

Standards Based Report Card Rubric - 3rd Grade -Trimester 1

		<u>Exceeds Standard</u>	<u>Meets Standard</u>	<u>Progressing toward Standard</u>	<u>Beginning to Progress toward Standard</u>	<u>Insufficient Progress toward Standard</u>
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Language Arts - Reading						
<p>Reads grade level literary text for meaning and responds to text.</p> <p>Includes these skills:</p> <ul style="list-style-type: none"> -Story Elements -Character Traits -Sequence -Drawing Conclusions -Theme 	RL.3.1 RL.3.2 RL.3.3 RL.3.10	<p>Asks and answers questions to demonstrate a higher level thinking and understanding of key details in a text using evidence from the text as support.</p> <p>Student has achieved success at -STAR 3.6 or above.</p>	<p>Asks and answers questions to demonstrate consistent understanding of key details in a text using evidence from the text as support.</p> <p>Student has achieved success at -STAR 3.3 or above.</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>Student has achieved success at -STAR 3.0 or above.</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>Student has achieved success at -STAR 2.6 or above.</p>	<p><i>Student is not progressing toward the grade level standard.</i></p>
<p>Reads grade level informational text for meaning and responds to text.</p>	Not assessed this trimester.					
<p>Knows and applies grade level phonics and word analysis skills.</p> <p>Includes these patterns:</p> <ul style="list-style-type: none"> -Plural Nouns (-ies, -es) -Base Words and Endings (-ed, -er) -Vowel Patterns (ai, ea, /ou/ spelled ou and ow, /oi/ spelled oi and oy, short vowels) -Syllable Pattern VCCV 	RF.3.3 RF.3.3c	<p>Consistently knows and applies phonics and word analysis skills independently when decoding words in above grade-level text.</p> <p>Student consistently applies above-level patterns to spelling tasks.</p>	<p>Consistently knows and applies phonics and word analysis skills independently when decoding words in text.</p> <p>Student consistently applies patterns to weekly spelling tasks.</p>	<p>Sometimes knows and applies phonics and word analysis skills independently when decoding words in text.</p> <p>Student sometimes applies patterns to weekly spelling tasks.</p>	<p>Seldom knows and applies phonics and word analysis skills in decoding words.</p> <p>Student rarely applies patterns to weekly spelling tasks.</p>	<p><i>Student is not progressing toward the grade level standard.</i></p>

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Read with sufficient accuracy and fluency to support comprehension	RF.3.4 RF.3.4.a RF.3.4.b RF.3.4.c RF.3.4.d	<p>Consistently reads with sufficient accuracy, fluency and expression of above grade-level text.</p> <p><i>Reading is fluid and accurate. Student attends to internal and ending punctuation. Expression supports understanding.</i></p>	<p>Consistently reads with sufficient accuracy, fluency and expression.</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>	<p><i>Student is not progressing toward the grade level standard.</i></p>
Determines the meaning of unknown and multiple-meaning words. Includes: -Prefixes/Suffixes -Compound Words -Multiple Meaning Words -Context Clues for Unfamiliar Words	RL.3.4 L.3.4 L.3.4.a L.3.4.b	<p>Student can independently and consistently determine the meaning of unknown words and phrases based on above grade level text.</p>	<p>Student can independently and consistently determine the meaning of unknown words and phrases based on third grade reading content.</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>	<p><i>Student is not progressing toward the grade level standard.</i></p>

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Language Arts - Writing						
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 consistently uses appropriate: -capitalization at the beginning of sentences, "I," and proper nouns. -ending punctuation (different types of sentences)	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)	Student is not progressing toward the grade level standard.
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 strong evidence of an author's voice.	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 .	The student does not focus on a topic and support a main idea with details. Their writing conveys a confused message and shows no evidence of an author's voice.

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Demonstrates the ability to revise and edit		Student consistently : -re-reads own writing -corrects most errors. -revises to clarify and enhance writing.	Student consistently : -re-reads own writing -corrects most errors. -revises to improve 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.	Student does not recognize errors in their own writing.
Utilizes grade appropriate grammar		Student consistently uses above grade-level grammar and usage skills.	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.	Student does not use correct nouns and verbs to achieve subject/verb agreement.
Uses correct spelling in writing.		Student consistently applies above grade level spelling rules, patterns, and generalizations.	Student consistently applies grade level 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.	Student displays minimal mastery of grade level spelling rules, patterns, and generalizations.

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Math - Operations and Algebraic Thinking						
Interprets and applies the concepts of multiplication and division. Includes: -Multiplication as repeated addition -Multiplication as equal groups -Division as a set partitioned equally -Determining an unknown number in a multiplication/division equation (fact families)	3.OA.1 3.OA.2 3.OA.4	Meets standard and makes insightful connections to a representation of a multiplication or division sentence.	Consistently uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.	Sometimes uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.	Seldom uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.	<i>Student is not progressing toward the grade level standard.</i>
Fluently multiplies and divides within 100	3.OA.7	Fluently knows facts beyond 0x,1x,2x, 5x, 10x	Fluently knows 0x, 1x, 2x, 5x, 10x facts.	Calculates 0x, 1x, 2x, 5x, 10x facts in a reasonable amount of time.	Struggles to calculate 0x, 1x, 2x, 5x, 10x facts in a reasonable amount of time.	<i>Student is not progressing toward the grade level standard.</i>
Numbers and Operations in Base Ten						
Fluently adds multi-digit numbers	3.NBT.2	Meets standard and makes insightful connections to other ideas and concepts.	Consistently correctly adds within 100, with regrouping.	Sometimes correctly adds within 100, with regrouping.	Seldom correctly adds within 100, with regrouping.	<i>Student is not progressing toward the grade level standard.</i>
Fluently subtracts multi-digit numbers	3.NBT.2	Meets standard and makes insightful connections to other ideas and concepts.	Consistently correctly subtracts within 100, with regrouping.	Sometimes correctly subtracts within 100, with regrouping.	Seldom correctly subtracts within 100, with regrouping.	<i>Student is not progressing toward the grade level standard.</i>

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Measurement and Data						
Demonstrates understanding of area concepts.	3.MD.6 3.MD.7a 3.MD.7b	Meets standard and makes insightful connections to other ideas and concepts.	Consistently -counts unit squares to find the area. (Tiling) -finds the area of a rectangle by multiplying side lengths. -able to show that area is the same by tiling or multiplying.	Sometimes -counts unit squares to find the area. (Tiling) -finds the area of a rectangle by multiplying side lengths. -able to show that area is the same by tiling or multiplying.	Seldom -counts unit squares to find the area. (Tiling) -finds the area of a rectangle by multiplying side lengths. -able to show that area is the same by tiling or multiplying.	<i>Student is not progressing toward the grade level standard.</i>

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Social Studies						
Demonstrates content knowledge		Student consistently and independently extends understanding through applications to real-life situations.	Consistently demonstrates understanding of key concepts.	Sometimes demonstrates an understanding of key concepts of	Seldom demonstrates an understanding of key concepts	Student is not progressing toward the grade level standard.
Science						
Demonstrates knowledge of the scientific process.		Student consistently and independently extends understanding through applications to real-life situations.	Consistently demonstrates understanding of the scientific process.	Sometimes demonstrates an understanding of the scientific process.	Seldom demonstrates an understanding of the scientific process.	Student is not progressing toward the grade level standard.