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| **READING**: Asks and answers questions to demonstrate understanding of text. | | | |
| Standards: RL.3.1, RI.3.1 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following;   * In-depth responses * Performing standard at an above grade level text * Demonstrating-higher level thinking | Independently and consistently asks and answers questions concerning key details in a literary or informational text. | Developing toward independence and consistency when asking or answering questions concerning key details in a literary or informational text. | Limited ability or unable to ask or answer questions concerning key details in a text. |

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| **READING**: Identifies the main idea and supporting details of a text. | | | |
| Standards: RI3.2 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following;   * In-depth responses * Performing standard at an above grade level text * Demonstrating-higher level thinking | Independently and consistently identifies the main idea and supports it with key details and explains how the details support the main idea. | Developing toward independence and consistency, when identifying the main idea and supports it with key details. | Limited ability or unable to identify the main idea and supporting details. |

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| **READING**: Analyzes how a text’s structure, point of view, and author’s purpose influences text. | | | |
| Standards: RL.3.4, RL.3.5, RL.3.6, RI.3.4, RI.3.5, RI.3.6, RI.3.8 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following;   * In-depth responses * Performing standard at an above grade level text * Demonstrating-higher level thinking | Independently and consistently uses non-fiction features, explains how parts of stories build on each other, and uses genre specific vocabulary (R.L.3.4, 5,) (R.I.3.4, 8)  Independently and consistently identifies point of view, supporting it with textual evidence, and distinguishes it from that of the author/character (R.L.3.6)(R.I.3.6) | Developing toward independence and consistency when using non-fiction features; when explaining how parts of stories build on each other, and use genre specific vocabulary (R.L.3.4, 5,)(R.I.3.4, 8)  Developing toward independence and consistency when identifying point of view, supporting it with textual evidence, and distinguishing it from that of the author/character (R.L.3.6)(R.I.3.6) | Limited ability or unable to use non-fiction features; explain how parts of stories build on each other, and use genre specific vocabulary (R.L.3.4, 5,) (R.I.3.4, 8)  Limited ability or unable to identify point of view, supporting it with textual evidence, and distinguish it from that of the author/character (R.L.3.6)(R.I.3.6) |

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| **READING**: Compares and contrasts within a variety of texts. | | | |
| Standards: RL.3.9, RI.3.9 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following;   * In-depth responses * Performing standard at an above grade level text * Demonstrating-higher level thinking | Independently and consistently compares and contrasts the central message, settings, characters, and plot of two fiction texts (R.L.3.9)  Independently and consistently compares and contrasts the most important points and key details between two non-fiction texts on the same topic (R.I.3.9) | Developing toward independence and consistency when comparing and contrasting the central message, settings, characters, and plot of two fiction texts (R.L.3.9)  Developing toward independence and consistency when comparing and contrasting the most important points and key details between two non-fiction texts on the same topic (R.I.3.9) | Limited ability or unable to compare or contrast story elements and key details between two texts on the same topic (R.L.3.9) (R.I.3.9) |

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| **READING**: Applies and uses strategies to comprehend grade level text. | | | |
| Standards: RL.3.3, RL.3.10, RI.3.10 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3, which may include one or more of the following;   * In-depth responses * Performing standard at an above grade level text * Demonstrating-higher level thinking | Independently and consistently applies learned reading strategies to a variety of texts; describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. | Developing toward independence and consistency when applying learned reading strategies to a variety of texts; when describing characters in a story (e.g., their traits, motivations, or feelings) and explaining how their actions contribute to the sequence of events. | Limited ability or unable to apply learned reading strategies to a variety of texts; describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **READING FOUNDATIONAL SKILLS**: Knows and applies grade-level phonics and word analysis skills in decoding words. | | | |
| Standards: RF.3.3 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently applies decoding strategies. | Developing toward independence and consistency when applying decoding strategies. | Limited ability or unable to apply decoding strategies. |

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| **READING FOUNDATIONAL SKILLS**: Reads with sufficient accuracy and fluency to support comprehension. | | | |
| Standards: RF.3.4 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently reads text accurately, smoothly and with expression. | Developing toward independence and consistency when reading text accurately, smoothly and with expression. | Limited ability or unable to read text accurately, smoothly and with expression. |

