Beatrice Gilmore School Report Card Overview
Third Grade Language Arts Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children's progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
The student does not yet demonstrate progress toward **initial** foundational skills of the topic	The student demonstrates some proficiency in **foundational** skills of the topic	The student demonstrates proficiency in **all grade level** skills of the topic	The student demonstrates understanding and performance **beyond** proficiency and has exceeded the standard.

Woodland Park Third Grade Language Arts: Reading Readiness and Foundational Skills

Report Card Indicator: Reads grade level text*				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
1	Student has achieved reading success at Level K or below.	Student has achieved reading success at Level L/M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
2	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N.	Student has achieved reading success at a Level O.	Student has achieved reading success at a Level P or above.
3	Student has achieved reading success at Level N or below.	Student has achieved reading success at a Level O.	Student has achieved reading success at a Level P.	Student has achieved reading success at Level Q or above.

Report Card Indicator: Determines the main idea or central message using supporting details				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Demonstrates little or no understanding of the main purpose of a given text or the purpose of reading a given text. Student cannot identify the main idea. Student is unable to describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Requires teacher prompting or support to identify the main topic of an informational text, including what the author wants to answer, explain or describe. Student requires teacher support or can sometimes identify the main idea. Student describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Independently identifies the main topic of an informational text, as well as the focus of specific paragraphs within a text. Student can independently identify the main idea. Student describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Independently identifies main topic of an informational text, as well as the focus of specific paragraphs within above grade level text. Student can independently identify the main idea in an above level text. Student describes how reasons support specific point san author makes in a text by recounting key details and explaining how they support the main idea.

Report Card Indicator: Describes characters, motivations, feelings or series of events				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student provides little or no description of characters and how their actions contribute to the plot or point of view.	Student provides a brief description of characters and sometimes identify how their actions contribute to the plot or point of view.	Student can provide an accurate description of characters and describes how their actions contribute to the plot or point of view.	Student provides an in-depth character analysis, describes how their actions contribute to the plot and point of view, and infers/makes predictions based on character action.

Report Card Indicator: Distinguishes point of view from that of the narrator, characters or author				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student is unable to distinguish point of view of the narrator, characters, or author.	With support the student is unable to distinguish point of view of the narrator, characters, or author.	Student is able to distinguish the point of view of the narrator, characters, or author.	Student is able to distinguish the point of view of the narrator, characters, or author in above grade level text.

Report Card Indicator: Compares and contrasts topics, themes, settings, and plots				
Trimester	**Not Meeting Expectations Yet**	**Approaching Grade Level Standards**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**

	(NM- 1)	(AS-2)		
All Trimesters	Student is unable to identify the topics, themes, settings and/or plots. OR The student is able to identify a topics, theme, setting, and/or plot, however is unable to compare/contrast across texts.	Student is able to identify a topics, themes, settings and plots and will sometimes compare/contrast across texts.	Student identifies topics, themes, settings and plots and can independently and successfully compare/contrast across texts.	Student identifies topics, themes, settings and plots and can independently and successfully compare/contrast across texts. Student is able to make insightful inferences, analyze and synthesize text.

Report Card Indicator: Use text features and search tools to locate information				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	With the support and prompting of a teacher, the student is beginning to: ● Differentiate between fiction and non-fiction ● Identify and understand how text features are used to make meaning ● Use text features to locate key facts and how specific images contribute to and clarify text.	Student occasionally: ● Differentiates between fiction and non-fiction ● Identifies and understand how text features are used to make meaning (including captions, bold print, illustrations, charts and graphs) ● Uses text features to locate key facts and how specific images contribute to and clarify text.	Independently and consistently, the student can: ● Differentiates between fiction and non-fiction text, using text features to gain information ● Reference (verbal or written) text features to explain meaning of the text ● Integrate informational images and text to draw conclusions	Independently and consistently, the student can: ● Differentiates between fiction and non-fiction text, using text features to gain information ● Reference (verbal or written) text features to explain meaning **of above level text** ● Integrate informational images and text to draw conclusions **in above level text**

Report Card Indicator: Uses writing to effectively respond to text				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**

All Trimesters	Student's written response reflects little or no understanding of the text read.	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of above level text read, with text evidence.

