

3rd Grade Standard Based Report Rubric

Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Reads and comprehends text on grade level	Independently reads and comprehends text on grade level.	Reads and comprehends text below grade level.	Reads and comprehends text well below grade level.
Describe characters	Independently, the student will be able to refer to details text when making inferences, summarizing text and identifying story elements.	With prompting and support, student will be able to refer to details from text when making inferences, summarizing text and identifying story elements.	With teacher support, student will be able to refer to details from text when making inferences, summarizing text and identifying story elements.
Identify point of view	Independently, the student will be able identify point of view.	With prompting and support, the student will be able identify point of view.	With teacher support, the student will be able identify point of view.
Compare and contrast texts	Independently, the student will be able to use multiple sources on the same topic for comprehension.	With prompting and support, student will be able to use multiple sources on the same topic for comprehension.	With teacher support, student will be able to use multiple sources on the same topic for comprehension.
Use grade level appropriate capitalization, punctuation, and spelling.	Consistently uses grade level appropriate capitalization, punctuation, and spelling.	Sometimes uses grade level appropriate capitalization, punctuation, and spelling.	Seldom or never uses grade level appropriate capitalization, punctuation, and spelling.
Use spelling patterns and generalizations in writing words.	Consistently uses spelling patterns and generalizations in writing words.	Sometimes uses spelling patterns and generalizations in writing words.	Seldom or never uses spelling patterns and generalizations in writing words.
Use grade level appropriate grammar correctly when writing and speaking.	Consistently uses grade level appropriate grammar when writing.	Sometimes uses grade level appropriate grammar when writing.	Seldom or never uses grade level appropriate grammar when writing.
Participates in Group Discussion	Consistently participates in teacher and peer directed discussions	Sometimes participates in teacher and peer directed discussions.	Seldom or never participates in teacher and peer directed discussions.
Write opinion pieces.	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Student shows limited writing skills according to the writing rubric.
Write informative/explanatory pieces.	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Student shows limited writing skills according to the writing rubric.

Write narrative pieces.	Student shows proficiency in writing skills according to the writing rubric.	Student shows developing writing skills according to the writing rubric.	Student shows limited writing skills according to the writing rubric.
Handwriting and penmanship	Consistently demonstrates grade level handwriting and penmanship	Sometimes demonstrates grade level handwriting and penmanship	Seldom or never demonstrates grade level handwriting and penmanship

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Fluently add within 1,000 using various strategies.	Independently able to model and solve problems involving addition using a variety of strategies within 1000.	With prompting and support, able to model and solve problems involving addition using a variety of strategies within 1000.	Unable to model or solve problems involving addition within 1000.
Fluently subtract within 1,000 using various strategies.	Independently able to model and solve problems involving subtraction using a variety of strategies within 1000.	With prompting and support, able to model and solve problems involving subtraction using a variety of strategies within 1000.	Unable to model or solve problems involving subtraction within 1000.
Fluently model, and solve problems involving multiplication.	Independently able to model and solve problems involving multiplication using a variety of strategies.	With prompting and support, able to model and solve problems involving multiplication using a variety of strategies.	Unable to model or solve problems involving multiplication.
Fluently, model, and solve problems involving division.	Independently able to model and solve problems involving division using a variety of strategies.	With prompting and support, able to model and solve problems involving division using a variety of strategies.	Unable to model or solve problems involving division.
Fluently multiply within 100.	Know from memory all products of 2 one-digit numbers. Example: $7 \times 4 = 28$ (product) $28 \div 4 = 7$ (quotient)	Know all products of 2 one-digit numbers using a variety of strategies. Example: pictures, counting, time	Unable to consistently multiply using 2 one-digit numbers.
Fluently divide within 100.	Know from memory quotients of 2 one-digit numbers. Example: $7 \times 4 = 28$ (product) $28 \div 4 = 7$ (quotient)	Know all quotients of 2 one-digit numbers using a variety of strategies. Example: pictures, counting, time	Unable to consistently divide using 2 one-digit numbers.
Solve one and two-step word problems.	Student is able to accurately solve one and two-step word problem using the four operations.	With prompting and support, student is able to solve one and two-step word problems using at least two operations (+/-).	Unable to accurately solve one and two-step word problems with teacher support.

Use rounding to solve problems of estimation	Able to use rounding to solve problems of estimation independently	Able to use rounding to solve problems of estimation with prompting and support.	Unable to use rounding to solve problems of estimation with teacher support.
Form fractions by breaking a whole into equal parts.	Able to divide and label a shape into equal parts.	Able to divide and label a shape into equal parts with prompting and support.	Unable to divide and label a shape into equal parts with teacher support.
Compare fractions. Example: (greater than >, less than <, or equal to =)	Generate and compare equal and unequal fractions independently.	Generate and compare equal and unequal fractions with support. Example: teacher, objects, drawing	Unable to generate and compare equal and unequal fractions with teacher support.
Tell and write time to the nearest minute and measure time intervals in minutes.	Able to tell and write time to the nearest minute and measure time intervals in minutes independently.	Able to tell and write time to the nearest minute and measure time intervals in minutes with prompting and support.	Unable to tell and write time to the nearest minute and measure time intervals in minutes with teacher support.
Solve problems using measurement and estimation of liquids and masses	Able to solve problems using measurement and estimation of liquids and masses independently. Standard units: grams (g), kilograms (kg), and liters (l).	Able to solve problems using measurement and estimation of liquids and masses with prompting and support. Standard units: grams (g), kilograms (kg), and liters (l).	Unable to solve problems using measurement and estimation of liquids and masses.
Solve simple problems by creating and using information in a graph.	Able to solve simple problems by reading and creating a graph.	Able to solve simple problems by reading a graph.	Unable to solve simple problems by creating and using information in a graph with teacher support.
Find and solve perimeter of a variety of shapes.	Able to find the perimeter of a variety of shapes using addition.	Able to find the perimeter of a variety of shapes with prompting and support.	Unable to find the perimeter of a variety of shapes.

Find and solve area of a variety of shapes.	Able to find the area of a variety of shapes using multiplication.	Able to find the area of a variety of shapes using models and counting.	Unable to find the area of a variety of shapes.
Recognize shapes and their attributes.	Able to recognize shapes and their attributes problems independently.	Able to recognize shapes and their attributes with prompting and support.	Unable to recognize shapes and their attributes with teacher support.

Learning Behaviors/Work Habits

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Listens, follows directions, and displays appropriate behavior.	Consistently listens, follows directions, and displays appropriate behavior.	Sometimes listens, follows directions, and displays appropriate behavior.	Seldom or never listens, follows directions, and displays appropriate behavior.
Completes and returns quality work.	Consistently completes and returns quality work.	Sometimes completes and returns quality work.	Seldom or never completes and returns quality work.
Respects others and others' property.	Consistently respects others and others' property.	Sometimes respects others and others' property.	Seldom or never respects others and others' property.
Uses time effectively.	Consistently uses time effectively.	Sometimes uses time effectively.	Seldom or never uses time effectively.
Shows PRIDE in daily class work.	Consistently shows PRIDE in daily class work.	Sometimes shows PRIDE in daily class work.	Seldom or never shows PRIDE in daily class work.