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| **WRITING**: Produces and organizes a variety of types of writing to match purpose and audience using print and digital sources. | | | |
| Standards: W.3.1, W.3.2, W.3.3 W.3.4, W.3.5 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Independently and consistently exceeds Proficiency Level 3. | Independently and consistently writes  for a specific purpose (ie: opinion,  informative, and narrative) This includes: clearly planned writing with a logical organization, strong ideas, and supporting details.  With some guidance and support  from adults, actively and consistently  develops and strengthens writing as  needed by planning, revising, and editing. | Developing toward independence and consistency when writing for a specific purpose (ie: opinion, informative, and narrative). This includes: clearly planned writing with a logical  organization, strong ideas, and supporting details.  With some guidance and support from adults,  displays a basic ability to develop and strengthen writing as needed by planning, revising, and editing. | Limited ability or unable to write for a specific purpose (ie: opinion, informative, and narrative) This includes: clearly planned writing with a logical organization, strong ideas, and supporting details.  With some guidance and support from adults, displays a limited ability to or unable to develop and strengthen writing as needed by planning, revising, and editing. |

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| **WRITING**: Uses grade appropriate technology. | | | |
| Standard: W.3.6 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Consistently exceeds  Proficiency Level 3. | With some guidance and support from adults, **consistently and actively** uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With some guidance and support from adults, displays a **basic** use of technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With some guidance and support from adults, displays a **limited ability or unable to** use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

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| **LANGUAGE**: Uses grammar correctly when writing and speaking. | | | |
| Standards: L.3.1, L.3.2 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Consistently exceeds Proficiency Level 3. | Independently and consistently uses parts of speech correctly in speaking and writing. Occasional errors may occur. | Developing toward independence and consistency when using parts of speech correctly in speaking and writing. Occasional errors may occur. | Limited ability or unable to use parts of speech correctly in speaking and writing. Errors may occur. |

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| **LANGUAGE**: Decodes and understands meaning of words using context clues and word study. | | | |
| Standards: L.3.4, L.3.5, L.3.6 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Consistently exceeds  Proficiency Level 3. | Independently and consistently clarifies the meaning of unknown and multiple-meaning words, figurative language, word relationships, and conversational, general academic, and domain-specific words and phrases. | Developing toward independence and consistency when clarifying the meaning of unknown and multiple-meaning words, figurative language, word relationships, and conversational, general academic, and domain-specific words and phrases. | Limited ability or unable to clarify the meaning of unknown and multiple-meaning words, figurative language, word relationships, and conversational, general academic, and domain-specific words and phrases. |

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| **LANGUAGE**: Uses grade appropriate conventions when writing (capitalization, punctuation, spelling). | | | |
| Standards: L.3.2 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Consistently exceeds Proficiency Level 3. | Independently and consistently uses spelling skills. Accurately uses capitalization and punctuation as needed. | Developing toward independence and consistency when using spelling skills. Accurately uses capitalization and punctuation as needed. | Limited ability or unable to use spelling skills. Accurately uses capitalization and punctuation as needed. |

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| **SPEAKING AND LISTENING**: Produces presentations by gathering and organizing important information. | | | |
| Standards: SL.3.4, SL.3.5, SL.3.6 | | |  |
| **Proficiency Level 4** | **Proficiency Level 3** | **Proficiency Level 2** | **Proficiency Level 1** |
| Consistently exceeds  Proficiency Level 3. | Independently and consistently, when reporting on a topic or text, should include many of the following:  \*tell a story  \*recount an experience with appropriate facts and relevant, descriptive details  \*speak clearly at an understandable pace  \*create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace  \*add visual displays when appropriate to emphasize or enhance certain facts or details  \*speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | Developing toward independence and consistency, when reporting on a topic or text, should include many of the following:  \*tell a story  \*recount an experience with appropriate facts and relevant, descriptive details  \*speak clearly at an understandable pace  \*create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace  \*add visual displays when appropriate to emphasize or enhance certain facts or details  \*speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | Limited ability or unable to, when reporting on a topic or text, include many of the following:  \*tell a story  \*recount an experience with appropriate facts and relevant, descriptive details  \*speak clearly at an understandable pace  \*create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace  \*add visual displays when appropriate to emphasize or enhance certain facts or details  \*speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |