

# K-5 Literacy GRC Rubrics

## Consider the Following When Using These Rubrics

Gradebook Reporting Criteria (GRC) are based on the Colorado Academic Standards. GRCs are designed for reporting on student learning in student- and parent-friendly language. Most courses have four GRCs.

A student may receive a 3 or 4 at any point in time, provided that current work and performance of that student align with the descriptors at a Level 3 or 4.

The difference between Level 3 and Level 4 performance is generally based on student work that involves transfer, depth, and complexity.

When a student's performance falls between two performance level descriptors on the rubric, a teacher should seek input from colleagues and use professional judgment in making a determination of performance.

In order to assess if a student is achieving at the "Advanced Understanding -4" level of performance, it is necessary to provide opportunities for students to work at the highest level of performance. To accomplish this goal, teachers will need to adjust some instruction, practice, and assessment.

For example, adjustments can be made in the following contexts:

- **Oral Expression and Listening:** Socratic Seminars, formal and informal speeches, group presentations, debates
- **Reading for All Purposes:** Reader response journals, close reading annotations or text-based discussions, use of textual evidence in written responses,
- **Writing and Composition:** Various modes of writing (narrative, informational, argumentative), writers' notebooks, presentation visuals, published work in a variety of formats (podcast scripts, blog entries, mix-it video script, etc.)
- **Research and Reasoning:** Inquiry projects, debates



## K-5 Literacy GRC Rubrics

<p style="text-align: center;"><b>Oral Expression and Listening</b></p> <p style="text-align: center;">Students will demonstrate effective speaking and listening in formal and informal settings, at or beyond specified grade level. Students will demonstrate the ability to speak for a variety of purposes and audiences, at or beyond specified grade level.</p>			
<p style="text-align: center;"><b>Advanced Understanding</b> 4</p>	<p style="text-align: center;"><b>Meets the Standard</b> 3</p>	<p style="text-align: center;"><b>Approaching</b> 2</p>	<p style="text-align: center;"><b>Does Not Meet</b> 1</p>
<ul style="list-style-type: none"> <li>• <b>Initiates</b> and effectively engages in collaborative conversations on grade level topics and texts, <b>often making relevant connections to real-world experiences and/or prior learning, providing novel insights that deepen understanding of the issue or text</b> and listens to understand, analyze and <b>evaluate ideas, often reflects and responds creatively or extensively to ideas presented</b></li> <li>• <b>Initiates</b> and answers questions to <b>evaluate/expand</b> the understanding of issue or text</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively engages in collaborative conversations on grade level topics and texts and listens to understand and respond to ideas presented</li> <li>• Asks and answers questions that support the understanding of issues or texts</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in collaborative conversations on grade level topics and text and listens to understand and respond to ideas, <b>with teacher prompting and support</b></li> <li>• Asks and answers questions, <b>with prompting and support</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> engage in collaborative conversations on grade level topics and text or listen tot understand and analyze ideas, <b>even with prompting and support</b></li> <li>• <b>Does not</b> ask and answer questions, <b>even with support</b></li> </ul>



# K-5 Literacy GRC Rubrics

<b>Reading for all Purposes</b> Students will demonstrate the ability to read a variety of literary and informational texts at or beyond specified grade level.			
<b>Advanced Understanding</b> <b>4</b>	<b>Meets the Standard</b> <b>3</b>	<b>Approaching</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
<ul style="list-style-type: none"> <li>Independently uses a range of strategies to consistently comprehend and <b>analyze and evaluate</b> the meaning of grade level texts <b>and age-appropriate above grade level texts, where applicable</b></li> </ul>	<ul style="list-style-type: none"> <li>Independently uses a range of strategies to consistently comprehend the meaning of grade-level texts</li> </ul>	<ul style="list-style-type: none"> <li><b>With teacher support,</b> uses strategies to comprehend the meaning of grade-level texts, <b>OR</b> <b>Independently uses a range of strategies to comprehend the meaning of below grade-level texts</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> effectively use strategies to comprehend the meaning of texts, <b>even with teacher support.</b></li> </ul>



