context clues, etc.)	Incorrectly uses strategies or does not use any strategies to determine the meaning of unknown words
Reads grade level text	Reading Level Q or above	Reading Level P	Reading Level N – O	Reading Level M or below

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.