

GRADE 3 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

| ES | MS | PS | BP | I | NA |
|------------------|----------------|------------------------------|--|--|------------------------------------|
| Exceeds Standard | Meets Standard | Progressing Towards Standard | Beginning to Progress Towards Standard | Insufficient Progress Towards Standard | Progress Not Assessed At This Time |

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

| RUBRIC | | |
|------------------|-------------------|-------------------------|
| Outstanding + | Satisfactory = | Improvement Needed - |

LANGUAGE ARTS - READING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--|---|---|--|
| <p>Reads grade level literary text for meaning and responds to text</p> <p>RL.3.1, RL.3.2, RL.3.3, RL.3.10</p> | <p>Asks and answers questions to demonstrate consistent (or higher level) understanding of key details in a text using evidence from the text as support.</p> | <p>Asks and answers questions to demonstrate partial understanding of key details in a text using evidence from the text as support.</p> | <p>Asks and answers questions to demonstrate limited understanding of key details in a text using evidence from the text as support.</p> |
| <p>Reads grade level informational text for meaning and responds to text.</p> <p>RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10</p> | <p>Asks and answers questions to demonstrate consistent (or higher level) understanding of key details in a text using evidence from the text as support</p> | <p>Asks and answers questions to demonstrate partial understanding of key details in a text using evidence from the text as support.</p> | <p>Asks and answers questions to demonstrate limited understanding of key details in a text using evidence from the text as support.</p> |
| <p>Knows and applies grade level phonics and word analysis skills.</p> <p>RF.3.3, RF.3.3c</p> | <p>Consistently knows and applies phonics and word analysis skills independently when decoding words in above grade level text.</p> | <p>Sometimes knows and applies phonics and word analysis skills independently when decoding words in text.</p> | <p>Seldom knows and applies phonics and word analysis skills in decoding words.</p> |
| <p>Read with sufficient accuracy and fluency to support comprehension</p> | <p>Consistently reads with sufficient accuracy, fluency and expression of on-level (or above grade-level) text.</p> <p><i>Reading is fluent and student attends to most ending punctuation and some internal punctuation. Expression is matched to text</i></p> | <p>Sometimes reads with sufficient accuracy, fluency and expression.</p> <p><i>Reading is somewhat fluent with little regard to punctuation.</i></p> | <p>Seldom reads with sufficient accuracy, fluency and expression.</p> <p><i>Reading is choppy and/or slow with no regard to punctuation</i></p> |

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| <p>RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c, RF.3.4.d</p> | | | |
| <p>Determines the meaning of unknown and multiple-meaning words.</p> <p>RL.3.4, L.3.4, L.3.4.a, L.3.4.b</p> | <p>Student can independently and consistently determine the meaning of unknown words and phrases based on third grade reading content (or above).</p> | <p>Student sometimes determines the meaning of unknown words and phrases based on third grade reading content.</p> | <p>Student seldom determines the meaning of unknown words and phrases based on third grade reading content.</p> |

LANGUAGE ARTS - WRITING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--|--|---|--|
| Uses appropriate mechanics in writing. | Student consistently uses appropriate: - capitalization at the beginning of sentences, “I,” and proper nouns. - ending punctuation (different types of sentences) - commas, and quotation marks. | Student frequently uses appropriate: - capitalization at the beginning of sentences, “I,” and proper nouns. - ending punctuation (different types of sentences) | With support , student uses appropriate: - capitalization at the beginning of sentences, “I,” and proper nouns. - ending punctuation (different types of sentences) |
| Produces and organizes a variety of writing. | Student consistently produces writing that: - focuses on a topic -supports a main idea with some details. -uses interesting and descriptive language -conveys a clear message with a logical sequence. The writing displays evidence of an author’s voice. | With support and guidance , the student produces writing that: - focuses on a topic -supports a main idea with some details. -uses interesting and descriptive language -conveys a clear message with a logical sequence. The writing begins to display evidence of an author’s voice | With support and guidance , the student is beginning to produce writing that: - focuses on a topic -supports a main idea with some details. -uses interesting and descriptive language -conveys a clear message with a logical sequence. |
| Demonstrates the ability to revise and edit | Student consistently : - re-reads own writing - corrects most errors - revises to clarify and enhance writing | With guidance and support , the student: - re-reads own writing - begins to recognize errors - corrects some errors | With guidance and support the student: - re-reads own writing - begins to recognize some errors |
| Utilizes grade appropriate grammar | Student consistently uses correct nouns and verbs to achieve subject/verb agreement. | Student often uses correct nouns and verbs to achieve subject/verb agreement. | With support and guidance the student uses correct nouns and verbs to achieve subject/verb agreement. |

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| Uses grade appropriate spelling in writing. | Student consistently applies spelling rules, patterns, and generalizations | Student sometimes applies grade level spelling rules, patterns, and generalizations. | Student rarely applies grade level spelling rules, patterns, and generalizations. |
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MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--|---|--|---|
| <p>Interprets and applies the concepts of multiplication and division.</p> <p>3.OA.1, 3.OA.2, 3.OA.4</p> | <p>Consistently uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.</p> | <p>Sometimes uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.</p> | <p>Seldom uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.</p> |
| <p>Fluently multiplies and divides within 100</p> <p>3.OA.7</p> | <p>Fluently knows 0-10x facts.</p> | <p>Calculates 0-10x facts in a reasonable amount of time.</p> | <p>Struggles to calculate 0- 10x facts in a reasonable amount of time.</p> |
| <p>Applies patterns and mathematical properties of operations</p> <p>3.OA.5</p> | <p>Consistently applies properties of operations as strategies to multiply and divide.</p> | <p>Sometimes applies properties of operations as strategies to multiply and divide.</p> | <p>Seldom applies properties of operations as strategies to multiply and divide.</p> |
| <p>Solves word problems.</p> <p>3.OA.3, 3.OA.8</p> | <p>Consistently solves word problems correctly, and checks the reasonableness of the answer.</p> | <p>Sometimes solves word problems correctly, and checks the reasonableness of the answer.</p> | <p>Seldom solves word problems correctly, and checks the reasonableness of the answer.</p> |

