

Standards Based Report Card Rubric - 3rd Grade -Trimester 2

		<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: -Story Elements -Compare and Contrast -Drawing Conclusions</p>	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 4.0 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 3.6 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 3.3 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 3.0 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> <p>Includes these skills: -Main Idea and Details -Drawing Conclusions -Compare and Contrast</p>	RI.3.1 RI.3.2 RI.3.3 RI.3.8 RI.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 4.0 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 3.6 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 3.3 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 3.0 or above.</p>	<p><i>Student is not progressing toward the grade level standard.</i></p>
Knows and applies grade level phonics and	RF.3.3	Consistently knows	Consistently knows	Sometimes knows	Seldom knows and	<i>Student is not</i>

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<p>word analysis skills.</p> <p>Includes these patterns:</p> <ul style="list-style-type: none"> -Compound Words -Consonant Patterns/Sounds -Syllable Patterns -Prefixes/Suffixes -Contractions 	RF.3.3a RF.3.3b RF.3.3c	<p>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>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>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>applies phonics and word analysis skills in decoding words.</p> <p>Student rarely applies patterns to weekly spelling tasks.</p>	<p><i>progressing toward the grade level standard.</i></p>
<p>Read with sufficient accuracy and fluency to support comprehension</p>	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>
<p>Determines the meaning of unknown and multiple- meaning words.</p> <p>Includes:</p> <ul style="list-style-type: none"> -Synonym/Antonyms 	RL.3.4 RI.3.4	<p>Student can independently and consistently determine the meaning of unknown words and</p>	<p>Student can independently and consistently determine the meaning of unknown words and</p>	<p>Student sometimes determines the meaning of unknown words and phrases based on third grade</p>	<p>Student seldom determines the meaning of unknown words and phrases based on third grade</p>	<p><i>Student is not progressing toward the grade level standard.</i></p>

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-Homonyms/Multiple Meaning Words -Context Clues for Unfamiliar Words		phrases based on above grade level text.	phrases based on third grade reading content.	reading content.	reading content.	
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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 Includes these skills: -Nouns: Common/Proper, Singular/Plural, Irregular Plural, Singular/Plural Possessive -Verbs: Subject/Verb Agreement, Past/Present/Future Tense		Student consistently uses above grade-level grammar and usage skills.	Student consistently -identifies nouns and verbs in isolation and in context. -uses nouns and verbs correctly. - achieves subject/verb agreement.	Student often -identifies nouns and verbs in isolation and in context. -uses nouns and verbs correctly. - achieves subject/verb agreement.	With support and guidance the student -identifies nouns and verbs in isolation and in context. -uses nouns and verbs correctly. - achieves subject/verb agreement.	Student does not -identifies nouns and verbs in isolation and in context. -uses nouns and verbs correctly. - achieves 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: -Division as an unknown factor.	3.OA.6	Meets standard and makes insightful connections to other ideas and concepts.	Consistently understands division as an unknown factor problem.	Sometimes understands division as an unknown factor problem.	Seldom understands division as an unknown factor problem.	<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, 3x, 4x, 5x, 6x, 7x, 10x	Fluently knows 0x,1x,2x, 3x, 4x, 5x, 6x, 7x, 10x facts.	Calculates 0x,1x,2x, 3x, 4x, 5x, 6x, 7x, 10x facts in a reasonable amount of time.	Struggles to calculate 0x,1x,2x, 3x, 4x, 5x, 6x, 7x, 10x facts in a reasonable amount of time.	<i>Student is not progressing toward the grade level standard.</i>
Applies mathematical properties of operations	3.OA.5	Meets standard and makes insightful connections to other ideas and concepts.	Consistently applies properties of operations as strategies to multiply and divide.	Sometimes applies properties of operations as strategies to multiply and divide.	Seldom applies properties of operations as strategies to multiply and divide.	<i>Student is not progressing toward the grade level standard.</i>
Solves word problems. Includes: -Multiplication and division word problems -Two step word problems.	3.OA.3 3.OA.8	Meets standard and makes insightful connections to other ideas and concepts.	Consistently solves word problems correctly, and checks the reasonableness of the answer.	Sometimes solves word problems correctly, and checks the reasonableness of the answer.	Seldom solves word problems correctly, and checks the reasonableness of the answer.	<i>Student is not progressing toward the grade level standard.</i>

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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 adds correctly, with regrouping..	Sometimes adds correctly, with regrouping..	Seldom adds correctly, 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 subtracts correctly, with regrouping.	Sometimes subtracts correctly, with regrouping.	Seldom correctly subtracts correctly, with regrouping.	<i>Student is not progressing toward the grade level standard.</i>
Fractions						
Demonstrates understanding of fraction concepts. Includes: -Fractional parts (numerator/denominator). -Equal parts of a whole as fractions. -Fractions on a number line.	3.NF.1 3.NF.2 3.NF.2a 3.NF.2b	Meets standard and makes insightful connections to other ideas and concepts.	Consistently -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	Sometimes -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	Seldom -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	<i>Student is not progressing toward the grade level standard.</i>

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Measurement and Data						
<p>Demonstrates understanding of area concepts.</p> <p>Includes:</p> <ul style="list-style-type: none"> -Measuring area by count unit squares. -Measuring area by multiplying side lengths. -Breaking figures into non-overlapping rectangles, then adding the areas to determine the total area. 	3.MD.7c 3.MD.7d	Meets standard and makes insightful connections to other ideas and concepts.	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.	Sometimes -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	Seldom -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	<i>Student is not progressing toward the grade level standard.</i>
<p>Represents and interprets data.</p> <p>Includes:</p> <ul style="list-style-type: none"> -Creating line plots. -Using line plots to solve problems. 	3.MD.4	Meets standard and makes insightful connections to other ideas and concepts.	Consistently -correctly measures to the nearest $\frac{1}{4}$ or $\frac{1}{2}$ inch. -uses data to make a line plot. -uses a line plot to answer questions.	Sometimes -correctly measures to the nearest $\frac{1}{4}$ or $\frac{1}{2}$ inch. -uses data to make a line plot. -uses a line plot to answer questions.	Seldom -correctly measures to the nearest $\frac{1}{4}$ or $\frac{1}{2}$ inch. -uses data to make a line plot. -uses a line plot to answer questions.	<i>Student is not progressing toward the grade level standard.</i>

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<p>Uses units of measurement to solve word problems.</p> <p>Includes:</p> <ul style="list-style-type: none"> -Telling and writing time to the nearest minute. -Elapsed time. -Liquid volume and mass shown in visual representations 	<p>3.MD.1 3.MD.2</p>	<p>Meets standard and makes insightful connections to other ideas and concepts.</p>	<p>Consistently</p> <ul style="list-style-type: none"> -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>Sometimes</p> <ul style="list-style-type: none"> -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>Seldom</p> <ul style="list-style-type: none"> -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><i>Student is not progressing toward the grade level standard.</i></p>

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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 understanding 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.