

## Quarter 2 Third Grade Rubric 2011-2012

<b>Language Arts Standards</b>				
<b>Reading</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Reads and understands vocabulary in context <b>ELA3R2c, f, b</b> <b>ELA3R3r</b>	Reads and understands 86% or more of word relationships and vocabulary words using context clues (in COLD READ ONLY) and applies dictionary, thesaurus, & glossary skills to determine word meaning at the appropriate Third Grade level.	Reads and understands 70-85% of word relationships and vocabulary words using context clues (in COLD READ ONLY) and/or applies dictionary, thesaurus, & glossary skills to determine word meaning at the appropriate Third Grade level.	Reads and understands 69% or less of word relationships and vocabulary words.	Homographs, Homophones, antonyms, & synonyms 3R2c Multiple Meaning Words~b
Compares/contrasts the elements of various genre <b>ELA3R3n</b>	Identifies the genre and the elements of fiction (realistic, fantasy), non-fiction, poetry, and drama (Cold read only)	Can identify the genre but is not able to identify specific elements of fiction, non-fiction, drama, and poetry (Cold read only)	Cannot identify types of genre or elements of fiction, non-fiction, drama, and poetry (Cold read only)	
Recognizes author's purpose <b>ELA3R3p</b>				
Demonstrates comprehension of grade-level text <b>ELA3R3</b>	Demonstrates 90 - 100% comprehension of a given Third grade passage (COLD READ ONLY) (Level N)	Demonstrates 70 - 89% comprehension of a given Third grade passage (COLD READ ONLY) (Level N)	Demonstrates 69% or less comprehension of a given Third grade passage (COLD READ ONLY) (Level N)	Q2 Toolbox Assessments <b>Making Connections</b> (text, self, and world), <b>Story Elements (characters, setting, plot)</b> 3R3e, f, i, m ELA Series Leveled Readers
Summarizes text content <b>ELA3R3g</b>	The events are in the correct order and include all major events. (Level N)	The events are in the correct order or include all major events. (Level N)	The events are not in order and few major events are included. (Level N)	
Identifies/infers the main idea and supporting details <b>ELA 3R3j,m</b>	Identifies explicit and inferred main ideas and supporting details (Level N)	Identifies explicit main ideas and supporting details (Level N)	Cannot identify main ideas and supporting details (Level N)	
Distinguishes fact from opinion. <b>ELA3R3d</b>				
Identifies/infers cause and effect relationships <b>ELA3R3i</b>	Identifies/infers cause and effect relationships (Level N)	Identifies/infers effect from a given cause (Level N)	Cannot identify cause and effect relationships (Level N)	
Applies oral reading strategies <b>ELA3R1a, d</b>	Reads using self-correction strategies	Reads using limited self-correction strategies.	Does not use self-correction strategies	
Reads fluently <b>ELA3R1</b>	Reads Level N passage at a target rate of 100 wcpm with appropriate expression. (cold read only)	Reads Level N passage at a target rate of 90 or above with limited expression. (cold read only)	Reads Level N passage at a target rate of 89 or less with limited expression. (cold read only)	"Fresh Reads" Passage Options ~ "Eduardo's Sea Shells", "A Stormy Day", "Quack, Quack"
<b>Writing/Conventions</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
<b>*Please refer to the K-12 Write NOW Plan in Angel for additional writing information and resources.</b>				
Writes legibly in print/cursive <b>ELA3C1n</b>	Writes readable work with appropriate letter cases, size, and spaces, with no reversals	Writes using incorrect spacing and/or mixes letter case and/or reverses letters	Writes illegibly	

