# GRADE 3 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

| ES | MS | PS | BP | I | NA |
|---|---|---|---|---|---|
| Exceeds Standard | Meets Standard | Progressing Towards Standard | Beginning to Progress Towards Standard | Insufficient Progress Towards Standard | Progress Not Assessed At This Time |

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

| RUBRIC | | |
|---|---|---|
| Outstanding + | Satisfactory = | Improvement Needed - |

# LANGUAGE ARTS - READING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Reads grade level literary text for meaning and responds to text<br><br>RL.3.1, RL.3.2, RL.3.3, RL.3.10 | Asks and answers questions to demonstrate **consistent (or higher level)** understanding of key details in a text using evidence from the text as support. | Asks and answers questions to demonstrate **partial** understanding of key details in a text using evidence from the text as support. | Asks and answers questions to demonstrate **limited** understanding of key details in a text using evidence from the text as support. |
| Reads grade level informational text for meaning and responds to text.<br><br>RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10 | Asks and answers questions to demonstrate **consistent (or higher level)** understanding of key details in a text using evidence from the text as support | Asks and answers questions to demonstrate **partial** understanding of key details in a text using evidence from the text as support. | Asks and answers questions to demonstrate **limited** understanding of key details in a text using evidence from the text as support. |
| Knows and applies grade level phonics and word analysis skills.<br><br>RF.3.3, RF.3.3c | **Consistently** knows and applies phonics and word analysis skills independently when decoding words in **above grade level** text. | **Sometimes** knows and applies phonics and word analysis skills independently when decoding words in text. | **Seldom** knows and applies phonics and word analysis skills in decoding words. |
| Read with sufficient accuracy and fluency to support comprehension | **Consistently** reads with sufficient accuracy, fluency and expression of **on-level** (or **above grade-level**) text.<br><br>*Reading is fluent and student attends to most ending punctuation and some internal punctuation. Expression is matched to text* | **Sometimes** reads with sufficient accuracy, fluency and expression.<br><br>*Reading is somewhat fluent with little regard to punctuation.* | **Seldom** reads with sufficient accuracy, fluency and expression.<br><br>*Reading is choppy and/or slow with no regard to punctuation* |

| RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c, RF.3.4.d | | | |
|---|---|---|---|
| Determines the meaning of unknown and multiple-meaning words.<br><br>RL.3.4, L.3.4, L.3.4.a, L.3.4.b | Student can **independently** and **consistently** determine the meaning of unknown words and phrases based on third grade reading content (or above). | Student **sometimes** determines the meaning of unknown words and phrases based on third grade reading content. | Student **seldom** determines the meaning of unknown words and phrases based on third grade reading content. |

# LANGUAGE ARTS - WRITING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Uses appropriate mechanics in writing. | Student **consistently** uses appropriate:<br><br>-**capitalization** at the beginning of sentences, "I," and proper nouns.<br>-**ending punctuation** (different types of sentences)<br>-**commas, and quotation marks.** | Student **frequently** uses appropriate:<br><br>-**capitalization** at the beginning of sentences, "I," and proper nouns.<br>-**ending punctuation** (different types of sentences) | With **support**, student uses appropriate:<br><br>-**capitalization** at the beginning of sentences, "I," and proper nouns.<br>-**ending punctuation** (different types of sentences) |
| Produces and organizes a variety of writing. | Student **consistently** produces writing that:<br><br>-**focuses** on a topic<br>-supports a main idea with some **details.**<br>-uses interesting and **descriptive language**<br>-conveys a clear message with a **logical sequence.**<br><br>The writing displays evidence of an author's voice. | **With support and guidance**, the student produces writing that:<br><br>-**focuses** on a topic<br>-supports a main idea with some **details.**<br>-uses interesting and **descriptive language**<br>-conveys a clear message with a **logical sequence**.<br><br>The writing begins to display evidence of an author's voice | **With support and guidance**, the student is **beginning** to produce writing that:<br><br>-**focuses** on a topic<br>-supports a main idea with some **details.**<br>-uses interesting and **descriptive language**<br>-conveys a clear message with a **logical sequence.** |
| Demonstrates the ability to revise and edit | Student **consistently**:<br><br>-**re-reads** own writing<br>-**corrects** most errors<br>-**revises** to clarify and enhance writing | **With guidance and support**, the student:<br><br>-**re-reads** own writing<br>-**begins to recognize** errors<br>-**corrects** some errors | **With guidance and support** the student:<br><br>-**re-reads** own writing<br>-**begins to recognize** some errors |
| Utilizes grade appropriate grammar | 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. |

| Uses grade appropriate spelling in writing. | Student **consistently** applies 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. |
|---|---|---|---|

# MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Interprets and applies the concepts of multiplication and division.<br><br>3.OA.1, 3.OA.2, 3.OA.4 | **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. |
| Fluently multiplies and divides within 100<br><br>3.OA.7 | **Fluently** knows 0-10x facts. | Calculates 0-10x facts in a **reasonable** amount of time. | **Struggles** to calculate 0- 10x facts in a reasonable amount of time. |
| Applies patterns and mathematical properties of operations<br><br>3.OA.5 | **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. |
| Solves word problems.<br><br>3.OA.3, 3.OA.8 | **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. |

# MATH: NUMBER AND OPERATIONS IN BASE TEN INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Fluently adds and subtracts multi-digit numbers  3.NBT.2 | Consistently correctly adds and subtracts within 1000, with regrouping. | Sometimes correctly adds and subtracts within 1000, with regrouping. | Seldom correctly adds and subtracts within 1000, with regrouping. |
| Uses place value to round whole numbers  3.NBT.A.1 | Consistently rounds whole numbers to any given place. | Sometimes rounds whole numbers to any given place. | Seldom rounds whole numbers to any given place. |

# MATH: FRACTIONS INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Demonstrates understanding of fraction concepts<br><br>3.NF.1, 3.NF.2, 3.NF.2a, 3.NF.2b | **Consistently**<br>-interprets fractional parts.<br>-represents equal parts of a whole as fractions.<br>-represents fractions on a number line. | **Sometimes**<br>-interprets fractional parts.<br>-represents equal parts of a whole as fractions.<br>-represents fractions on a number line. | **Seldom**<br>-interprets fractional parts.<br>-represents equal parts of a whole as fractions.<br>-represents fractions on a number line. |
| Demonstrates understanding of fraction equivalency<br><br>3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d | **Consistently**<br>-uses a number line to show fraction equivalency.<br>-shows fraction equivalency using visual models.<br>- determines the number of items in a fraction of a set.<br>- identifies fractions that represent whole numbers.<br>- compares fractions correctly. | **Sometimes**<br>-uses a number line to show fraction equivalency.<br>-shows fraction equivalency using visual models.<br>-determines the number of items in a fraction of a set.<br>-identifies fractions that represent whole numbers.<br>-compares fractions correctly. | **Seldom**<br>-uses a number line to show fraction equivalency.<br>-shows fraction equivalency using visual models.<br>-determines the number of items in a fraction of a set.<br>-identifies fractions that represent whole numbers.<br>-compares fractions correctly. |

# MATH: MEASUREMENT AND DATA INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Demonstrates understanding of area concepts.<br><br>3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d | 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. -creates and interprets area models. -determines perimeter. | Sometimes -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 | Seldom -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. |
| Demonstrates understanding of perimeter.<br><br>3.MD.8 | Consistently determines perimeter. | Sometimes determines perimeter. | Seldom determines perimeter. |
| Represents and interprets data.<br><br>3.MD.3 | Consistently -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions. | Sometimes -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions | Seldom -uses data to make a bar graph or pictograph. -uses a bar graph or pictograph to answer questions. |
| Uses units of measurement to solve word problems.<br><br>3.MD.1, 3.MD.2 | Consistently -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. | Sometimes -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 | Seldom -correctly tells and writes time to the nearest minute. -solves addition and subtraction word problems involving elapsed time. -correctly determines liquid volume or mass to solve word problems. -uses measurements of volume or mass to solve word problems. |

# MATH: GEOMETRY INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Understands and uses attributes of shapes.<br><br>3.G.1 | **Consistently**<br>-recognizes and names shapes based on their attributes.<br>-categorizes shapes based on their attributes. | **Sometimes**<br>-recognizes and names shapes based on their attributes.<br>- categorizes shapes based on their attributes | **Seldom**<br>-recognizes and names shapes based on their attributes.<br>-categorizes shapes based on their attributes. |

# SCIENCE INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Demonstrates content knowledge. | **Consistently** demonstrates understanding of key concepts. | **Sometimes** demonstrates an understanding of key concepts | **Seldom** demonstrates an understanding of key concepts |
| Plans and conducts investigations.<br><br>3-LS1, 3-PS2-1, 3-PS2-3, 3-PS2-4 | Student is **consistent** in accurately planning and conducting investigations. | Student is **sometimes** accurate in planning and conducting investigations. | Student is **seldom** accurate in planning and conducting investigations. |
| Collects/Analyzes /Shares data<br><br>3-ESS2, 3-ESS3, 3-LS2, 3-LS3, 3-LS4, 3-PS2-2 | Student **consistently** reaches expected conclusions/findings. | Student **sometimes** reaches expected conclusions/findings | Student **seldom** reaches expected conclusions/findings. |

# SOCIAL STUDIES INDICATORS

| SKILL/ STANDARD | OUTSTANDING + | SATISFACTORY = | IMPROVEMENT NEEDED - |
|---|---|---|---|
| Demonstrates content knowledge | **Consistently** demonstrates understanding of key concepts. | **Sometimes** demonstrates an understanding of key concepts. | **Seldom** demonstrates an understanding of key concepts. |