

Quarter 3 Third Grade Rubric 2011-2012

Language Arts Standards				
Reading	3	2	1	Notes
Reads and understands vocabulary in context ELA3R2 e, f ELA3R3r	Reads and understands 86% or more of words containing prefixes/suffixes and vocabulary words using context clues and applies dictionary, thesaurus, & glossary skills to determine word meaning at the appropriate Third Grade level. (Cold read only)	Reads and understands 70-85% of words containing prefixes/suffixes and vocabulary words using context clues and/or dictionary, thesaurus, & glossary skills to determine word meaning at the appropriate Third Grade level. (Cold read only)	Reads and understands 69% or less of words containing prefixes/suffixes and vocabulary words.	Homographs, Homophones, antonyms, & synonyms 3R2c Multiple Meaning Words~b
Compares/contrasts the elements of various genre ELA3R3n	Identifies the genre and the elements of genres: fiction (fantasy and realistic) and non-fiction, poetry, and drama (cold read only)	Can identify the specific type of genre but is not able to identify specific elements of fiction, non-fiction, drama, and poetry (cold read only)	Can not identify genre or the elements of genre (cold read only)	
Recognizes author's purpose ELA3R3p	Recognizes author's purpose with supporting evidence (cold read only)	Recognizes author's purpose but does not identify supporting evidence (Cold read only)	Does not recognize author's purpose (cold read only)	
Demonstrates comprehension of grade-level text ELA3R3	Demonstrates 90 - 100% comprehension of a given Third grade passage; (COLD READ ONLY) (Level O)	Demonstrates 70 - 89% comprehension of a given Third grade passage; (COLD READ ONLY) (Level O)	Demonstrates 69% or less comprehension of a given Third grade passage; (COLD READ ONLY) (Level O)	Story Elements (characters, setting, plot) 3R3e, f, i, m ELA Series Leveled Readers
Summarizes text content ELA3R3g	The events are in the correct order and include all major events. (Level O)	The events are in the correct order or include all major events. (Level O)	The events are not in order and few major events are included. (Level O)	
Identifies/infers the main idea and supporting details ELA3R3j,m	Identifies explicit and inferred main ideas and supporting details (Level O)	Identifies explicit main ideas and supporting details (Level O)	Cannot identify main idea and details (Level O)	
Distinguishes fact from opinion ELA3R3d	Consistently distinguishes fact from opinion in grade level text (Level O)	Inconsistently distinguishes fact from opinion in grade level text (Level O)	Cannot distinguish fact from opinion in grade level text (Level O)	
Identifies/infers cause and effect relationships ELA3R3i	Identifies/infers cause and effect relationships (Level O)	Identifies/infers effect from a given cause (Level O)	Cannot identify cause and effect relationships (Level O)	
Applies oral reading strategies ELA3R1a, d	Reads using self-correction strategies	Reads using limited self-correction strategies.	Does not use self-correction strategies	
Reads fluently ELA3R1b, c	Reads Level O passage at a target rate of 107 wcpm with appropriate expression. (cold read only)	Reads Level O Passage at a target rate of 83 wcpm or above with limited expression. (cold read only)	Reads Level O Passage at a target rate of 82 wcpm or less with limited expression. (cold read only)	"Fresh Reads" Passage "The Spider Catcher", "Racing with Turtle", or "Table Manners."
Writing/Conventions	3	2	1	Notes
*Please refer to the K-12 Write NOW Plan in Angel for additional writing information and resources.				
Writes legibly in print/cursive ELA3C1n	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	
Narrative ~ Ideas ELA3W1a,b,g,i ELA3W2-1a,b,f	<i>Sustained focus on the narrative purpose, consistent point of view.</i>	<i>Generally consistent focus, some evidence of a purpose and point of view.</i>	<i>Little or no evidence of focus, purpose, or point of view. Details and descriptions are limited.</i>	Aligns with Georgia State Writing Assessment Rubrics