MATH: NUMBER AND OPERATIONS IN BASE TEN INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--|---|--|---|
| Fluently adds and subtracts multi-digit numbers 3.NBT.2 | Consistently correctly adds and subtracts within 1000, with regrouping. | Sometimes correctly adds and subtracts within 1000, with regrouping. | Seldom correctly adds and subtracts within 1000, with regrouping. |
| Uses place value to round whole numbers 3.NBT.A.1 | Consistently rounds whole numbers to any given place. | Sometimes rounds whole numbers to any given place. | Seldom rounds whole numbers to any given place. |

MATH: FRACTIONS INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|--|
| <p>Demonstrates understanding of fraction concepts</p> <p>3.NF.1, 3.NF.2, 3.NF.2a, 3.NF.2b</p> | <p>Consistently</p> <ul style="list-style-type: none"> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line. | <p>Sometimes</p> <ul style="list-style-type: none"> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line. | <p>Seldom</p> <ul style="list-style-type: none"> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line. |
| <p>Demonstrates understanding of fraction equivalency</p> <p>3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d</p> | <p>Consistently</p> <ul style="list-style-type: none"> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. - determines the number of items in a fraction of a set. - identifies fractions that represent whole numbers. - compares fractions correctly. | <p>Sometimes</p> <ul style="list-style-type: none"> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly. | <p>Seldom</p> <ul style="list-style-type: none"> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly. |

MATH: MEASUREMENT AND DATA INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|--|
| <p>Demonstrates understanding of area concepts.</p> <p>3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d</p> | <p>Consistently -measures area by counting unit squares. -measures area by multiplying side lengths. - breaks figures into non-overlapping rectangles, then adds the areas to determine the total area. -creates and interprets area models. -determines perimeter.</p> | <p>Sometimes -measures area by counting unit squares. -measures area by multiplying side lengths. - breaks figures into non-overlapping rectangles, then adds the areas to determine the total area. -creates and interprets area models. -determines perimeter</p> | <p>Seldom -measures area by counting unit squares. -measures area by multiplying side lengths. -breaks figures into non-overlapping rectangles, then adds the areas to determine the total area. -creates and interprets area models. -determines perimeter.</p> |
| <p>Demonstrates understanding of perimeter.</p> <p>3.MD.8</p> | <p>Consistently determines perimeter.</p> | <p>Sometimes determines perimeter.</p> | <p>Seldom determines perimeter.</p> |
| <p>Represents and interprets data.</p> <p>3.MD.3</p> | <p>Consistently -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions.</p> | <p>Sometimes -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions</p> | <p>Seldom -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions.</p> |
| <p>Uses units of measurement to solve word problems.</p> <p>3.MD.1, 3.MD.2</p> | <p>Consistently -correctly tells and writes time to the nearest minute. -solves addition and subtraction word problems involving elapsed time. - correctly determines liquid volume or mass shown in pictures. -uses measurements of volume or mass to solve word problems.</p> | <p>Sometimes -correctly tells and writes time to the nearest minute. -solves addition and subtraction word problems involving elapsed time. - correctly determines liquid volume or mass shown in pictures. -uses measurements of volume or mass to solve word problems</p> | <p>Seldom -correctly tells and writes time to the nearest minute. -solves addition and subtraction word problems involving elapsed time. -correctly determines liquid volume or mass shown in pictures. -uses measurements of volume or mass to solve word problems.</p> |

MATH: GEOMETRY INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|--|---|--|
| Understands and uses attributes of shapes. 3.G.1 | Consistently -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes. | Sometimes -recognizes and names shapes based on their attributes. - categorizes shapes based on their attributes | Seldom -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes. |

SCIENCE INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--|--|---|--|
| Demonstrates content knowledge. | Consistently demonstrates understanding of key concepts. | Sometimes demonstrates an understanding of key concepts | Seldom demonstrates an understanding of key concepts |
| Plans and conducts investigations. 3-LS1, 3-PS2-1, 3-PS2-3, 3-PS2-4 | Student is consistent in accurately planning and conducting investigations. | Student is sometimes accurate in planning and conducting investigations. | Student is seldom accurate in planning and conducting investigations. |
| Collects/Analyzes /Shares data 3-ESS2, 3-ESS3, 3-LS2, 3-LS3, 3-LS4, 3-PS2-2 | Student consistently reaches expected conclusions/findings. | Student sometimes reaches expected conclusions/findings | Student seldom reaches expected conclusions/findings. |

SOCIAL STUDIES INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|--------------------------------|---|---|--|
| Demonstrates content knowledge | Consistently demonstrates understanding of key concepts. | Sometimes demonstrates an understanding of key concepts. | Seldom demonstrates an understanding of key concepts. |