Grade 3 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. "I don't get it yet, but I'm trying" "I am just getting started and learn best with help"	Developing: The student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. "I'm starting to get it" "I get some of it. I am beginning to do more on my own"	Proficient: The student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning "I get it." "I can do it on my own."	Extending: The student works independently and goes beyond curricular expectations.The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning. "I go beyond what is expected of me. I really get it and can teach others how to do it."
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, 'just-right' texts	Student is reading a variety of grade-level texts	Student is reading significantly beyond grade-level text
Skills/Strategies				
Text Features	-I can attempt to identify how text and visuals are displayed	-I can sometimes identify how text and visuals are displayed	-I can identify how text and visuals are displayed	-I can identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Solving	-I can attempt to use knowledge of language and word patterns and phonics to solve a few words -I can attempt to identify a few high frequency words -I can attempt to use word morphology to develop and expand word knowledge (roots, prefixes, suffixes)	-I can use my knowledge of language and word patterns and phonics to solve some words -I can identify some familiar high frequency words -I can sometimes use word morphology to develop and expand word knowledge (roots, prefixes, suffixes)	-I can use my knowledge of language and word patterns and phonics to solve words -I can identify familiar high frequency words -I can use word morphology to develop and expand word knowledge (roots, prefixes, suffixes)	-I can use knowledge of language and word patterns and phonics to solve irregularly spelled words with considerable complexity -I can identify most high frequency words -I can use sophisticated word morphology to develop and expand word knowledge (roots, prefixes, suffixes)
Reading Fluency - Phrasing/expression - Accuracy - Pacing	-I can attempt to read with smooth phrasing; limited attention to punctuation -I can attempt to read accurately; with limited expression -I can attempt to read with pacing; word by word, choppy or hesitant	-I can read with some phrasing; attend to some punctuation -I can read with some accuracy and expression -I can read in short phrases with some pacing. I may have "rough spots" with some pauses, hesitation, sound outs, etc.	- I can read with smooth phrasing and attend to punctuation - I can read with accuracy and expression most of the time. - I can read with consistent/steady pacing that is appropriate for text	-I can consistently read with smooth phrasing and attend to punctuation -I can consistently read with accuracy and a sophisticated use of expression to reflect the meaning of the text -I can adjust my pace for different purposes
Self-Monitoring -MSV 3 cueing systems: meaning, structure, visual (sound-symbol association)	-I can attempt to self-monitor *(Does it look right? Sound right? Make sense?)* -I can attempt to self-correct using the 3 cueing systems -I can attempt to reread to when necessary	-I can sometimes self-monitor *(Does it look right? Sound right? Make sense?)* -I can sometimes self-correct using the 3 cueing systems -I can sometimes reread when necessary	-I can self-monitor consistently *(Does it look right? Sound right? Make sense?)* -I can self-correct using the 3 cueing system -I can reread when necessary	-I can consistently and accurately self-monitor *(Does it look right? Sound right? Make sense?)* -I can consistently and accurately self-correct using 3 cueing systems -I can reread to deepen meaning
Comprehend & Connect	*Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.*			
Using Prior Knowledge	-I can attempt to use sources of information and prior knowledge to make meaning	-I can sometimes use sources of information and prior knowledge to make meaning	-I can use sources of information and prior knowledge to make meaning	-I can use a variety of sources and prior knowledge to deepen meaning
Predicting	-I can attempt to use my prior knowledge to predict meaning -I can attempt to use story structure to make predictions.	-I can sometimes use my prior knowledge to predict meaning -I can sometimes use story structure to make predictions	-I can use my prior knowledge to make logical predictions. -I can use story structure to make logical predictions	-I can use my prior knowledge to make sophisticated predictions -I can use story structure to make sophisticated predictions
Visualizing	- I can attempt to create images in my mind as I read	- I can sometimes create images in my mind as I read	- I can create images in my mind as I read	- I can create vivid, detailed images in my mind as I read.
Connecting	-I can attempt to make a connection between text and my own experiences, knowledge and ideas -I can attempt to connect an idea from another source	-I can sometimes make connections between a text and my own experiences, knowledge and ideas -I can connect ideas from some sources	-I can make connections between a text and my own experiences, knowledge and ideas -I can connect ideas from a variety of sources	-I can make sophisticated connections between a text and my own experiences, knowledge and ideas -I can make deep, detailed connections from a variety of sources
Questioning(text/self/other)	-I can attempt to ask questions to clarify when necessary	-I can sometimes ask questions to clarify when necessary	-I can consistently ask questions to clarify when necessary	- I can ask sophisticated questions to clarify and deepen meaning
Inferring	-I can attempt to use clues from the text to make simple inferences	-I can sometimes use clues from the text to make simple inferences	-I can use clues from the text to make simple inferences	-I can use clues from the text to make sophisticated inferences
Summarizing (locating details) **Retelling**	-I can attempt to retell the plot -I can attempt to locate main idea -I can attempt to locate a supporting detail	-I can sometimes retell the plot; using some of my own words -I can sometimes locate the main idea -I can sometimes locate a few supporting details	-I can retell the plot in my own words -I can locate the main idea -I can locate supporting details	-I can retell the plot using text specific language in a variety of literature -I can understand the main idea -I can identify many supporting details in a variety of text types
Story Elements character, plot, setting, conflict, theme **Literary Devices**: poetic/ descriptive language, alliteration, simile, figurative language, images, imagery, rhythm, rhyme	-I can attempt to identify the character(s) -I can attempt to identify the setting -I can attempt to identify the conflict(s) -I can attempt to identify the theme -I can attempt to recognize and understanding literary devices in text	-I can sometimes identify the character(s) -I can sometimes identify the setting -I can sometimes identify the conflict(s) -I can sometimes identify the theme -I can recognize and understand literary devices in text	I can identify the character(s) -I can identify the setting -I can identify the conflict(s) -I can identify the theme -I can recognize and understand literary devices in text	-I can differentiate between the characters; main, primary, secondary -I can consistently identify/describe the setting details in various stories -I can understand the conflict(s) -I can understand the theme and purpose -I can demonstrate a sophisticated understanding of literary devices in text
Interpreting	-I can attempt to use the text to understand human nature, motivation, and experience -I can attempt to use the text to strengthen a sense of personal/family/community identity	-I can sometimes use the text to understand human nature, motivation, and experience -I can sometimes use the text to strengthen a sense of personal/family/community identity	-I can use the text to understand human nature, motivation, and experience -I can use the text to strengthen a sense of personal/family/community identity	-I can use the text to develop a sophisticated understanding of human nature, motivation, and experience -I can use the text to strengthen a sophisticated sense of personal/family/community identity
Ideas and Opinions	-I can attempt to share my opinions about texts	-I can share my opinions about texts, sometimes supported by reasons	-I can share my opinions about texts, supported by reasons	-I can express and justify complex opinions about the text.
Metacognition goal-setting, questioning, reflecting, self-evaluating	-I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	-I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	-I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	-I can show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating