

Grade 3 ELA/SS Proficiency Scale Trimester 1

	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Practices communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences, and contributing by explaining an idea, story, or experience.	Sometimes demonstrates communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences, and contributing by explaining an idea, story, or experience.	Demonstrates communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences , and contributing by explaining an idea, story, or experience. (SL.3.1, SL3.3, SL3.4, SL3.6)	Asks higher-level questions to extend understanding, clearly explains ideas, and delivers oral presentations with key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), and adds in unique features beyond expectations and often leads the group.
Comprehension	Needs prompting to self-monitor while applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read) with below grade-level text, and/or by achieving an independent level J or below on the BAS and/or scoring at or below 25% on the STAR reading assessment. Practices determining the main idea of a text.	Demonstrates emerging comprehension by sometimes self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read), showing some progress on comprehension assessments in the classroom, and by achieving an independent level K or above on the BAS and/or scoring at 26% or above on the STAR reading assessment. Working towards determining the main idea of a text and recounting the key details.	Demonstrates comprehension by self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read), and showing adequate progress on comprehension assessments in the classroom, and by achieving an independent level M or above on the BAS and/or scoring at 40% or above on the STAR reading assessment. And determines the main idea of a text and recounts the key details . (RI3.2, RI3.10, RL3.1, RL3.3, RL3.5, RL3.9, RL3.10, RF3.4)	Demonstrates comprehension beyond expectations by self-monitoring reading, identifies reading strategies and skills to understand text (visualizing, questioning, making connections, inferring, and summarizing), and achieving above expectations on comprehension assessments in the classroom, and by achieving an independent level P or above on the BAS and scoring above 95% on the STAR reading assessment. And determines the main idea of a text and recounts the key details with above grade level texts.
Critical Thinking	Participates and practices reading and understanding informational texts and being able to engage in, identify, and describe key concepts of economics as it relates to communities.	Demonstrates emerging critical thinking by reading and understanding informational texts and/or being able to engage in, identify, and describe key concepts of economics as it relates to communities.	Demonstrates critical thinking by reading and understanding informational texts and being able to engage in, identify, and describe key concepts of economics as it relates to communities. (RI3.5, NDSS 3.5.1, NDSS 3.5.2, NDSS 3.5.3, NDSS 3.5.4)	Demonstrates critical thinking skills by reading diverse informational texts; identifies evidence in text to support the answers to questions and begins to synthesize information of communities, and economics, adding creativity and uniqueness to the work.
Vocabulary	Practices word-attack skills to decode, and practices writing words with inflected endings and participates in the use of applying strategies (affixes, synonyms, antonyms context clues) to determine meaning.	Demonstrates some word-attack skills to decode or write words, working toward accuracy on applying strategies to inflected endings on assessments or in isolation; and/or , demonstrates some academic vocabulary by applying strategies (affixes, synonyms, antonyms context clues) to determine meaning and practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode and write words , applying strategies on inflected endings (inflected endings: no change, e-drop, and double words ending in with y with -ed, -ing, and; unusual past tense; plurals: -s, -es, -ies; irregular plurals) and demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (RF3.3)	Demonstrates automaticity of decoding and word analysis strategies, consistently applying strategies and using them in correctly in daily use; and demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning, using words in accurately in conversation or writing.
Writing - Content	Practices the writing process to write personal narratives by practicing the oral retell and storyboarding, and drafting simple sentences with a 'who' and 'did what?'	Applies the writing process to write personal narratives; showing some organization and planning through storyboarding, and/or drafting at least 6 complete sentences and/or working toward adding dialogue, appropriate adjectives and/or verbs during drafting and/or during the revision process.	Demonstrates writing personal narratives; showing organization and planning through storyboarding; and writing complete sentences that include a balance of dialogue , appropriate adjectives and verbs , during drafting or accurately added in the revision process. (W3.2, W3.3)	Demonstrates writing personal narratives; showing strong organization and planning through storyboarding; and writing complete sentences that include a strong balance of dialogue, feeling and action, vigorous verbs, appropriate adjectives, sentence variety, and voice.
Writing - Conventions	Practices describing and using capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) and/or shows some appropriate spelling (phonics and high-frequency words) in writing and/or working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and simple grammar) and appropriate spelling (phonics and high-frequency words) in writing and/or corrects errors through the editing process. (L3.1, L3.2)	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics, high-frequency words, and homophones) in words with two or more syllables in writing and/or is highly accurate with conventions through the editing process.

Grade 3 ELA/SS Proficiency Scale Trimester 2

	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Practices communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences, and contributing by explaining an idea, story, or experience.	Sometimes demonstrates communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences, and contributing by explaining an idea, story, or experience.	Engages in discussions, builds on other students' ideas, clearly explains and speaks using complete sentences to provide details for clarification and asks questions to check for understanding and delivers oral presentations with key components. (SL.3.1, SL3.2, SL3.5)	Initiates relevant discussions, asks higher-level questions to extend understanding, or extend thinking, clearly explains ideas, and delivers oral presentations with key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), and adds in unique features, and creativity beyond expectations, and often leads the group.
Comprehension	Needs prompting to self-monitor while applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read) with below grade-level text, and/or by achieving an independent level K or below on the BAS and/or scoring at or below 25% on the STAR reading assessment. Practices determining the main idea of a nonfiction text or folklore story.	Demonstrates emerging comprehension by sometimes self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read) showing some progress on comprehension assessments in the classroom, and by achieving an independent level L or above on the BAS and/or scoring at 26% or above on the STAR reading assessment. Working toward determining the main idea of a nonfiction text and recounting the key details. Working toward determining the central message, lesson, or moral of a folklore story.	Demonstrates comprehension by self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, and connecting, inferring, analyzing), and showing adequate progress on comprehension assessments in the classroom, and by achieving an independent level N or above on the BAS and/or scoring at 40% or above on the STAR reading assessment. And determines the main idea of a nonfiction text and recounts the key details . And determines the central message, lesson, or moral of a folklore story. (RI3.1, RI3.10, RL3.1, RL3.2, RL3.6, RL3.7, RL3.9, RL3.10, RF3.4)	Demonstrates comprehension beyond expectations by self-monitoring reading, using reading strategies and skills to understand text (visualizing, questioning, connecting, inferring, analyzing, and synthesizing), and showing above expectation on comprehension assessments in the classroom and by achieving an independent level Q or above on the BAS and scoring above 95% on the STAR reading assessment. And determines the main idea of a nonfiction text and recounts the key details. And determines and transfers the central message, lesson, or moral of a folklore story.
Critical Thinking	Practices gathering information from informational texts and nonfiction resources and/or listing information about geography and natural disasters. And , practices listing story elements of folklore.	Working towards accuracy on reading and understanding informational texts and/or gathering information from nonfiction resources to work towards accuracy on drawing conclusions about geography and natural disasters. And/or , is somewhat clear in comparing and contrasting story elements of folklore.	Demonstrates critical thinking by reading and understanding informational texts and gathering information from nonfiction resources to drawing conclusions about geography and natural disasters. And , demonstrates the ability to compare and contrast story elements of folklore. (RI3.5, RI3.7, RI3.8)	Demonstrates critical thinking skills by reading diverse informational texts and recognizes what is relevant and irrelevant to include in the written research process and begins to synthesize information to draw conclusions, adding creativity and uniqueness to all work. And , demonstrates the ability to compare and contrast elements of folklore using figurative language and creative elements.
Vocabulary	Practices word-attack skills to decode, and practices writing words with long vowel patterns and open and closed syllable patterns; and participates in the use of applying strategies (affixes, synonyms, antonyms context clues) to determine meaning.	Demonstrates some word-attack skills to decode or write words, working toward accuracy on applying strategies to long vowel patterns; open and closed syllable patterns; blends and diagraphs; inflected endings; and/or demonstrates some academic vocabulary by applying strategies (affixes, synonyms, antonyms context clues) to determine meaning and practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode and write words , applying strategies to long vowels (a, e, i, o, u); open and closed syllable patterns; blends and diagraphs; inflected endings; and demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (L3.5, RF3.3, RL3.4)	Demonstrates automaticity of decoding and word analysis strategies, consistently applying strategies and using them correctly in daily use; and demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning, using words in accurately in conversation and/or writing.
Writing - Content	Practices the writing process to form an opinion and practices finding evidence to support an opinion/claim; and/or practices the writing process to compare and contrast two objects by practicing including key points during planning.	Applies the writing process to write opinion and/or compare and contrast pieces that include some organization, emerging ideas or facts and details, limited word choice, some transition words with simple sentences, and practices revisions when appropriate.	Applies the writing process to write opinion and compare and contrast pieces that include clear organization, well-developed ideas, supporting facts and details , appropriate word choice, transition words, sentence fluency, and uses revisions when appropriate. (W3.1, W3.3, RL3.3)	Applies the writing process to write opinion and compare and contrast pieces that include strong organization, supporting facts and details that reflect higher-level thinking, strong vocabulary, varied sentences, and produces quality work beyond grade-level expectations.
Writing - Conventions	Practices describing and using capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) and/or shows some appropriate spelling (phonics and high-frequency words) in writing and/or working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and simple grammar) and appropriate spelling (phonics and high-frequency words) in writing and/or corrects errors through the editing process. (L3.1, L3.2)	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics and high-frequency words) in words with two or more syllables in writing and/or is highly accurate with conventions through the editing process.

