

Grade 3 Report Card Rubric

The performance levels below are used to reflect the learner's progress towards meeting each Standard.

Mark	What it stands for	Description
3	Consistently	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.
2	Progressing	The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected with guidance and support to successfully engage in tasks aligned to this standard. Performance varies regarding accuracy, quality, and level of support needed
1	Inconsistently	The learner is not yet meeting grade level expectations for this point in the school year. Performance does not yet demonstrate understanding of concepts and skills expected. Performance is inconsistent even with guidance and support.

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MATHEMATICS	
Operations & Algebraic Thinking	
Use multiplication and division within 100 to solve word problems. (3.OA.3)	
Assessed in Trimester 1, 2 & 3	Learner can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Determine the unknown whole number in a multiplication or division equation relating three whole numbers. (3.OA.4)	
Assessed in Trimester 1, 2 & 3	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.
Understand division as an unknown-factor problem. (3.OA.6)	
Assessed in Trimester 1, 2 & 3	Learner can understand division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8
Solve two-step word problems using the four operations. (3.OA.8)	
Assessed in Trimester 1, 2 & 3	Learner can solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.
Numbers and Operations in Base 10	
Fluently add and subtract within 1000 using strategies and algorithms. (3.NBT.2)	
Assessed in Trimester 1 & 2	Learner can fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (A range of algorithms may be used.)

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Numbers and Operations - Fractions	
Understand a fraction on the number line (3.NF.2)	
Assessed in Trimester 3	<p>Learner can understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <ul style="list-style-type: none"> • Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into equal parts. • Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. • Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. • Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
Numbers and Operations - Fractions: Explain equivalence of fractions and compare fractions by reasoning about their size. (3.NF.3)	
Assessed in Trimester 3	<p>Learner can explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> • Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. • Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. • Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Measurement and Data: Tell and write time to the nearest minute and measure time intervals in minutes. (3.MD.1)	
Assessed in Trimester 2 & 3	<p>Learner can tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>

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Measurement and Data: Measure and estimate liquid volumes and masses of objects in standard units. (3.MD.2)	
Assessed in Trimester 1	Learner can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes compound units such as cm^3 and finding the geometric volume of a container.)
Measurement and Data: Recognize and understand concepts of area measurement. (3.MD.5)	
Assessed in Trimester 2 & 3	Learner can recognize area as an attribute of plane figures and understand concepts of area measurement. <ul style="list-style-type: none"> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
Measurement and Data: Measure area by counting unit squares. (3.MD.6)	
Assessed in Trimester2 & 3	Learner can measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Measurement and Data: Relate area to the operations of multiplication and addition. (3.MD.7)	
Assessed in Trimester2 & 3	Learner can relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Recognize the area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Geometry: Reason with shapes and their attributes. (3.G.1)	
Assessed in Trimester 3	Learner can understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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ELA	
Reading: Literature & Informational Text: Use key ideas and details to recount a text. (CC.3.RI.1; CC.3.RL.1)	
Assessed in Trimester 1, 2 & 3	Learner can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
Reading: Literature & Informational Text: Describe characters in a story and explain how their actions contribute to the sequence of events. (CC.RL.3)	
Assessed in Trimester 1 & 3	Learner can describe the character(s) in the story including their traits, motivations, or feelings and explain how their actions affect the plot of the story.
Reading: Literature & Informational Text: Compare and contrast stories written by the same author about the same or similar characters (CC.RL.9)	
Assessed in Trimester 2 & 3	Learner can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
Reading: Literature & Informational Text: Use text features and search tools to locate information in a text. (CC.RI.5)	
Assessed in Trimester 1, 2 & 3	Learner can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
Reading: Literature & Informational Text: Compare the most important details presented in two texts on the same topic. (CC.RI.9)	
Assessed in Trimester 1, 2 & 3	Learner can compare and contrast the most important points and key details presented in two texts on the same topic.
Reading: Foundational Skills: Know and apply grade-level phonics and word analysis skills in decoding words.(CC.3.RF.3)	
Assessed in Trimester 1, 2 & 3	Learner can know and apply grade-level phonics and word analysis skills in decoding words.

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Reading: Foundational Skills: Read with sufficient accuracy and fluency to support comprehension. (CC.3.RF.4)	
Assessed in Trimester 1, 2 & 3	Learner can consistently read with at least 98% accuracy, solid fluency (rate, phrasing, intonation) and with proficient comprehension within, beyond, and about the text.
Writing: Produce writing in which the development and organization are appropriate to task and purpose (CC.3.W.4)	
Assessed in Trimester 1, 2 & 3	Learner can produce writing in which the development and organization are appropriate to task and purpose.
Writing: Develop and strengthen writing by planning, revising and editing. (CC.3.W.5)	
Assessed in Trimester 1, 2 & 3	Learner can produce writing in which the development and organization are appropriate to task and purpose.
Speaking and Listening: Engage effectively in a range of collaborative discussions (CC.3.SL.1)	
Assessed in Trimester 1, 2 & 3	Learner can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly..
Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CC.3.L.2)	
Assessed in Trimester 1, 2 & 3	Learner can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Language: Determine the meaning of unknown and multiple-meaning words and phrases. (CC.3.L.4)	
Assessed in Trimester 1, 2 & 3	Learner can determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
SCIENCE	
Science and Engineering Practices: Demonstrate the steps of the scientific method when conducting investigations individually or in a group.	
Assessed in Trimester 3	Learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.