# K-5 Literacy GRC Rubrics

<b>Foundational Skills of Reading</b> <b>Students will use phonics and word analysis to decode words accurately and fluently in at or beyond grade level text.</b>			
<b>Advanced Understanding</b> <b>4</b>	<b>Meets the Standard</b> <b>3</b>	<b>Approaching</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
<ul style="list-style-type: none"> <li>Knows and applies grade level phonics to decode <b>words using phonics principles not yet taught or in above grade level text in a variety of genres</b></li> <li>Orally reads with accuracy and appropriate rate to comprehend <b>above grade level texts</b></li> </ul>	<ul style="list-style-type: none"> <li>Knows and applies grade level phonics principles to decode words in a variety of genres with grade level texts</li> <li>Orally reads with accuracy and appropriate rate to comprehend grade level text</li> </ul>	<ul style="list-style-type: none"> <li><b>Inconsistently</b> applies grade level phonics principles to decode words <b>or only reads grade level text in a specific genre</b></li> <li><b>Inconsistently</b> reads with accuracy and appropriate rate to comprehend grade level text</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> know or apply grade level phonics principles to decode words</li> <li><b>Does not</b> read with accuracy and appropriate rate to comprehend grade level text</li> </ul>



## K-5 Literacy GRC Rubrics

<b>Writing and Composition</b> Students will demonstrate the ability to write for a variety of purposes and audiences at or beyond specified grade level.			
<b>Advanced Understanding</b> <b>4</b>	<b>Meets the Standard</b> <b>3</b>	<b>Approaching</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
<ul style="list-style-type: none"> <li>• Uses the writing process to compose compelling, <b>creatively crafted, or unique and original thought</b> in narrative, opinion, and informational texts and publishes writing for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the writing process to compose narrative, opinion, and informational texts that meet grade level expectations and publishes writing for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the writing process to compose narrative, opinion, and informational texts and publishes writing in a variety of audiences and purposes <b>with support</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use the writing process to compose narrative, opinion, and informational texts and</li> <li>• <b>Does not</b> publish writing for a variety of audiences and purposes</li> </ul>



## K-5 Literacy GRC Rubrics

Writing Conventions of Standard English			
Students will apply standards of grammar and usage in writing at or beyond specified grade level			
Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
<ul style="list-style-type: none"> <li>Demonstrates a command of grade level standards of English grammar <b>and intentionally uses grammar and mechanics to enhance the message and influence the reader’s perceptions and/or may occasionally “break the rules” to communicate more clearly or powerfully</b></li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates a command of grade level standards of English grammar and usage and a command of grade level standards for writing mechanics</li> </ul>	<ul style="list-style-type: none"> <li><b>Inconsistently or partially</b> demonstrates a command of grade level standards of English grammar and usage <b>and/or inconsistently</b> demonstrates a command of grade level standards for writing mechanics</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> demonstrate a command of grade level standards of English grammar and usage or a command of grade level standards for writing mechanics</li> </ul>



## K-5 Literacy GRC Rubrics

<b>Research and Reasoning</b> Students will ask and answer inquiry questions in a grade level appropriate manner.			
<b>Advanced Understanding</b> <b>4</b>	<b>Meets the Standard</b> <b>3</b>	<b>Approaching</b> <b>2</b>	<b>Does Not Meet</b> <b>1</b>
<ul style="list-style-type: none"> <li>• <b>Independently initiates and applies</b> the inquiry process to investigate <b>topics of personal interest or to benefit the study of classroom topics and texts</b></li> <li>• <b>Analyzes, synthesizes</b> ideas from various sources, or <b>creates alternative ideas from the information</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participates in grade level appropriate inquiry process and builds knowledge of a topic</li> <li>• Gathers, recalls, reports, and evaluates the information to answer a question in grade appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in inquiry process and builds knowledge of a topic, <b>with extra support</b></li> <li>• Gathers, recalls and reports information to answer a question, <b>with additional support</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> participate in shared inquiry process</li> <li>• <b>Does not</b> gather, recall or report, or evaluate information to answer a question</li> </ul>

