Topic: English Language Arts/Reading	
Included Standards: Grade 3 Access Points Phonics/Word Analysis	
Grade: 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
Score 3.0	**The student will be able to demonstrate knowledge of the alphabetic principle and applies grade level phonics skills to read text.** **Performs complex skills:** 　　Manipulate individual phonemes in CVC words through addition, deletion, and substitution. (I) 　　Identify and segment initial, medial, and final phonemes in CVC, CCVC, and CVCC words. 　　Blend three to four phonemes to form words. (I) 　　Decode phonetically regular CVC, CCVC, CVCC words. (I) 　　Use self-correction when subsequent reading indicates an earlier misreading. (I/S) 　　Identify, segment, and blend syllables and onset-and rime in familiar words. (S) 　　Blend sounds to decode VC and CVC words. (S) 　　Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities. (P) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** 　　phoneme, initial, medial, final, CVC, segment, blend **Performs basic skills:** 　　Produce common sounds associated with ten or more letters. (S) 　　Decode words with common long and short vowel spelling patterns. (I) 　　Recognize high frequency sight words and contractions. (I/S) 　　Identify initial and final phonemes in CVC words. (S) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

St. Lucie
PUBLIC SCHOOLS

Topic:	English Language Arts/Reading
Included Standards: Grade 3 Vocabulary and Fluency	
Grade: 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	**The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.** **Performs complex skills:** Read text with high frequency sight words and phonetically regular words with accuracy (I) Name ten or more letters and produce their sounds. (S) Read phonetically regular one-syllable words (CVC and VC). (S) Request continuation of a familiar task when in has been interrupted. (P) Use context clues and graphics to determine meaning of unknown words (I) Use information from pictures, symbols, or text to determine the meaning of unknown words. (S) Use context clues and illustrations to determine meaning of unknown words. (S) Use new vocabulary that is introduced and taught directly. (I/S) Listen to, read, and discuss stories and informational text. (I) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** rate, expression, multisyllabic, prefixes, suffixes, root words, phrase, context clues **Performs basic skills:** Listen to and talk about stories and informational text (S) Listen and respond to stories and informational text. (P) Respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks. (P) Categorize key vocabulary. (I) Relate new vocabulary to familiar words. (I) Identify the meaning of words paired with pictures or symbols. (S) Sort pictures paired with words into common categories. (S) Match objects, pictures, gestures/signs, or symbols to task in routines. (P) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: English Language Arts/Reading	
Included Standards: Grade 3 Access Points Comprehension	
Grade: 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**
Score 3.0	**The student will be able to use a variety of strategies to comprehend grade level text.** **Performs complex skills:** Use strategies to repair comprehension, including but not limited to rereading, predicting what happens next, connecting to life experiences and checking own understanding when reminded. (I/S) Seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting. (P) Identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text. (I) Identify explicit information in a text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events. (I) Identify similarities and differences within stories and informational text (e.g., topics, events). (I) **The student exhibits no major errors or omissions regarding the score 3.0 content.**
Score 2.0	**The student:** **Recognizes or recalls specific terminology:** text feature, prediction, author's purpose, main idea, supporting detail, cause/effect, similarities, differences **Performs basic skills:** Identify familiar books that tell stories. (S) Identify familiar cause and effect relationships in pictures. (I/S) Identify similarities in elements, characters, and actions in read-aloud stories and information text. (S) Identify details including who, what, and where in read-aloud stories and informational text. (S) Preview text features (e.g., headings, illustrations) and use prior knowledge to make predictions of content of text. (IS) Respond to pictures of characters, objects, or actions in familiar read aloud stories and informational text used in daily activities. (P) Recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities. (P) **No major errors or omissions regarding the score 2.0 content.**
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.