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Life Science: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	
Assessed in Trimester 2	Learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Life Science: Demonstrate understanding of the relationship between plants and animals to their specific ecosystems.	
Assessed in Trimester 1	Learner can demonstrate understanding of the relationship between plants and animals to their specific ecosystems.
Life Science: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	
Assessed in Trimester 1	Learner can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
Life Science: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
Assessed in Trimester 2	Learner can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
Physical Science: Demonstrate that the patterns of an object's motion will affect the object's future motion.	
Assessed in Trimester 3	Learner can demonstrate understanding that patterns of an object's motion will affect the object's future motion.
Earth and Space Science: Compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.	
Assessed in Trimester 3	Learner can compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.

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SOCIAL STUDIES	
Behavioral Science: Investigate and interpret interactions between individuals and groups.	
Assessed in Trimester 3	Learner can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions; give examples of how people from different cultures develop different values and ways of interpreting experiences.
Geography: Use geographic tools and ways of thinking to analyze the world.	
Assessed in Trimester 1 & 3	Learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.
History: Use historical evidence for determining cause and effect	
Assessed in Trimester 2 & 3	Learner can compare events in Wisconsin history to a current issue or event; identify different historical perspectives regarding people and events in the past; explain how historical events have possible implications on the present.
Political Science: Examine and interpret rights, privileges, and responsibilities in society.	
Assessed in Trimester 2	Learner can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; Summarize the actions of people and groups that have advanced civil rights for individuals; identify and describe basic human liberties (i.e., thought, expression, privacy); compare and contrast being a citizen of a country to the principles of good citizenship; describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization); critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
SOCIAL/EMOTIONAL DEVELOPMENT	
Uses verbal and nonverbal language to demonstrate a variety of emotions	
Assessed in Trimester 1, 2 & 3	Learner can define the concept of an emotion, use vocabulary to label emotions verbally, categorize emotions and connect facial expressions to emotion words.

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Displays age appropriate self-control	
Assessed in Trimester 1, 2 & 3	Learner can recognize and understand the difference between thoughts and feelings, emotions and strong emotions, and recognize the various zones and associated tools/strategies for self control. The learner can categorize the examples of self control.
Recognizes the feeling of another child and respond with basic comfort and empathy	
Assessed in Trimester 1, 2 & 3	Learner can identify that others have feelings by understanding the verbal/nonverbal cues in others and understand why it's important to show comfort to others.
Goal Setting: Displays curiosity, risk-taking, and willingness to engage in new experiences	
Assessed in Trimester 1, 2 & 3	Learner can understand what a goal is & how to set one
Demonstrates awareness of self as a unique individual	
Assessed in Trimester 1, 2 & 3	Learner can identify personal characteristics and understand similarities and differences between self & others
Demonstrates listening skills in conversations	
Assessed in Trimester 1, 2 & 3	Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations
Identifies and communicates needs in conflict situations	
Assessed in Trimester 1, 2 & 3	Learner can identify examples and non-examples of a problem, understand the size & severity of a problem, and how to communicate their needs to students or adults.
Recognizes that they have choices in how to respond to situations	
Assessed in Trimester 1, 2 & 3	Learner can identify what it means to make a choice and how to identify choices in different situations

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Demonstrates understanding of simple rules related primarily to personal health and safety	
Assessed in Trimester 1, 2 & 3	Learner can identify and apply school wide behavioral & safety (drill) expectations, and understand the concept of personal space
Art	
CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.	
Assessed in Trimester 1, 2 & 3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.	
Assessed in Trimester 1, 2 & 3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.
Music	
Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.	
Assessed in Trimester 1, 2 & 3	<p>3: Consistently:</p> <ul style="list-style-type: none"> Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music. <p>2: With prompting:</p> <ul style="list-style-type: none"> Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music. <p>1: With teacher support:</p> <ul style="list-style-type: none"> With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.

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Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.	
Assessed in Trimester 1, 2 & 3	<p><u>3: Consistently:</u></p> <ul style="list-style-type: none"> Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement. <p><u>2: With prompting:</u></p> <ul style="list-style-type: none"> With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement. <p><u>1: With teacher assistance:</u></p> <ul style="list-style-type: none"> With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.
Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.	
Assessed in Trimester 1, 2 & 3	<p><u>3: Consistently:</u></p> <ul style="list-style-type: none"> Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials. <p><u>2: With prompting:</u></p> <ul style="list-style-type: none"> With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials. <p><u>1: With teacher assistance:</u></p> <ul style="list-style-type: none"> With guidance, student performs as part of an ensemble.

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Physical Education	
Standard 1: The student can demonstrate competency in a variety of movements during physical activity.	
Assessed in Trimester 1, 2 & 3	<p>3: Consistently:</p> <ul style="list-style-type: none"> Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills). <p>2: With prompting:</p> <ul style="list-style-type: none"> Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders. <p>1: With teacher assistance:</p> <ul style="list-style-type: none"> Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills)
Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.	
Assessed in Trimester 1, 2 & 3	<p>3: Consistently:</p> <ul style="list-style-type: none"> Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities. <p>2: With prompting and support:</p> <ul style="list-style-type: none"> Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders. <p>1: With teacher support:</p> <ul style="list-style-type: none"> Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.

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Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it's important.	
Assessed in Trimester 1, 2 & 3	<p><u>3: Consistently:</u></p> <ul style="list-style-type: none">• Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment. <p><u>2: With prompting and support:</u></p> <ul style="list-style-type: none">• Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders. <p><u>1: With teacher support:</u></p> <ul style="list-style-type: none">• Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.