

CONTENT AREA: Reading -

AREA OF ASSESSMENT: Knows and applies word analysis skills to acquire and use [grade-appropriate vocabulary](#).

RUBRIC	DECEMBER	MARCH	JUNE
4	<p>Student consistently and accurately applies grade-level phonics and word analysis skills to decode words in above grade-level texts.</p> <p>Student independently and consistently acquires and uses above grade level vocabulary when speaking and writing.</p>	<p>Student consistently and accurately applies grade-level phonics and word analysis skills to decode words in above grade-level texts.</p> <p>Student independently and consistently acquires and uses above grade level vocabulary when speaking and writing.</p>	<p>Student consistently and accurately applies grade-level phonics and word analysis skills to decode words above grade-level texts.</p> <p>Student independently and consistently acquires and uses above grade level vocabulary when speaking and writing.</p>
3	<p>Student accurately applies grade-level phonics and word analysis skills to decode words in grade level texts.</p> <p>Student consistently acquires and uses grade level appropriate vocabulary when speaking and writing.</p>	<p>Student accurately applies grade-level phonics and word analysis skills to decode words in grade level texts.</p> <p>Student consistently acquires and uses grade level appropriate vocabulary when speaking and writing.</p>	<p>Student accurately applies grade-level phonics and word analysis skills to decode words in grade level texts.</p> <p>Student consistently acquires and uses grade level appropriate vocabulary when speaking and writing.</p>
2	<p>Student, with teacher prompting, applies grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student, with teacher support, acquires and uses grade level appropriate vocabulary when speaking and writing.</p>	<p>Student, with teacher prompting, applies grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student, with teacher support, acquires and uses grade level appropriate vocabulary when speaking and writing.</p>	<p>Student, with teacher prompting, applies grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student, with teacher support, acquires and uses grade level appropriate vocabulary when speaking and writing.</p>
1	<p>Student has difficulty, with teacher prompting and scaffolding, applying grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student has difficulty, with teacher scaffolding and support, acquiring and using grade level appropriate vocabulary when speaking and writing</p>	<p>Student has difficulty, with teacher prompting and scaffolding, applying grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student has difficulty, with teacher scaffolding and support, acquiring and using grade level appropriate vocabulary when speaking and writing</p>	<p>Student has difficulty, with teacher prompting and scaffolding, applying grade-level phonics and word analysis skills to decode words in texts.</p> <p>Student has difficulty, with teacher scaffolding and support, acquiring and using grade level appropriate vocabulary when speaking and writing</p>

CONTENT AREA: ReadingAREA OF ASSESSMENT: Uses context and rereads to confirm or self-correct as necessary

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently uses context to confirm or self-correct word recognition and understanding, rereading as necessary in above grade level texts.	Independently and consistently uses context to confirm or self-correct word recognition and understanding, rereading as necessary in above grade level texts.	Independently and consistently uses context to confirm or self-correct word recognition and understanding, rereading as necessary in above grade level texts.
3	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary in grade level texts.	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary in grade level texts.	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary in grade level texts.
2	Teacher prompting needed to use context to confirm or self-correct word recognition and understanding, rereading as necessary in texts .	Teacher prompting needed to use context to confirm or self-correct word recognition and understanding, rereading as necessary in texts.	Teacher prompting needed to use context to confirm or self-correct word recognition and understanding, rereading as necessary in texts.
1	Student, with teacher support , has difficulty using context to confirm or self-correct word recognition and understanding, rereading as necessary.	Student, with teacher support , has difficulty using context to confirm or self-correct word recognition and understanding, rereading as necessary.	Student, with teacher support , has difficulty using context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA: ReadingAREA OF ASSESSMENT: Reads grade level texts with accuracy and fluency to support comprehension

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently reads above grade level text accurately, smoothly and with expression.	Independently reads above grade level text accurately, smoothly and with expression.	Independently reads above grade level text accurately, smoothly and with expression.
3	Independently reads grade level text mostly accurate, smoothly and with expression.	Independently reads grade level text accurately, smoothly and with expression.	Independently reads grade level text accurately, smoothly and with expression.
2	With teacher prompting and support, reads grade level text with some accuracy, smoothly, and with some expression.	With teacher prompting and support, reads grade level text accurately, smoothly, and with some expression	With teacher prompting and support, reads grade level text accurately, smoothly, and with some expression
1	Using grade level text, reads slowly and inaccurately with little or no expression.	Using grade level text, reads slowly and inaccurately with little or no expression.	Using grade level text, reads slowly and inaccurately with little or no expression.

CONTENT AREA: Reading Literature

AREA OF ASSESSMENT: Develops and answers questions to locate relevant details to support thinking and make inferences.

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently asks and answers complex inferential questions and makes connections to background knowledge with on or above grade level text.	Independently and consistently asks and answers complex inferential questions using two relevant pieces of evidence as support and makes connections to background knowledge with on or above grade level text.	Independently and consistently asks and answers complex inferential questions using two relevant pieces of evidence as support and makes connections to background knowledge with on or above grade level text.
3	Independently asks and answers questions concerning key details in literary and informational text on grade level.	Independently asks and answers questions concerning key details in literary and informational text on grade level with two relevant pieces of evidence to support.	Independently asks and answers questions concerning key details in literary and informational text on grade level with two relevant pieces of evidence to support.
2	With prompting, scaffolding, or support, student can ask or answer questions concerning key details in a literary or informational text.	With prompting, scaffolding, or support, student can ask or answer questions concerning key details in a literary or informational text.	With prompting, scaffolding, or support, student can ask or answer questions concerning key details in a literary or informational text.
1	With prompting, scaffolding or support, student can ask or answer questions concerning key details in a text	Requires teacher support to ask or answer questions concerning key details in a text.	Requires teacher support to ask or answer questions concerning key details in a text.

CONTENT AREA: ReadingAREA OF ASSESSMENT: Summarizes the key ideas and supporting details

RUBRIC	DECEMBER	MARCH	JUNE
4	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text. Students may include the theme, character change and/or lesson of the story.	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text. Students may include the theme, character change and/or lesson of the story. Can identify the main idea and connect key supporting details in a nonfiction text.	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text. Students may include the theme, character change and/or lesson of the story. Can identify the main idea and connect key supporting details in a nonfiction text.
3	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text.	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text. Can identify main idea and supporting details in a nonfiction text	Summarizes the text in an organized and sequential manner that shows an understanding of important events in the beginning, middle, and end of a grade level narrative text. Can identify main idea and supporting details in a nonfiction text
2	With teacher prompting and support, identifies the important events in the beginning, middle, and end of a grade level or below grade level text in order to summarize the text in an organized and sequential manner.	With teacher prompting and support, identifies the important events in the beginning, middle, and end of a grade level or below grade level text in order to summarize the text in an organized and sequential manner. Can identify the main idea and supporting details in a nonfiction text with teacher support.	With teacher prompting and support, identifies the important events in the beginning, middle, and end of a grade level or below grade level text in order to summarize the text in an organized and sequential manner. Can identify the main idea and supporting details in a nonfiction text with teacher support.
1	With scaffolding, prompting, and support, may be able to identify the important events in the beginning, middle, and end of a below grade level text in order to summarize the text.	With scaffolding, prompting, and support, may be able to identify the important events in the beginning, middle, and end of a below grade level text in order to summarize the text/identify main idea and supporting details in nonfiction text	With scaffolding, prompting, and support, may be able to identify the important events in the beginning, middle, and end of a below grade level text in order to summarize the text/identify main idea and supporting details in nonfiction text

CONTENT AREA: ReadingAREA OF ASSESSMENT: Determines a theme or central idea and explains how it is supported by key details in-a text

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently determines multiple themes of a story, drama, or poem and explains those themes with relevant details from the text using above grade level texts.	Independently and consistently determines multiple themes of a story, drama, or poem and explains those themes with relevant details from the text using above grade level texts.	Independently and consistently determines multiple themes of a story, drama, or poem and explains those themes with relevant details from the text using above grade level texts.
3	Independently and consistently determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level texts.	Independently and consistently determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level texts.	Independently and consistently determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level texts.
2	With teacher prompting and support, determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level and below grade level texts.	With teacher prompting and support, determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level and below grade level texts.	With teacher prompting and support, determines a theme of a story, drama, or poem and explains the theme with relevant details from the text using grade level and below grade level texts.
1	With scaffolding, prompting, and support, may be able to identify the theme when provided with relevant details that support the theme using below grade level texts.	With scaffolding, prompting, and support, may be able to identify the theme when provided with relevant details that support the theme using below grade level texts.	With scaffolding, prompting, and support, may be able to identify the theme when provided with relevant details that support the theme using below grade level texts.

CONTENT AREA: Reading

AREA OF ASSESSMENT: Describes or explains how and why individuals, events and ideas develop in a text.

RUBRIC	DECEMBER	MARCH	JUNE
4	Student independently and consistently describes or explains how and why individuals, events, and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	Student independently and consistently describes or explains how and why individuals, events, and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	Student independently and consistently describes or explains how and why individuals, events, and ideas develop in a text using language that pertains to time, sequence, and cause/effect.
3	Student independently describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	Student independently describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	Student independently describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.
2	With teacher prompting, student describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	With teacher prompting, student describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	With teacher prompting, student describes or explains how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.
1	With scaffolding, prompting, and support, student may be able to identify how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	With scaffolding, prompting, and support, student may be able to identify how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.	With scaffolding, prompting, and support, student may be able to identify how and why individuals, events and ideas develop in a text using language that pertains to time, sequence, and cause/effect.

CONTENT AREA: ReadingAREA OF ASSESSMENT: Determines point of view and explains how it influences a text.

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently describes how a narrator's or speaker's point of view influences the description of events.	Independently and consistently describes how a narrator's or speaker's point of view influences the description of events.	Independently and consistently describes how a narrator's or speaker's point of view influences the description of events.
3	Independently describes how a narrator's or speaker's point of view influences the description of events.	Independently describes how a narrator's or speaker's point of view influences the description of events.	Independently describes how a narrator's or speaker's point of view influences the description of events.
2	With teacher prompting and support, is able to describe how a narrator's or speaker's point of view influences the description of events.	With teacher prompting and support, is able to describe how a narrator's or speaker's point of view influences the description of events.	With teacher prompting and support, is able to describe how a narrator's or speaker's point of view influences the description of events.
1	With scaffolding, teacher prompting and support, may be able to describe how a narrator's or speaker's point of view influences the description of events.	With scaffolding, teacher prompting and support, may be able to describe how a narrator's or speaker's point of view influences the description of events.	With scaffolding, teacher prompting and support, may be able to describe how a narrator's or speaker's point of view influences the description of events.

CONTENT AREA: WritingAREA OF ASSESSMENT: Writes for various purposes including opinion, informative/explanatory and narrative

RUBRIC	DECEMBER	MARCH	JUNE
4	<ul style="list-style-type: none"> Independently and consistently can write to a specific purpose and includes three paragraphs. Uses an effective opening in writing. Independently able to provide well developed and effective details that support a topic. Independently uses higher level transition words appropriately and effectively in writing. Uses an effective closing in writing. 	<ul style="list-style-type: none"> Independently and consistently can write to a specific purpose and includes three paragraphs with strong language and supporting details. Uses effective and varied openings in writing. Independently able to provide well developed and effective details that support a topic. Independently uses higher level transition words appropriately and effectively in writing. Uses an effective closing in writing. 	<ul style="list-style-type: none"> Independently and consistently can write to a specific purpose and includes five paragraphs, using strong language, supporting details, and compositional risk at a more sophisticated level. Uses effective and varied openings in writing. Independently able to provide well developed and effective details that support a topic. Independently uses higher level transition words appropriately and effectively in writing. Uses an effective closing in writing.
3	<ul style="list-style-type: none"> Independently and consistently can write to a specific purpose using some paragraph formatting. Consistently uses an opening in writing. Independently able to provide details that support a topic. Independently uses transition words appropriately in writing. Consistently uses a closing in writing. 	<ul style="list-style-type: none"> Independently, can write three paragraphs or more with a beginning, middle and end for a specific purpose. Consistently uses an effective opening in writing. Independently able to provide details that support a topic. Independently uses transition words appropriately in writing. Consistently uses a closing in writing. 	<ul style="list-style-type: none"> Independently and consistently can write to a specific purpose and includes three paragraphs, using strong language, supporting details, and compositional risk. Consistently uses an effective opening in writing. Independently able to provide details that support a topic. Independently uses transition words appropriately in writing. Consistently uses a closing in writing.
2	Can write for a specific purpose (entertain, persuade, or inform) with several sentences. With teacher prompting and support, uses an opening in writing, provides details that support a topic, can use transition words in writing, and uses a closing in writing.	Can write for a specific purpose (entertain, persuade, or inform) with several sentences. With teacher prompting and support, uses an opening in writing, provides details that support a topic, can use transition words in writing, and uses a closing in writing.	With teacher prompting and support, can write three paragraphs with a beginning, middle and end for a specific purpose. With teacher prompting and support, uses an opening in writing, provides details that support a topic, can use transition words in writing, and uses a closing in writing.
1	With teacher prompting and support has difficulty writing for a specific purpose, using an opening in writing., providing details that support a topic, using transition words in writing, and using a closing in writing.	With teacher prompting and support has difficulty writing for a specific purpose, using an opening in writing., providing details that support a topic, using transition words in writing, and using a closing in writing.	With teacher prompting and support has difficulty writing for a specific purpose, using an opening in writing., providing details that support a topic, using transition words in writing, and using a closing in writing.

