

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

		<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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<b>Language Arts - Reading</b>						
<p>Reads grade level literary text for meaning and responds to text.</p> <p>Includes these skills:            -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 <b>higher level thinking</b> and understanding of key details in a text using evidence from the text as support.</p> <p>Student has achieved success at            -STAR 4.3 or above.</p>	<p>Asks and answers questions to demonstrate <b>consistent</b> 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 <b>partial</b> 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 <b>limited</b> 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><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:            -Author's Purpose            -Main Idea and Details            -Generalize            -Fact/Opinion            -Cause/Effect            -Sequence</p>	RI.3.1 RI.3.2 RI.3.3 RI.3.8 RI.3.10	<p>Asks and answers questions to demonstrate a <b>higher level thinking</b> and understanding of key details in a text using evidence from the text as support.</p> <p>Student has achieved success at            -STAR 4.3 or above.</p>	<p>Asks and answers questions to demonstrate <b>consistent</b> 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 <b>partial</b> 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 <b>limited</b> 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><i>Student is not progressing toward the grade level standard.</i></p>

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<p>Knows and applies grade level phonics and word analysis skills.</p> <p>Includes these patterns:                      -Syllable Patterns                      -Vowel Sounds                      -Plurals                      -Prefixes/Suffixes                      -Homophones</p>	RF.3.3 RF.3.3a RF.3.3b RF.3.3c RF.3.3d	<p><b>Consistently</b> knows and applies phonics and word analysis skills independently when decoding words in <b>above grade-level</b> text.</p> <p>Student consistently applies above-level patterns to spelling tasks.</p>	<p><b>Consistently</b> 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><b>Sometimes</b> 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><b>Seldom</b> 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>
<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><b>Consistently</b> reads with sufficient accuracy, fluency and expression of <b>above grade-level</b> text.</p> <p><i>Reading is fluid and accurate. Student attends to internal and ending punctuation. Expression supports understanding.</i></p>	<p><b>Consistently</b> 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><b>Sometimes</b> reads with sufficient accuracy, fluency and expression.</p> <p><i>Reading is somewhat fluent with little regard to punctuation.</i></p>	<p><b>Seldom</b> 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>