Grade 3 ELA/SS Proficiency Scale Trimester 3

	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Practices engaging in discussions, shares ideas when prompted, <u>and</u> participates in presentations with support.	Sometimes demonstrates communication by actively listening in turn and talks, asking and answering questions of the speaker, speaking clearly and in complete sentences, and contributing by explaining an idea, story, or experience.	Engages in discussions, builds on other students' ideas, clearly explains ideas, <u>and</u> delivers oral presentations with various key components. (speaks clearly, answers questions, provide facts/details to support main idea, and include visual displays). (SL3.1, SL3.4, SL3.5, SL3.6)	Asks higher-level questions to extend understanding, clearly explains ideas, <u>and</u> delivers oral presentations with key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> adds in unique features beyond expectations and often leads the group.
Comprehension	Needs prompting to self-monitor while applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read) with below grade-level text, <u>and/or</u> by achieving an independent level L or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment. Practices determining the main idea of a text.	Demonstrates emerging comprehension by sometimes self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, making connections, infer, and re-read) showing some progress on comprehension assessments in the classroom, <u>and</u> by achieving an independent level M or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment. Working towards determining the main idea of a text and recounting the key details <u>and</u> recognizing what is relevant and irrelevant to include in the written research process.	Demonstrates comprehension by self-monitoring reading, applying reading strategies and skills to understand text (visualizing, questioning, connecting, inferring, and analyzing), and showing adequate progress on comprehension assessments in the classroom, <u>and</u> by achieving an independent level O or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. <u>And</u> determines the main idea of a text and recounts the key details <u>and</u> recognizes what is relevant and irrelevant to include in the written research process. (RI3.1, RI3.7, RI3.9, RI3.10, RL3.9, RL3.10, RF3.4)	Demonstrates comprehension beyond expectations by self-monitoring reading, using reading strategies and skills to understand text (visualizing, questioning, connecting, inferring, analyzing, and synthesizing), and showing above expectation on comprehension assessments in the classroom <u>and</u> by achieving an independent level R or above on the BAS <u>and</u> scoring above 95% on the STAR reading assessment. <u>And</u> reads, understands, and synthesizes informational texts beyond expectations <u>and</u> recognizes what is relevant and irrelevant to include in written research.
Critical Thinking	Practices gathering information from informational texts and nonfiction resources <u>and/or</u> listing information about people in history and continents.	Demonstrates emerging critical thinking by working towards accuracy on reading and understanding informational texts <u>and/or</u> gathering information from nonfiction resources to work towards accuracy on key words to explain importance of people in history; <u>and/or</u> working towards accuracy on identifying information on animal traits.	Demonstrates critical thinking by reading and understanding informational texts and gathering information from nonfiction resources about by explaining the importance of accomplishments of people in history ; <u>and</u> draws conclusions to describe animal traits. (RI3.3, RI3.6)	Demonstrates critical thinking skills by reading diverse informational texts and recognizes what is relevant and irrelevant to include in the written research process and draws conclusions, adding creativity and uniqueness to all work.
Vocabulary	Practices word-attack skills to decode, and practices writing words in isolation with blends, digraphs, short and long vowel patterns and open and closed syllable patterns; <u>and/or</u> participates in the use of applying strategies (affixes, synonyms, antonyms context clues) to determine meaning.	Demonstrates some word-attack skills to decode or write words, working toward accuracy on applying strategies to short and long vowel patterns, or open and closed syllable patterns, or blends and digraphs, or inflected endings; <u>and/or</u> demonstrates some academic vocabulary by applying strategies (affixes, synonyms, antonyms context clues) to determine meaning and practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode and write words , applying strategies to long vowels (a, e, i, o, u); and continues to correctly use open and closed short syllable patterns, blends and digraphs, and inflected endings; <u>and/or</u> demonstrates the use of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (RF3.3)	Demonstrates automaticity of decoding and word analysis strategies, consistently applying strategies and using them in consistent daily use; <u>and</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning, using words in accurately in conversation or writing.
Writing - Content	Participates in identifying keywords on a topic. Practices narrative writing; writing simple sentences with a 'who' and 'did what?' in sequential order; <u>and/or</u> practices the expository writing process by practicing listing facts and details to support a topic.	Working towards pulling keywords and paraphrasing. <u>And/or</u> working to write narrative writing; showing some organization and planning through storyboarding, some writing includes complete sentences, <u>and/or</u> working towards accurately adding feeling, action, and dialogue, with at least 6 complete sentences; and practicing revision strategies when appropriate. <u>And/or</u> , applies the writing process on expository writing by determining a topic and listing some facts and details to support the topic.	Applies the writing process to write conducts short research project that builds knowledge about a topic through synthesizing . <u>And/or</u> demonstrates narrative writing by showing clear organization and planning through storyboarding and writing that includes an interesting lead; balance of dialogue , appropriate adjectives, other words for said and went, interesting leads, and similes . <u>And/or</u> , demonstrates expository writing with clear planning, a related topic sentence, supporting details/facts, transitions, and a clear conclusion. (W3.2, W3.3, W3.7, W3.8)	Applies the writing process to conduct short research projects that builds knowledge about a topic through synthesizing with multiple sources. Demonstrates narrative writing, showing strong organization and planning through storyboarding and writing that includes an interesting lead; balance of dialogue, feeling and action; clear organization; strong vocabulary; sentence variety; <u>and</u> appropriate complete sentences. <u>And/or</u> demonstrates strong expository writing with clear planning, a related topic sentence, and supporting details/facts linked together with transitions, and a clear conclusion.
Writing - Conventions	Practices describing and using capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and simple grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. (L3.1, L3.2)	Demonstrates appropriate conventions (indenting, capitalization, and punctuation), and consistently uses correct spelling (phonics and high-frequency words) in words with two or more syllables in writing <u>and/or</u> is highly accurate with conventions through the editing process.