Writing/Conventions cont.	3	2	1	Notes
Narrative ~ Ideas <b>ELA3W1a,b,g,i ELA3W2-1a,b,f</b> Narrative ~ Organization <b>ELA3W1b,d,e ELA3W2-1c,e,g</b> Narrative ~ Style <b>ELA3W1f,h ELA3W2-1d</b>	* Sustained focus on the narrative purpose; consistent	* Generally consistent focus; some evidence of a purpose and point of view	* Little or no evidence of focus, purpose, or point of view	Aligns with Georgia State Writing Assessment Rubrics
Response to Literature ~ Ideas ELA 3W1a,b,i,k ELA 3W2-4a,b,c	* Sustained focus, purpose, and point of view * Relevant examples, facts, anecdotes, and details are used throughout the paper *Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text * Complete information; the writer's point of view is well developed	* Generally consistent focus; some evidence of a purpose and point of view * Includes some relevant examples, facts, anecdotes, and/or details * Begins to formulate a position and connect the text to self, outside world, or another text * Sufficient information to develop a point of view	* Little or no evidence of focus, purpose, or point of view * Examples and details are limited and may be irrelevant * Does not formulate a position in response to the text * Insufficient information to develop a point of view; may be limited to retelling	Aligns with Georgia State Writing Assessment Rubrics
Response to Literature ~ Organization <b>ELA3W1b,d,e ELA3W2-4d,e</b>	* Clear and appropriate organizational pattern with a strong introduction, body, and conclusion * Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers) * Varied transitional elements link parts of the paper	* Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others * Related ideas are generally grouped together * Transitions are used but may not be varied	* Little or no evidence of an organizational pattern * Ideas are not arranged in a meaningful order * Little or no evidence of transitions	Aligns with Georgia State Writing Assessment Rubrics
Response to Literature ~ Style <b>ELA3W1f</b>	* Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs) * Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate	* A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs) * Some attention to the audience; some sense of the writer's voice	* Language is simple, repetitive, or imprecise; little or no interesting language * Little or no awareness of audience	Aligns with Georgia State Writing Assessment Rubrics
Persuasive ~ Ideas <b>ELA3W1a,b,i,l ELA3W2-3a,b,f</b>	* Sustained focus, purpose, and point of view * Relevant examples, facts, anecdotes, and details are used throughout the paper * Establishes and develops a clear position * Complete information; the issue is well developed	* Generally consistent focus; some evidence of a purpose and point of view * Includes some relevant examples, facts, anecdotes, and/or details * States a clear position * Sufficient information to address the issue	* Little or no evidence of focus, persuasive purpose, or point of view * Examples and details are limited and may be irrelevant * Lacks a clear position * Insufficient information to address the issue	Aligns with Georgia State Writing Assessment Rubrics

Persuasive ~ Organization ELA3W1b,d,e ELA3W2-3c,e	* Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion * Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers) *Varied transitional elements link parts of the paper	* Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others * Related ideas are generally grouped together * Transitions are used but may not be varied	* Little or no evidence of an organizational pattern * Ideas are not arranged in a meaningful order * Little or no evidence of transitions	Aligns with Georgia State Writing Assessment Rubrics
Persuasive ~ Style ELA3W1f ELA3W2-3d	* Sustained use of interesting language (e.g.,descriptive language, sensory details, strong verbs) * Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate	* A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs) * Some attention to the audience; some sense of the writer's voice	* Language is simple, repetitive, or imprecise; little or no interesting language * Little or no awareness of audience	Aligns with Georgia State Writing Assessment Rubrics
Informational ~ Ideas ELA3W1a,b,i ELA3W2-2a,b,f	* Sustained focus, purpose, and point of view * Relevant examples, facts, and details	* Generally consistent focus, some evidence of a purpose and point of view	* Little or no evidence of focus, purpose, or point of view * Examples and details are limited and not relevant	Aligns with Georgia State Writing Assessment Rubrics
Informational ~ Organization ELA3W1b,d,e ELA3W2-2c,e,g	* Clear and appropriate organizational pattern with strong introduction, body, and conclusion	* Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	* Little or no evidence of an organizational pattern * Ideas are not arranged in a meaningful order	Aligns with Georgia State Writing Assessment Rubrics
Informational ~ Style ELA3W1f ELA W2-2d	* Sustained use of interesting language (e.g. descriptive language, technical vocabulary, sensory details)	* A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details)	* Language is simple, repetitive, or imprecise; little or no interesting language	Aligns with Georgia State Writing Assessment Rubrics
<b>Writing/Conventions cont.</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Uses the writing process ELA3W1c, m, n	Includes: Prewrites to generate ideas, develop a rough draft, rereads to revise, edits to correct, and publishes work that is of appropriate length.	1 to 3 components are missing or incomplete.	4 or more of the components are missing or incomplete.	
Uses conventions of punctuation & capitalization. ELA3C1m	Applies ending punctuation, apostrophes, commas, quotation marks, and capitalization	Applies ending punctuation OR capitalization	Cannot use ending punctuation or capitalization.	Commas in a series, in a date, after transitional phrases, city /state, (apostrophe: contractions)
Identifies parts of speech and their purposes. ELA3C1a, b	Identifies and uses at least 7 listed to the right.	Identifies and/or uses 5-6 listed to the right.	Identifies and/or uses 4 or less listed to the right.	Singular & Plural Nouns Verbs (Present, Past, Future) Singular & Plural Possessive Nouns Adjectives
Applies conventions of writing - (sentence structure) ELA3C1e, f, g	Writes using complete sentences and a variety of sentence structures (compound subjects and compound predicates)	Writes using complete sentences but with limited sentence structures (primarily simple sentences, few compound subjects/ predicates)	Writes using only complete simple sentence	
Applies spelling/phonics skill ELA3C1L	Correctly spells grade level words within written work.	Uses a mix of inventive and conventional spelling within written	Mostly inventive spelling within written work.	
<b>Research</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Develops research skills. ELA3C1j, ELA3R3o, ELA3W1j				