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<p>Determines the meaning of unknown and multiple- meaning words.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>-Compound Words</li> <li>-Homonyms/Multiple Meaning Words</li> <li>-Synonyms/Antonyms</li> <li>-Context Clues for Unfamiliar Words</li> </ul>	<p>RI.3.4 L.3.4 L.3.4.a L.3.4.b</p>	<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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<b>Language Arts - Writing</b>						
Uses appropriate mechanics in writing.		Student <b>consistently</b> uses appropriate:  <b>-capitalization</b> at the beginning of sentences, "I," and proper nouns. <b>-ending punctuation</b> (different types of sentences) <b>-commas, and quotation marks.</b>	Student <b>consistently</b> uses appropriate:  <b>-capitalization</b> at the beginning of sentences, "I," and proper nouns. <b>-ending punctuation</b> (different types of sentences)	Student <b>frequently</b> uses appropriate:  <b>-capitalization</b> at the beginning of sentences, "I," and proper nouns. <b>-ending punctuation</b> (different types of sentences)	With <b>support</b> , student uses appropriate:  <b>-capitalization</b> at the beginning of sentences, "I," and proper nouns. <b>-ending punctuation</b> (different types of sentences)	Student is <b>not</b> progressing toward the grade level standard.
Produces and organizes a variety of writing.		Student <b>consistently</b> produces writing that:  <b>-focuses</b> on a topic <b>-supports</b> a main idea with some <b>details</b> . <b>-uses</b> interesting and <b>descriptive language</b> <b>-conveys</b> a clear message with a <b>logical sequence</b> .  The writing displays <b>strong</b> evidence of an author's voice.	Student <b>consistently</b> produces writing that:  <b>-focuses</b> on a topic <b>-supports</b> a main idea with some <b>details</b> . <b>-uses</b> interesting and <b>descriptive language</b> <b>-conveys</b> a clear message with a <b>logical sequence</b> .  The writing displays evidence of an author's voice.	With <b>support and guidance</b> , the student produces writing that:  <b>-focuses</b> on a topic <b>-supports</b> a main idea with some <b>details</b> . <b>-uses</b> interesting and <b>descriptive language</b> <b>-conveys</b> a clear message with a <b>logical sequence</b> .  The writing begins to display evidence of an author's voice.	With <b>support and guidance</b> , the student is <b>beginning</b> to produce writing that:  <b>-focuses</b> on a topic <b>-supports</b> a main idea with some <b>details</b> . <b>-uses</b> interesting and <b>descriptive language</b> <b>-conveys</b> a clear message with a <b>logical sequence</b> .	The student <b>does not</b> 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		<p><b>Student consistently:</b></p> <ul style="list-style-type: none"> <li>-re-reads own writing</li> <li>-corrects most errors.</li> <li>-revises to clarify and enhance writing.</li> </ul>	<p><b>Student consistently:</b></p> <ul style="list-style-type: none"> <li>-re-reads own writing</li> <li>-corrects most errors.</li> <li>-revises to improve writing.</li> </ul>	<p><b>With guidance and support, the student:</b></p> <ul style="list-style-type: none"> <li>-re-reads own writing</li> <li>-begins to recognize errors.</li> <li>-corrects some errors</li> </ul>	<p><b>With guidance and support the student:</b></p> <ul style="list-style-type: none"> <li>-re-reads own writing</li> <li>-begins to recognize some errors.</li> </ul>	<p>Student <b>does not</b> recognize errors in their own writing.</p>
<p>Utilizes grade appropriate grammar</p> <p>Includes these skills:</p> <ul style="list-style-type: none"> <li>-Pronouns</li> <li>-Prepositions</li> <li>-Adjectives: Comparative/Superlative,</li> <li>-Articles</li> <li>-Conjunctions</li> </ul>		<p><b>Student consistently</b> uses <b>above</b> grade-level grammar and usage skills.</p>	<p><b>Student consistently</b> identifies and uses a variety of grammar skills (see column 1) in isolation and in context.</p> <ul style="list-style-type: none"> <li>-achieves subject/verb agreement.</li> </ul>	<p>Student <b>often</b> identifies and uses a variety of grammar skills (see column 1) in isolation and in context.</p> <ul style="list-style-type: none"> <li>-achieves subject/verb agreement.</li> </ul>	<p><b>With support and guidance</b> the student identifies and uses a variety of grammar skills (see column 1) in isolation and in context.</p> <ul style="list-style-type: none"> <li>-achieves subject/verb agreement.</li> </ul>	<p>Student <b>does not</b> use grammar skills (see column 1) correctly .</p> <ul style="list-style-type: none"> <li>-does not achieve subject/verb agreement.</li> </ul>
Uses correct spelling in writing.		<p><b>Student consistently</b> applies <b>above</b> grade level spelling rules, patterns, and generalizations.</p>	<p><b>Student consistently</b> applies grade level spelling rules, patterns, and generalizations.</p>	<p>Student <b>sometimes</b> applies grade level spelling rules, patterns, and generalizations.</p>	<p>Student <b>rarely</b> applies grade level spelling rules, patterns, and generalizations.</p>	<p>Student displays <b>minimal mastery</b> of grade level spelling rules, patterns, and generalizations.</p>