Report Card Indicator: Applies grade level phonics and word analysis				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student is unable or rarely able to use phonics skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in **an above level text.**

Report Card Indicator: Reads with fluency (expression, phrasing, rate, accuracy)				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**

All Trimesters	• Lack of fluent reading is evident. • Reading of leveled texts is very choppy and slow. • Student does not attend to spaces between or to end punctuation.	Reading is somewhat fluent. • Student reads either very slowly or very quickly. • Reading is choppy some of the time. • Student may inaccurately phrase words. • Student attend to some ending punctuation. • Student uses very little or no expression matched to meaning.	• Student demonstrates fluent reading. • Student reads accurately. • Student pauses briefly between words. • Student attends to some internal punctuation and most end punctuation. • Expression is matched to the text.	**In above grade level texts:** • Student demonstrates fluent reading of above level text. • Reading is fluid and accurate. • Student attends to and uses phrasing to read longer. • Student attends to internal and ending punctuation. • Expression supports understanding.

Report Card Indicator: Demonstrates stamina during independent reading				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
1	Student is unable or rarely able to sustain attention for 25 minutes	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.
2	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.
3	Student is unable or rarely able to sustain attention for 35 minutes.	Student is approaching reading stamina of 35 minutes.	Student consistently sustains attention during independent reading for 35 minutes.	Student consistently sustains attention during independent reading for more than 35 minutes.

Woodland Park Third Grade Language Arts: Writing

Report Card Indicator: Follows structure of genre (Narrative, Informative/Explanatory, Opinion)				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
Narratives	• With teacher support and **prompting, writes narratives** to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize	• With teacher support, **writes narratives** to develop real experiences or event using effective technique, descriptive details, and clear event sequences.	• Independently **writes narratives** to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or	• Independently and consistently **writes narratives** to develop real experiences or event using effective technique, descriptive details, and clear event sequences.

	- an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure	- characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure
Information	- With teacher support and prompting, writes informative texts to examine a topic and convey ideas and information clearly. - Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. - Develops the topic with facts, definitions, and details. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - Provides a concluding statement or section.	- With teacher support, texts to examine a topic and convey ideas and information clearly. - Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. - Develops the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - Provides a concluding statement or section.	· Independently write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. - Develops the topic with facts, definitions, and details. · Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - Provides a concluding statement or section.	· Independently and consistently, write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. - Develops the topic with facts, definitions, and details. - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - Provides a concluding statement or section.
Opinion	- With teacher support and prompting, writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	- With teacher support, writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	- Independently writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provides reasons that support the opinion.	- Independently and consistently writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

● Provides reasons that support the opinion. ● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provides a concluding statement or section	● Provides reasons that support the opinion. ● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a concluding statement or section.	● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a concluding statement or section.	● Provides reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a concluding statement or section.

Report Card Indicator: Strengthens writing by planning, revising, and editing			
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	● Unable to follow steps in the writing process. ● With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work.	● With teacher prompting and support, follows the steps of the writing process. ● Produces published work with some errors. Does not incorporate some feedback from peers/teachers. ● Requires teacher prompting and support to edit and revise own word. Unable to peer edit.	● Follows steps of the writing process. ● Produces published work with minimal errors. ● Incorporates some feedback from peers/teachers. ● Begins to edit and revise own work. ● Can contribute to peer editing.	● Follows steps of the writing process. ● Produces published work with almost no errors. ● Effectively incorporates some feedback from peers/teachers. ● Independently and consistently can edit and revise own work. ● Discusses feedback effectively with peers.

Report Card Indicator: Draws evidence from literary/information texts			
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**

	Not Meeting Expectations Yet (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
All Trimesters	Student is unable or rarely able to draws evidence from literary/information texts.	Student is beginning to demonstrate the ability to draws evidence from literary/information texts.	Student demonstrates the ability to draws evidence from literary/information texts.	Student consistently and independently demonstrate the ability to draws evidence from literary/information texts (with above grade level text).

Report Card Indicator: Uses research to build and present knowledge				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
All Trimesters	Student is unable or rarely able to gather information from print and digital sources to integrate information.	Student is beginning to demonstrate the ability to gather information from multiple print and digital resources to integrate information.	Student demonstrates the ability to gather information from multiple print and digital resources to integrate information.	Student consistently and independently demonstrate the ability to gather information from multiple print and digital resources (with above grade level text) to integrate information.

Report Card Indicator: Demonstrates stamina during independent writing				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	Student is unable or rarely able to demonstrate stamina during writing workshop for 25 minutes.	Student inconsistently demonstrates stamina during writing workshop for 20 minutes.	Student demonstrates stamina during writing workshop for 20 minutes.	Student demonstrates stamina during writing workshop for greater than 20 minutes.
2	Student is unable or rarely able to demonstrate stamina during writing workshop for 30 minutes.	Student inconsistently demonstrates stamina during writing workshop for 30 minutes.	Student demonstrates stamina during writing workshop for 30 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 30 minutes.
3	Student is unable or rarely able to demonstrate stamina during writing workshop for 35 minutes.	Student inconsistently demonstrates stamina during writing workshop for 35 minutes.	Student demonstrates stamina during writing workshop for 35 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 35 minutes.

