

**3rd Grade Grading Rubric
Reading-Trimester 1**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
34 (above grade level)	30 (at grade level)	24-28 (below grade level)	20- (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early short vowels, digraphs, blends, long vowels	Letter Name or Below short vowels, digraphs, blends	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> asking and answering questions, using details from the text; recounting/summarizing key ideas and details using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3
Literary Analysis				
Critically analyzes independent or above-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; Compares and contrasts topics, themes, settings, characters and plots 	Analyzes independent-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; Compares and contrasts topics, themes, settings, characters and plots 	Demonstrates general or limited ability to analyze independent level text	Student rarely demonstrates ability to analyze text, or provides unrelated or insignificant details.	RL, RIT 4,5,6
Independent Reading				
Independently manages time effectively and stays on task; Finds opportunities to extend reading beyond workshop time	Demonstrates independent reading stamina with minimal or no prompts	Demonstrates some reading stamina, but may require prompts to stay on task	Demonstrates minimal reading stamina; frequently off task	

3rd Grade Grading Rubrics
Reading-Trimester 2

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
38 (above grade level)	34 (at grade level)	28-30 (below grade level)	24- (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Syllables and Affixes Early short vowels, digraphs, blends, long vowels, other vowels, inflected endings, syllable junctures	Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early or Below short vowels, digraphs, blends, long vowels	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features • determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features • determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3

3rd Grade Grading Rubrics

Reading-Trimester 3



4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
40 (above grade level)	38 (at grade level)	30/34(below grade level)	28- (below grade level)	FS 3; NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Syllables and Affixes Early short vowels, digraphs, blends, long vowels, other vowels, inflected endings, syllable junctures	Within Word Late short vowels, digraphs, blends, long vowels, other vowels, inflected endings	Within Word Middle short vowels, digraphs, blends, long vowels, other vowels	Within Word Early or Below short vowels, digraphs, blends, long vowels	FS 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Student consistently reads above grade level texts smoothly, with expression, phrasing, and accuracy to support comprehension.	Reads independent level text with expression smoothly, with expression, phrasing, and accuracy to support comprehension	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	FS 4
Comprehension				
Consistently demonstrates understanding of above-level texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features • determining central message or theme 	Demonstrates understanding of independent texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features • determining central message or theme 	Demonstrates partial understanding of independent texts by: <ul style="list-style-type: none"> • asking and answering questions, using details from the text; • recounting/summarizing key ideas and details • using text features 	Uses minimal, incorrect, or unrelated information; misinterprets message or information from text	RL1,2,3 RIT1,2,3

**3rd Grade Grading Rubrics
Reading-Trimester 3, Continued**

4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Literary Analysis				
Critically analyzes independent or above-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; Compares and contrasts topics, themes, settings, characters and plots 	Analyzes independent-level text : <ul style="list-style-type: none"> Determines meaning of words and phrases distinguishing literal from non-literal; Refers to parts of text and features using appropriate terminology; distinguishes their point of view from author, narrator or characters; Compares and contrasts topics, themes, settings, characters and plots 	Demonstrates general or limited ability to analyze independent level text	Student rarely demonstrates ability to analyze text, or provides unrelated or insignificant details.	RL, RIT 4,5,6
Independent Reading				
Independently manages time effectively and stays on task; Finds opportunities to extend reading beyond workshop time	Demonstrates independent reading stamina with minimal or no prompts	Demonstrates some reading stamina, but may require prompts to stay on task	Demonstrates minimal reading stamina; frequently off task	

DRA Expectations by Trimester and Grade level

Red: Area of Concern; **Yellow:** Developing; **Green:** Meeting Expectation; **Blue:** Exceeding Expectation

Third Trimester																						
DRA	A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38	40	50	60	70
5 th	Red	Red	Red	Red	Red	Yellow	Green	Blue	Blue													
4 th	Red	Red	Red	Red	Yellow	Green	Blue	Black	Black													
3 rd	Red	Red	Yellow	Yellow	Green	Blue	Black	Black	Black													
2 nd	Red	Yellow	Yellow	Green	Blue	Black	Black	Black	Black	Black												