## Mathematics Standards ~ Geometry & Measurement

Whole Numbers: Addition & Subtraction	3	2	1	Notes
Understands and uses place value <b>M3N1</b>	Identifies place value of 6 digit whole numbers.	Identifies place value of 5 digit whole numbers	Cannot consistently identify place value	Gray Shading = Maintain for those students who scored a 3 in Q1. Reteach/Assess for those students who scored 2 or 1 in Q1. <b>** ALL STUDENTS WILL RECEIVE A GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.</b>
Solves addition algorithms <b>M3N2a, c</b>	Solves algorithms by adding four-digit numbers with regrouping.	Minimal errors.	Excessive errors.	
Solves subtraction algorithms <b>M3N2a,c</b>	Solves algorithms by subtracting four-digit numbers with regrouping.	Minimal errors.	Excessive errors.	
Applies concepts of money <b>M3N2d</b>	Adds and subtracts money by counting back change <u>using the fewest number of coins</u>	Adds and subtract money by counting back correct change but not fewest number of coins.	Cannot apply concepts of counting back change.	
Whole Numbers: Multiplication & Division	3	2	1	Notes
Understands Multiplication Concepts <b>M3N3a,b,e, g</b>	Applies 6 or more of the multiplication concepts listed to the right.	Applies 4-5 of the multiplication concepts listed to the right.	Applies 3 or less of the multiplication concepts listed to the right.	Distributive, Associative, Commutative, Identity Properties, Arrays, Area Models, and Repeated Addition <b>See Gray Shading Note Above</b>
Solves multiplication algorithms <b>M3N3c</b>	Solves two or three-digit by one-digit multiplication algorithms.	Solves one-digit by one-digit multiplication algorithms.	Cannot use strategies to solve multiplication algorithms.	<b>See Gray Shading Note Above</b>
Solves division algorithms <b>M3N4</b>	Solves ANY two digit by 1 digit division algorithm with no remainders (see notes)	Solves two-digit by one-digit division algorithms with no remainders (basic facts only)	Excessive errors.	18/9 AND 66/3 (not just fact families)
Geometry	3	2	1	Notes
Classifies plane geometric figures <b>M3G1c, b</b>	Identifies, draws, and explains the properties of all 2 dimensional figures listed to the right (number of sides, vertices, and size of angles - right, obtuse, and acute)	Identifies and draws all 2 dimensional figures listed to the right	Cannot identify all of the 2 dimensional figures listed to the right	Triangle Square Rectangle Trapezoid Quadrilateral Pentagon Hexagon Parallelogram Irregular Polygonal shapes
Identifies parts of a circle <b>M3G1d</b>	Identifies the center, diameter, and radius of a circle.	Identifies 2 of the 3 properties of a circle.	Identifies less than 2 properties of a circle.	
Classifies triangles <b>M3G1a</b>	Identifies, draws, and explains the properties of scalene, isosceles, and equilateral triangles.	Identifies and draws scalene, isosceles, and equilateral triangles.	Cannot identify all 3 types of triangles.	
Measurement	3	2	1	Notes
Measures time <b>M3M1</b>	Measures elapsed time in 1/2 hour intervals beginning on any 5 minute increment.	Measures elapsed time in 1/2 hour intervals starting at the hour or 1/2 hour.	Cannot measure elapsed time in 1/2 hour intervals.	For Example: 2:05pm (NOT 2:07pm)
Compares length <b>M3M2a, d</b>	Compares one unit to another within a single system of measurement (metric <b>AND</b> customary).	Compares one unit to another within a single system of measurement (metric <b>OR</b> customary)	Cannot compare units within a single system	Not Conversion <i>Kilometer, Mile, inch, millimeter, foot, yard, centimeter, &amp; meter</i>
Estimates length <b>M3M2c</b>	Accurately estimates length and represents it using appropriate units/tools.	Minimal errors in estimating and choosing appropriate units/tools.	Excessive errors.	(both metric and customary)
Measures customary length <b>M3M2b</b>	Accurately measures to the ¼ inch.	Accurately measures to the ½ inch.	Measures to the nearest whole inch.	Should build upon previously learned foot and yard.