Writing/Conventions cont.	3	2	1	Notes
Narrative ~ Organization ELA3W1b,d,e ELA3W2-1c,e,g	* Clear narrative organizational pattern with a strong beginning, middle, and end	* Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	* Little or no evidence of an organizational pattern	Aligns with Georgia State Writing Assessment Rubrics
Narrative ~ Style ELA 3W1f,h ELA 3W2-1d	* Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)	* A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	* Little or no evidence of sequencing * Language is simple, repetitive, or imprecise; little or no interesting language	Aligns with Georgia State Writing Assessment Rubrics
Response to Literature ~ Ideas ELA3W1a,b,i,k ELA3W2-4a,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 ELA3W1b,d,e ELA3W2-4d,e	* 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 ELA3W1f	* 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 ELA3W1a,b,i,l ELA3W2-3a,b,f				
Persuasive ~ Organization ELA3W1b,d,e ELA3W2-3c,e				
Persuasive ~ Style ELA3W1f ELA3W2-3d				
Informational ~ Ideas ELA3W1a,b,i ELA3W2-2a,b,f	* Sustained focus, purpose, and point of view * Relevant examples, facts, anecdotes, and details are used throughout the paper * Appropriate use of resources; may paraphrase relevant information from source materials * Complete information; the topic is well developed	* Generally consistent focus; some evidence of a purpose and point of view * Includes some relevant examples, facts, anecdotes, and/or details * Some evidence of information from source materials * Sufficient information to explain the topic	* Little or no evidence of focus, purpose, or point of view * Examples and details are limited and may be irrelevant * Little or no use of resources; may copy text from source materials * Insufficient information to explain the topic	Aligns with Georgia State Writing Assessment Rubrics

Writing/Conventions cont.	3	2	1	Notes
Informational ~ Organization ELA3W1b,d,e ELA3W2-2c,e,g	* Clear and appropriate organizational pattern with strong introduction, body, and conclusion * Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference) * 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
Informational ~ Style ELA3W1f ELA3W2-2d	* Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details) * 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, technical vocabulary, sensory details) * 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
Writing/Conventions cont.	3	2	1	Notes
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, d	Identifies and uses at least 8 listed to the right	Identifies and/or uses 5-7 listed to the right	Identifies and/or uses 4 or less listed to the right	Singular and Plural Nouns, Verbs (present, past, future, & helping) Singular and Plural Possessive Nouns, Adjectives, and Pronouns
Applies conventions of writing – mechanics (sentence structure) ELA3C1e, f, g, a	Writes using a variety of sentence structures - compound and increasingly complex sentences (transition words, phrases) and with correct subject / verb agreement	Writes complete sentences with little variety of sentence structures - simple and compound sentences and inconsistent subject verb agreement	Writes using complete sentences and primarily simple sentences and often incorrect subject verb agreement	
Applies spelling/phonics skills ELA3C1i	Correctly spells grade level words within written work.	Uses a mix of inventive and conventional spelling within written	Mostly inventive spelling within written work.	
Research	3	2	1	Notes
Develops research skills. ELA3C1j, ELA3R3o, ELA3W1j	Selects and uses a variety of resources to gather information about a topic (index, table of contents, encyclopedia, and/or Internet)	Selects and uses a single resource to gather information about a topic	Cannot select or use reference materials to gather information about a topic.	

Mathematics Standards ~ Fractions & Decimals/Data Analysis				
Whole Numbers: Addition & Subtraction	3	2	1	Notes
Understands and uses place value M3N1	Identifies place value from the ten thousands through the tenths.	Identifies place value of 5 digit whole number.	Cannot consistently identify place value	Word Name, Standard Form, and Expanded Form See Gray Note Below
Solves addition algorithms M3N2a, c	Solves algorithms by adding four-digit numbers with regrouping.	Minimal errors.	Excessive errors.	Gray Shading = Maintain for those students who scored a 3 previously. Reteach/Assess for those students who scored 2 or 1 previously. ** ALL STUDENTS WILL RECEIVE A GRADE EVEN IF ASSESSED IN PREVIOUS QUARTERS.
Solves subtraction algorithms M3N2a,c	Solves algorithms by subtracting four-digit numbers with regrouping.	Minimal errors.	Excessive errors.	
Applies concepts of money M3N2d	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 M3N3a,b,e, g	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 See Gray Note Above
Solves multiplication algorithms M3N3c	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.	See Gray Note Above
Solves division algorithms M3N4	Solves ANY three-digit by one-digit division algorithm with remainders	Solves two-digit by one-digit division algorithms with remainders	Excessive errors.	532/6
Geometry	3	2	1	Notes
Classifies plane geometric figures M3G1c, b	Identifies, draws, and explains the properties of all 2 dimensional figures listed to the right (number of edges, 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 See Gray Note Above
Identifies parts of a circle M3G1d	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.	See Gray Note Above
Classifies triangles M3G1a	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.	See Gray Note Above
Measurement	3	2	1	Notes
Measures time M3M1	Measures elapsed time in 15 minute increments with any given start time	Measures elapsed time in 15 minute increments within the same hour	Cannot measure time in 15 minute increments	
Compares length M3M2a,d	Compares one unit to another within a single system of measurement (metric AND customary)	Compares one unit to another within a single system of measurement (metric OR customary)	Cannot compare units within a single system	Not Conversion <i>Kilometer, Mile, inch, millimeter, foot, yard, centimeter, & meter</i> See Gray Note Above