CONTENT AREA: WritingAREA OF ASSESSMENT: Uses appropriate capitalization, punctuation, and spelling

RUBRIC	DECEMBER	MARCH	JUNE
4	<p>Consistently and independently capitalizes all words as needed.</p> <p>Consistently and independently uses punctuation, as well as more advanced punctuation skills, in writing.</p> <p>Consistently and independently uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.)</p>	<p>Consistently and independently capitalizes all words as needed.</p> <p>Consistently and independently uses punctuation, as well as more advanced punctuation skills, in writing.</p> <p>Consistently and independently uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.)</p>	<p>Consistently and independently capitalizes all words as needed.</p> <p>Consistently and independently uses punctuation, as well as more advanced punctuation skills, in writing.</p> <p>Consistently and independently uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.)</p>
3	<p>Independently capitalizes most words as needed.</p> <p>Independently uses punctuation in writing.</p> <p>Uses learned spelling skills. Occasional errors may occur.</p>	<p>Independently capitalizes most words as needed.</p> <p>Independently uses punctuation in writing.</p> <p>Uses learned spelling skills. Occasional errors may occur.</p>	<p>Independently capitalizes most words as needed.</p> <p>Independently uses punctuation in writing.</p> <p>Uses learned spelling skills. Occasional errors may occur.</p>
2	<p>Capitalizes some words as needed.</p> <p>With teacher prompting and support, uses punctuation in writing. Uses some learned spelling skills.</p>	<p>Capitalizes some words as needed.</p> <p>With teacher prompting and support, uses punctuation in writing. Uses some learned spelling skills.</p>	<p>Capitalizes some words as needed.</p> <p>With teacher prompting and support, uses punctuation in writing. Uses some learned spelling skills.</p>
1	<p>With teacher prompting and support, has difficulty capitalizing words as needed, using punctuation in writing and using spelling skills.</p>	<p>With teacher prompting and support, has difficulty capitalizing words as needed, using punctuation in writing and using spelling skills.</p>	<p>With teacher prompting and support, has difficulty capitalizing words as needed, using punctuation in writing and using spelling skills.</p>

CONTENT AREA: WritingAREA OF ASSESSMENT: Strengthens writing by planning, revising, editing, rewriting or trying a new approach

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently applies writing strategies in more sophisticated ways.	Independently applies writing strategies in more sophisticated ways. Independently able to develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults. Independently able to correct mechanics, usage, and sentence structure.	Independently applies writing strategies in more sophisticated ways. Independently able to develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults. Independently able to correct mechanics, usage, and sentence structure.
3	Independently applies writing strategies.	Independently applies writing strategies. Able to develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure.	Independently applies writing strategies. Able to develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults. With teacher prompting, able to correct mechanics, usage, and sentence structure.
2	With teacher prompting and support, applies writing strategies.	With teacher prompting and support, applies writing strategies. Requires prompting and support to strengthen writing. Needs prompting and support to correct mechanics, usage, and sentence structure.	With teacher prompting and support, applies writing strategies. Requires prompting and support to strengthen writing as needed. Needs prompting and support to correct mechanics, usage, and sentence structure.
1	With teacher prompting and support, has difficulty applying writing strategies.	With teacher prompting and support, has difficulty applying writing strategies. With teacher prompting and support, has difficulty strengthening writing. With teacher prompting and support, has difficulty correcting mechanics, usage, and sentence structure.	With teacher prompting and support, has difficulty applying learned writing strategies. With teacher prompting and support, has difficulty strengthening writing as needed. With teacher prompting and support, has difficulty correcting mechanics, usage, and sentence structure.