Measurement cont.	3	2	1	Notes
Measures metric length <b>M3M2b</b>	Consistently measures to the nearest millimeter.	Inconsistently measures to the nearest millimeter.	Cannot measure to the nearest millimeter.	Should build upon previously learned centimeter & meter.
Understands and measures perimeter <b>M3M3c</b>	Measures and calculates perimeter	Measures perimeter but calculates incorrectly	Cannot measure perimeter	
Understands and measures area <b>M3M4c</b>	Measures and calculates area	Measures area but calculates incorrectly	Cannot measure area	Counting, adding, and multiplying to determine area
Fractions & Decimals	3	2	1	Notes
Identifies fractions <b>M3N5a,c,d</b>				
Understands fractions & decimals <b>M3N5b</b>				
Adds & subtracts fractions <b>M3N5e,f</b>				
Data Analysis	3	2	1	Notes
Creates types of graphs <b>M3D1</b>				
Interprets data <b>M3D1</b>				
Algebra	3	2	1	Notes
Uses symbols and function rules <b>M3A1c</b>	Solves a number sentence by using symbols to represent operations and	Solves a number sentence by using operation symbols (addition	Cannot solve number sentence using operation symbols	
Recognizes, describes, and extends patterns <b>M3A1a</b>	Describes and extends visual and number patterns	Recognizes visual and number patterns	Cannot recognize visual and number patterns	
Putting It All Together	3	2	1	Notes
Solves word problems. <b>M3P1, M3N2c</b>	Correctly solves one step problems and shows work with units	Makes minor errors to solve problems and shows work with units	Cannot solve one step problems.	Apply word problems daily throughout all math concepts

Social Studies Standards				
Geographic Understandings	3	2	1	Notes
Identifies major topographical features of USA <b>SS3G1 a, b</b>	Identifies at least 6 of the features listed to the right.	Identifies 3-5 of the features listed to the right.	Identifies 2 or less of the features listed to the right.	Mississippi River, Ohio River, Rio Grande, Colorado River, Hudson River, Appalachian & Rocky
Uses maps/parts of a map to retrieve information	Applies map and globe skills by using at least 8 of the 9 map components listed to the right.	Applies map and globe skills by using 6-7 of the map components listed to the right.	Applies map and globe skills by using 5 or less of the map components listed to the right.	Cardinal Directions, Intermediate Directions, Letter/Number Grid System, Natural/Cultural/Political Features of map, Map Scale, Equator, Prime Meridian, Latitude,
Historic Understandings	3	2	1	Notes
Relates key people and events to history <b>SS3H2</b>	Explains social barriers, restrictions, and obstacles that all historical figures to the right had to overcome and describes how they overcame them.	Partially explains barriers, restrictions, and obstacles and/or how they overcame them.	Cannot explain or describe the historical figures listed to the right.	Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez
Describes locations that impact historical figures <b>SS3G2</b>	Identifies specific locations on a map and can describe the impact the places had on the historical figure.	Identifies specific locations on a map <u>or</u> can describe the impact the places had on the historical figure.	Cannot identify specific locations on a map or describe the impact the places had on the historical figure.	
Describes positive character traits exhibited in historical figures <b>SS3CG2</b>	Describes positive character traits exhibited in historical figures.	Partially describes positive character traits exhibited in historical figures.	Cannot describe how the historical figures from SS3H2 display the traits listed to the right.	Cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of
Identify influences of Greek architecture <b>SS3H1a</b>	Identifies all 3 Greek influences on present.	Identifies 2 of the Greek influences on present.	Identifies 0-1 of the Greek influences on present.	Architecture (Parthenon vs. Supreme Court) Law, and Olympic
Explains roots of democracy <b>SS3H1b, c</b>	Explains roots of democracy and compares/contrasts the two types of democracy	Explains roots of democracy <u>OR</u> compares/contrasts the two types of democracy	Cannot explain or compare/contrast democracy	Direct Democracy Representative Democracy
Organizes items chronologically	Organizes items chronologically and analyzes & synthesizes the information.	Arranges items in chronological order but cannot analyze/synthesize the information.	Cannot organize items chronologically.	
Economic Understandings	3	2	1	Notes
Describes productive resources <b>SS3E1</b>	Describes at least 3 of the four types of productive resources listed to the right.	Describes 1-2 types of productive resources.	Cannot describe any type of productive resource.	Natural (Land) Human (Labor) Capital (capital goods) Entrepreneurship (used to create goods & services)
Describes goods, services, & taxes <b>SS3E2</b>	Describes the process that governments provide goods/services that fund other services through	Partially describes process of taxes in relation to government and services.	Cannot describe process of taxes in relation to government and services.	goods, services, taxes, schools, libraries, roads, police/fire protection, military
Describes interdependence & trade <b>SS3E3</b>	Identifies & explains interdependence and trade with	Identifies interdependence and/or trade but cannot explain.	Cannot identify or explain interdependence or trade.	
Describes the costs and benefits of personal spending and saving choices <b>SS3E4</b>	Describes the costs and benefits of personal spending and saving choices.	Partially describes the costs and benefits of personal spending and saving choices.	Cannot describe costs/benefits of personal spending/saving choices.	