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<b>Math - Operations and Algebraic Thinking</b>						
Interprets and applies the concepts of multiplication and division.  Includes: -Division as an unknown factor.	3.OA.6	<b>Meets standard and makes insightful connections</b> 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-10x	Fluently knows 0x-10x facts.	Calculates 0x-10x facts in a reasonable amount of time.	Struggles to calculate 0x-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	<b>Meets standard and makes insightful connections</b> 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	<b>Meets standard and makes insightful connections</b> 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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<b>Numbers and Operations in Base Ten</b>						
Fluently adds multi-digit numbers.	3.NBT.2	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> adds correctly, with regrouping..	<b>Sometimes</b> adds correctly, with regrouping..	<b>Seldom</b> adds correctly, with regrouping..	<i>Student is not progressing toward the grade level standard.</i>
Fluently subtracts multi-digit numbers.	3.NBT.2	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> subtracts correctly, with regrouping.	<b>Sometimes</b> subtracts correctly, with regrouping.	<b>Seldom</b> correctly subtracts correctly, with regrouping.	<i>Student is not progressing toward the grade level standard.</i>
<b>Fractions</b>						
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	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	<b>Sometimes</b> -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line.	<b>Seldom</b> -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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<p>Demonstrates understanding of fraction equivalency.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>-Equivalent fractions on a number line.</li> <li>-Equivalent fractions using visual models.</li> <li>-Fractions of a set.</li> <li>-Fractions representing whole numbers.</li> <li>-Comparing fractions.</li> </ul>	3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly.	<b>Sometimes</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly.	<b>Seldom</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly.	<i>Student is not progressing toward the grade level standard.</i>
<b>Geometry</b>						
Understands and uses attributes of shapes.	3.G.1	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes.	<b>Sometimes</b> -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes.	<b>Seldom</b> -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes.	<i>Student is not progressing toward the grade level standard.</i>

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<b>Measurement and Data</b>						
<p>Demonstrates understanding of area concepts.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>-Measuring area by count unit squares.</li> <li>-Measuring area by multiplying side lengths.</li> <li>-Breaking figures into non-overlapping rectangles, then adding the areas to determine the total area.</li> <li>-Area models to explain distributive property.</li> <li>-Perimeter</li> </ul>	3.MD.7c 3.MD.7d 3.MD.8	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> -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. -creates and interprets area models. -determines perimeter.	<b>Sometimes</b> -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line. -creates and interprets area models. -determines perimeter.	<b>Seldom</b> -interprets fractional parts -represents equal parts of a whole as fractions -represents fractions on a number line. -creates and interprets area models. -determines perimeter.	<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"> <li>-Bar graphs and pictographs.</li> <li>-Using bar graphs and pictographs to solve problems.</li> </ul>	3.MD.3	<b>Meets standard</b> and makes insightful connections to other ideas and concepts.	<b>Consistently</b> -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions.	<b>Sometimes</b> -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions	<b>Seldom</b> -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph 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"> <li>-Telling and writing time to the nearest minute.</li> <li>-Elapsed time.</li> <li>-Liquid volume and mass shown in visual representations</li> </ul>	<p>3.MD.1 3.MD.2</p>	<p><b>Meets standard</b> and makes insightful connections to other ideas and concepts.</p>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>-correctly tells and writes time to the nearest minute.</li> <li>-solves addition and subtraction word problems involving elapsed time.</li> <li>-correctly determines liquid volume or mass shown in pictures.</li> <li>-uses measurements of volume or mass to solve word problems.</li> </ul>	<p><b>Sometimes</b></p> <ul style="list-style-type: none"> <li>-correctly tells and writes time to the nearest minute.</li> <li>-solves addition and subtraction word problems involving elapsed time.</li> <li>-correctly determines liquid volume or mass shown in pictures.</li> <li>-uses measurements of volume or mass to solve word problems.</li> </ul>	<p><b>Seldom</b></p> <ul style="list-style-type: none"> <li>-correctly tells and writes time to the nearest minute.</li> <li>-solves addition and subtraction word problems involving elapsed time.</li> <li>-correctly determines liquid volume or mass shown in pictures.</li> <li>-uses measurements of volume or mass to solve word problems.</li> </ul>	<p><i>Student is not progressing toward the grade level standard.</i></p>

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