Measurement cont.	3	2	1	Notes
Estimates length M3M2c	Accurately measure all 3 units: 1/4 inch, centimeter, and millimeter.	Accurately measures 2 of the 3 units: 1/4 inch, centimeter or millimeter	Accurately measures 1 of the units: 1/4 inch, centimeter, and millimeter	See Gray Note Above
Measures customary length M3M2b	Measures and calculates perimeter	Measures perimeter but calculates incorrectly	Cannot measure perimeter	See Gray Note Above
Measures metric length M3M2b	Measures and calculates area	Measures area but calculates incorrectly	Cannot measure area	Counting, adding, and multiplying to determine area See Gray Note Above
Understands and measures perimeter M3M3c	Measures and calculates perimeter	Measures perimeter but calculates incorrectly	Cannot measure perimeter	
Understands and measures area M3M4c	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 M3N5a,c,d	Identifies a decimal fraction (3/10) and a common fraction (2/3).	Identifies either a decimal fraction (3/10) OR a common fraction (2/3)	Cannot identify fractions.	
Understands fractions & decimals M3N5b	Converts from a decimal fraction (3/10) to a decimal (0.3) and vice versa	Inconsistently converts from decimal fraction to decimal.	Cannot convert from a decimal fraction to a decimal.	
Adds & subtracts fractions M3N5e,f,g,h	Adds and subtracts decimal fractions and common fractions with like denominators.	Inconsistently adds or subtracts decimal fractions and common fractions with like denominators.	Cannot add or subtract fractions with like denominators.	
Data Analysis	3	2	1	Notes
Creates types of graphs M3D1	Creates multiple tables & graphs using scale increments of 2, 5, and 10 using teacher-made template	Creates a graph but is missing pieces: table, or appropriate scale increments using teacher-made template	Cannot create graphs from tables with increments greater than 1	Line Plot Graphs Pictographs Diagrams Graph Venn Bar
Interprets data M3D1	Interprets data when reading graphs and tables	Reads data from graphs and tables	Cannot read data from graphs and tables	Line Plot Graphs Pictographs Diagrams Graph Venn Bar
Algebra	3	2	1	Notes
Uses symbols and function rules M3A1c	Solves a number sentence by using symbols to represent operations and numbers	Solves a number sentence by using operation symbols (addition, subtraction, multiplication, and division)	Cannot solve number sentence using operation symbols	
Recognizes, describes, and extends patterns M3A1a	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.	Correctly solves multi-step problems and shows work with units	Correctly solves one step problems and shows work with units OR solves multi-step problems with minor errors	Cannot solve one step problems.	Word problems should be incorporated into all lessons.

Social Studies Standards

Geographic Understandings	3	2	1	Notes
Identifies major topographical features of USA SS3G1 a, 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 Mountains
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,
Historical Understandings	3	2	1	Notes
Relates key people and events to history SS3H2	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 SS3G2	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 SS3CG2	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 authority
Identify influences of Greek architecture SS3H1a	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 Games
Explains roots of democracy SS3H1b, c	Explains roots of democracy and compares/contrasts the two types of	Explains roots of democracy <u>OR</u> compares/contrasts the two types of	Cannot explain or compare/contrast democracy	Direct Democracy Representative Democracy
Organizes items chronologically	Organizes items chronologically and analyzes & synthesizes the	Arranges items in chronological order but cannot analyze/synthesize the	Cannot organize items chronologically.	
Economic Understandings	3	2	1	Notes
Describes productive resources SS3E1	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 SS3E2	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 SS3E3	Identifies & explains interdependence and trade with examples.	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 SS3E4	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 Understandings	3	2	1	Notes
Describes the structure of republican government SS3CG1 a, b, c	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

Science Standards

Nature of Science	3	2	1	Notes
Uses the scientific method SSCS1-8	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	
Physical Science	3	2	1	Notes
Investigates heat energy S3P1	*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 S3P2	*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	
Life Science	3	2	1	Notes
Investigates habitats S3L1	*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 S3L2	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 can not explain	
Earth Science	3	2	1	Notes
Investigates rocks and minerals S3E1a, b, c	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 S3E1d	Compare and contrast texture, particle size, and color of the soils listed to the right. Describes how wind and water change rocks and soil.	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 S3E2	Using scientific vocabulary can describe how a fossil is formed	Describes in basic terms how fossils are formed	Cannot describe how fossils are formed	
Health Standards				
Health and Personal Safety	3	2	1	Notes
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.	