CONTENT AREA: Speaking and ListeningAREA OF ASSESSMENT: Actively Listens

RUBRIC	DECEMBER	MARCH	JUNE
4	Student consistently and independently follows agreed-upon rules for discussions and participates by actively listening (eyes on speaker and body in position), taking turns, and staying on topic. Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. Asks questions to clear up any confusion about conversations.	Student consistently and independently follows agreed-upon rules for discussions and participates by actively listening (eyes on speaker and body in position), taking turns, and staying on topic. Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. Asks questions to clear up any confusion about conversations.	Student consistently and independently follows agreed-upon rules for discussions and participates by actively listening (eyes on speaker and body in position), taking turns, and staying on topic. Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. Asks questions to clear up any confusion about conversations.
3	Student follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic. Participates in conversations through multiple exchanges.	Student follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic. Participates in conversations through multiple exchanges.	Student follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic. Participates in conversations through multiple exchanges.
2	Student sometimes follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic.	Student sometimes follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic.	Student sometimes follows agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic.
1	Student has difficulty following agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic with prompting and support.	Student has difficulty following agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic with prompting and support.	Student has difficulty following agreed-upon rules for discussions, including listening to others (eyes on speaker and body in position), taking turns, and staying on topic with prompting and support.

CONTENT AREA: Speaking and ListeningAREA OF ASSESSMENT: Participates appropriately in conversations with peers and adults related to discussions

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. Student reviews the key ideas expressed, and explains their own ideas and understanding, keeping in mind other points of view.	Independently and consistently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. Student reviews the key ideas expressed, and explains their own ideas and understanding, keeping in mind other points of view.	Independently and consistently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. Student actively listens, reviews the key ideas expressed, and explains their own ideas and understanding, keeping in mind other points of view.
3	Independently engages in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.
2	Requires teacher prompting and support to engage in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Requires teacher prompting and support to engage in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Requires teacher prompting and support to engage in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.
1	With teacher prompting and support, has difficulty engaging in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	With teacher prompting and support, has difficulty engaging in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	With teacher prompting and support, has difficulty engaging in collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.

CONTENT AREA: Speaking and ListeningAREA OF ASSESSMENT: Expresses thoughts, feelings and ideas clearly with appropriate vocabulary

RUBRIC	DECEMBER	MARCH	JUNE
4	Independently and consistently expresses ideas with elaboration. Speaks clearly at an understandable pace and adjusts vocabulary based on topic and audience.	Independently and consistently expresses ideas with elaboration. Speaks clearly at an understandable pace and adjusts vocabulary based on topic and audience.	Independently and consistently expresses ideas with elaboration. Speaks clearly at an understandable pace and adjusts vocabulary based on topic and audience.
3	Independently expresses ideas with appropriate facts and details. Speaks clearly at an understandable pace using appropriate vocabulary.	Independently expresses ideas with appropriate facts and details. Speaks clearly at an understandable pace using appropriate vocabulary.	Independently expresses ideas with appropriate facts and details. Speaks clearly at an understandable pace using appropriate vocabulary.
2	With teacher prompting and support, expresses ideas with facts and details. With teacher prompting and support speaks clearly at an understandable pace using appropriate vocabulary.	With teacher prompting and support, expresses ideas with facts and details. With teacher prompting and support speaks clearly at an understandable pace using appropriate vocabulary.	With teacher prompting and support, expresses ideas with facts and details. With teacher prompting and support speaks clearly at an understandable pace using appropriate vocabulary.
1	With scaffolding, teacher prompting and support, may be able to express ideas with facts and details. With scaffolding, teacher prompting and support may be able to speak clearly at an understandable pace using appropriate vocabulary.	With scaffolding, teacher prompting and support, may be able to express ideas with facts and details. With scaffolding, teacher prompting and support may be able to speak clearly at an understandable pace using appropriate vocabulary.	With scaffolding, teacher prompting and support, may be able to express ideas with facts and details. With scaffolding, teacher prompting and support may be able to speak clearly at an understandable pace using appropriate vocabulary.