Report Card Indicator: Applies handwriting skills to write legibly				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	Student does not write or rarely writes legibly in manuscript writing.	Student is approaching legible manuscript writing.	Student writes legibly in manuscript writing.	Student consistently writes legibly in manuscript writing.
2	Student does not write or rarely writes letters legibly that have been introduced in cursive writing.	Student is approaching legible cursive writing of letters that have been introduced.	Student writes all letters legibly that have been introduced in cursive writing.	Student consistently writes all letters legibly that have been introduced in cursive writing.
3	Student does not write or rarely writes legibly in cursive writing.	Student is approaching legible cursive writing.	Student writes legibly in cursive writing.	Student consistently writes legibly in cursive writing

Woodland Park Third Grade Language Arts: Language

Report Card Indicator: Demonstrates command of conventions of grammar and usage				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	Student does not or rarely demonstrates understanding of key concepts of grammar and usage, including: ● Use parts of speech including singular, irregular, plural, and abstract nouns, adverbs, and adjectives. ● Use end punctuation in writing ● Write simple sentences ● Capitalize at the beginning of sentences	Student is beginning to demonstrate understanding of key concepts of grammar and usage, including: ● Use parts of speech including singular, irregular, plural, and abstract nouns, adverbs, and adjectives. ● Use end punctuation in writing ● Write simple sentences ● Capitalize at the beginning of sentences	Student demonstrates understanding of key concepts of grammar and usage, including: ● Use parts of speech including singular, irregular, plural, and abstract nouns, adverbs, and adjectives. ● Use end punctuation in writing ● Write simple sentences ● Capitalize at the beginning of sentences	Student consistently demonstrates and applies **above grade level** understanding of key concepts of grammar and usage. Student consistently edits independently.
2	Trimester 1 plus: ● Use parts of speech including correctly conjugated verbs. ● Write compound sentences using coordinators ● Use precise vocabulary (synonyms) ● Capitalize proper nouns ● Uses regular and irregular verb tenses correctly	Trimester 1 plus: ● Use parts of speech including correctly conjugated verbs. ● Write compound sentences using coordinators ● Use precise vocabulary (synonyms) ● Capitalize proper nouns	Trimester 1 plus: ● Use parts of speech including correctly conjugated verbs. ● Write compound sentences using coordinators ● Use precise vocabulary ● Capitalize proper nouns ● Uses regular and irregular verb tenses correctly	Student consistently demonstrates and applies **above grade level** understanding of key concepts of grammar and usage. Student consistently edits independently.

	● Correctly use pronoun antecedent agreement. ● Use subject-verb agreement ● Use commas in a series, between city and state, and between day and year	● Uses regular and irregular verb tenses correctly ● Correctly use pronoun antecedent agreement. ● Use subject-verb agreement ● Use commas in a series, between city and state, and between day and year	● Correctly use pronoun antecedent agreement ● Use subject-verb agreement ● Use commas in a series, between city and state, and between day and year	
3	**Trimester 1 and 2, plus:** ● Writes complex sentences ● Use coordinating and subordinating conjunctions ● Correctly use and punctuate dialogue in writing ● Use apostrophes in contractions and possessives ● Indent when setting or speaker changes ● Form and use comparative and superlative adjectives and adverbs ● Capitalize titles correctly	**Trimester 1 and 2, plus:** ● Writes complex sentences ● Use coordinating and subordinating conjunctions ● Correctly use and punctuate dialogue in writing ● Use apostrophes in contractions and possessives ● Indent when setting or speaker changes ● Form and use comparative and superlative adjectives and adverbs ● Capitalize titles correctly	**Trimester 1 and 2, plus:** ● Writes complex sentences ● Use coordinating and subordinating conjunctions ● Correctly use and punctuate dialogue in writing ● Use apostrophes in contractions and possessives ● Indent when setting or speaker changes ● Form and use comparative and superlative adjectives and adverbs ● Capitalize titles correctly	Student consistently demonstrates and applies **above grade level** understanding of key concepts of grammar and usage. Student consistently edits independently.