Government/Civic Understanding	3	2	1	Notes
Describes the structure of republican government <b>SS3CG1 a, b, c</b>	Names and gives examples of the three branches and three levels of government	Names or gives examples of the three branches and/or three levels of government	Cannot identify the structure of government	Separation of power, National, State, Local, Executive, Legislative, Judicial, Congress, General Assembly, city commission or city council

<b>Science Standards</b>				
<b>Nature of Science</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Uses the scientific method <b>SS3CS1-8</b>	Uses science tools and methods to solve problems	Uses some science tools and methods to solve problems	Does not use science tools and methods to solve problems	
<b>Physical Science</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Investigates heat energy <b>S3P1</b>	*Categorize the sources of heat energy (burning, rubbing, mixing) *Describes how insulation affects heating and cooling *Describes radiation using scientific vocabulary	*Identifies sources of heat energy *Describes how insulation affects heating or cooling *Identifies energy from the sun	Identifies some sources of heat energy	
Investigates magnets <b>S3P2</b>	*Identifies objects that attract and repel magnets *Describes magnetism using scientific vocabulary (attract, repel, north and south poles)	Identifies objects that attract and repel magnets not using vocabulary	Identifies objects that attract or repel magnets	
<b>Life Science</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Investigates habitats <b>S3L1</b>	*Investigates Georgia habitats with the animals and plants of each region, naming animals and plants *Explains what will happen to an organism if the habitat is changed	*Differentiates Georgia habitats with the animals and plants of each region *Understands change in habitats	*Identifies Georgia habitats with the animals or plants of each region *Does not understand effects of change in habitats	
Recognizes the effects of pollution <b>S3L2</b>	Explains the effects of pollution to the habitats of plants and animals and identifies ways to protect the environment (conservation and recycling)	Explains the effects of pollution to the habitats of plants and animals or identifies ways to protect the environment	Understands pollution changes the habitats and animals but cannot explain	
<b>Earth Science</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Investigates rocks and minerals <b>S3E1a,b,c</b>	Classifies rocks and minerals based on physical properties (size, shape, color, texture, hardness)	Classifies some rocks and minerals based on physical properties	Cannot identify the difference between rocks and minerals	
Investigates process of weathering and erosion <b>S3E1d</b>	Compare and contrast texture, particle size, and color of the soils listed to the right. Describes how wind and water change rocks and	Compare and contrast the types of soils using some of the properties. Understands how wind and water change rocks and soils.	Identifies different soils. Identifies weathering or erosion.	Clay, loam, potting soil, and sandy soil
Investigates fossils <b>S3E2</b>	Using scientific vocabulary can describe how a fossil is formed (molds and casts)	Describes in basic terms how fossils are formed	Cannot describe how fossils are formed	
<b>Health Standards</b>				
<b>Health and Personal Safety</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Notes</b>
Demonstrates an understanding of healthy living. QCC	Applies the components of a healthy lifestyle.	Identifies the components of a healthy lifestyle.	Does not understand the components of a healthy lifestyle.	
Demonstrates an understanding of personal safety. QCC	Applies the components of personal safety.	Identifies the components of personal safety.	Does not understand the components of personal safety.	