Report Card Indicator: Demonstrates command of capitalization, punctuation, and spelling				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
1	Student does not or rarely demonstrates understanding of key concepts of mechanics, including: ● Correctly using end punctuation in writing ● Write simple sentences ● Capitalize at the beginning of sentences and proper nouns ● Writes some individual letters and name in cursive ● Correctly use spelling for HFW and other studied words	Student is beginning to demonstrate understanding of key concepts of mechanics, including: ● Correctly using end punctuation in writing Write simple sentences ● Capitalize at the beginning of sentences and proper nouns ● Writes name and most individual letters in cursive ● Correctly use spelling for HFW and other studied words	Student demonstrates understanding of key concepts of grammar, including: ● Correctly using end punctuation in writing ● Write simple sentences ● Capitalize at the beginning of sentences and proper nouns ● Writes name and all individual letters in cursive ● Correctly use spelling for HFW and other studied words ● Use spelling patterns and generalizations when writing words	Student consistently demonstrates above grade level understanding of key concepts of mechanics.

	• Use spelling patterns and generalizations when writing words	• Use spelling patterns and generalizations when writing words		
2	**Trimester 1, plus:** • Writes name and most individual letters in cursive • Use commas in a series, between city and state, and between day and year	**Trimester 1, plus:** • Writes name and all individual letters in cursive • Use commas in a series, between city and state, and between day and year	**Trimester 1, plus:** • Writes words in cursive • Use commas in a series, between city and state, and between day and year	Student consistently demonstrates **above grade level** understanding of key concepts of mechanics.
3	**Trimester 1 and 2, plus:** • Correctly use quotations and punctuate dialogue in writing • Capitalize titles correctly • Use apostrophes in contractions and possessives • Writes name and all individual letters in cursive	**Trimester 1 and 2, plus:** • Correctly use quotations and punctuate dialogue in writing • Capitalize titles correctly • Use apostrophes in contractions and possessives • Writes words in cursive	**Trimester 1 and 2, plus:** • Correctly use quotations and punctuate dialogue in writing • Capitalize titles correctly • Use apostrophes in contractions and possessives • Writes words and sentences correctly in cursive	Student consistently demonstrates above grade level understanding of key concepts of mechanics.

Report Card Indicator: Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student does not or rarely: • Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning	With guidance and support, the student: • Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning	The student consistently: • Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning	The student consistently and independently: • Demonstrates and applies understanding of figurative language, word relationships, and nuances in word meaning

Report Card Indicator: Determines the meaning of unknown, multiple-meaning words and phrases as used in context				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student does not or rarely: ●Use vocabulary strategies to determine the meaning of new words. ● Read learned vocabulary in reading.	With guidance and support, the student can: ●use vocabulary strategies to determine the meaning of new words. ● read learned vocabulary accurately with limited or inconsistent understanding of the words	The student consistently: ●uses vocabulary strategies to determine the meaning of new words ●reads learned vocabulary accurately and understands the meaning of the words	The student consistently and independently: ●uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words. ● reads learned vocabulary accurately and understands the meaning of the words in **above level text**.

Woodland Park Third Grade Language Arts: Speaking and Listening

Report Card Indicator: Clearly expresses ideas and builds on the ideas of others				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**
All Trimesters	Student rarely: ● Uses grade appropriate academic vocabulary ● Uses grade appropriate conventions of standard English grammar and usage ● Makes effective choices about language and sentence structure for meaning and style	Student occasionally: ● Uses grade appropriate academic vocabulary ● Uses grade appropriate conventions of standard English grammar and usage ● Makes effective choices about language and sentence structure for meaning and style	Student consistently: ● Uses grade appropriate academic vocabulary ● Uses grade appropriate conventions of standard English grammar and usage ● Makes effective choices about language and sentence structure for meaning and style	Student has achieved grade level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

Report Card Indicator: Participates in collaborative discussions about topics and texts				
Trimester	**Not Meeting Expectations Yet (NM- 1)**	**Approaching Grade Level Standards (AS-2)**	**Meets Grade Level Standards (MS-3)**	**Exceeds Grade Level Standards (ES-4)**

All Trimesters	Student rarely engages in group discussions and rarely asks and answers questions about information presented orally or visually, offering appropriate details.	Student occasionally engages in group discussions and occasionally asks and answers questions about information presented orally or visually, offering appropriate details.	Student consistently engages in group discussions and asks and answers questions about information presented orally or visually, offering appropriate details.	Student consistently engages and extends group discussions and asks and answers questions, as well as build on the ideas of previous speakers, about information presented orally or visually, offering appropriate details.

Report Card Indicator: Reports on a topic/text, tells a story, or recounts an experience with facts and details				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
All Trimesters	Student rarely reports on a topic or recounts stories/experiences with appropriate facts and descriptive details.	Student occasionally reports on a topic or recounts stories/experiences with appropriate facts and descriptive details.	Student can report on a topic or recount stories/experiences with appropriate facts and descriptive details.	Student reports and extends on events, topics, or texts in an organized manner and recounts stories/experiences with facts and descriptive details.