

3rd Grade Standard Based Report Rubric

English Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Text Fluency	Students are able to read 112 words a minute on grade level texts by the end of the school year.	Students are able to read at least 94 words a minute on grade level texts by the end of the school year.	Students read under 94 words a minute on grade level texts by the end of the school year.
Reading Comprehension and Complexity	Independently reads and comprehends text on grade level.	Reads and comprehends text below grade level.	Reads and comprehends text well below grade level.
Textual Evidence- Literature	Independently, the student will be able to refer to the theme when making inferences, summarizing text and identifying story elements.	With prompting and support, students will be able to refer to the theme when making inferences, summarizing text and identifying story elements.	With teacher support, students will be able to refer to the theme when making inferences, summarizing text and identifying story elements.
Textual Evidence- Nonfiction	Independently, the student will be able to refer to the main idea when making inferences, summarizing text and identifying key details.	With prompting and support, students will be able to refer to the main idea when making inferences, summarizing text and identifying key details.	With teacher support, students will be able to refer to the main idea when making inferences, summarizing text and identifying key details.
Vocabulary	Independently, the student will be able to recognize and identify synonyms for grade level words.	With prompting and support, students will be able to recognize and identify synonyms for grade level words.	With teacher support, students will be able to recognize and identify synonyms for grade level words.
Appropriate Mechanics	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 when 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.

<p>Write Informational Performance Texts</p>	<p>Students show proficiency in writing skills by:</p> <ul style="list-style-type: none"> ● Clear Main Idea ● Well-organized and stays on topic ● Has an Introduction and Conclusion ● Uses transitions ● Uses details from the sources to support your main idea 	<p>Students show developing writing skills by:</p> <ul style="list-style-type: none"> ● Clear Main Idea ● Well-organized and stays on topic ● Has an Introduction and Conclusion ● Uses transitions ● Uses details from the sources to support your main idea 	<p>Students show limited writing skills by:</p> <ul style="list-style-type: none"> ● Clear Main Idea ● Well-organized and stays on topic ● Has an Introduction and Conclusion ● Uses transitions ● Uses details from the sources to support your main idea
<p>Write Opinion Performance Texts</p>	<p>Students show proficiency in writing skills by:</p> <ul style="list-style-type: none"> ● Opinion is introduced, clearly communicated, and the focus is strongly maintained ● Consistent use of a variety of transitional strategies ● Effective introduction and conclusion ● logical progression of ideas from beginning to end evidence from sources is integrated 	<p>Students show developing writing skills by:</p> <ul style="list-style-type: none"> ● Opinion is introduced, clearly communicated, and the focus is strongly maintained ● Consistent use of a variety of transitional strategies ● Effective introduction and conclusion ● logical progression of ideas from beginning to end evidence from sources is integrated 	<p>Student shows limited writing skills by:</p> <ul style="list-style-type: none"> ● Opinion is introduced, clearly communicated, and the focus is strongly maintained ● Consistent use of a variety of transitional strategies ● Effective introduction and conclusion ● logical progression of ideas from beginning to end evidence from sources is integrated
<p>Write Narrative Performance Texts</p>	<p>Students show proficiency in writing skills by:</p> <ul style="list-style-type: none"> ● Logical sequence of events ● Characters, experiences, and settings are clearly developed ● Effective opening and closing for audience and purpose ● Use of transitional strategies connections to source materials that enhance the narrative 	<p>Students show developing writing skills by:</p> <ul style="list-style-type: none"> ● Logical sequence of events ● Characters, experiences, and settings are clearly developed ● Effective opening and closing for audience and purpose ● Use of transitional strategies connections to source materials that enhance the narrative 	<p>Students show limited writing skills by:</p> <ul style="list-style-type: none"> ● Logical sequence of events ● Characters, experiences, and settings are clearly developed ● Effective opening and closing for audience and purpose ● Use of transitional strategies connections to source materials that enhance the narrative
<p>Write Compare and Contrast Texts</p>	<p>Independently, the student will be able to use multiple sources on the same topic for comprehension.</p>	<p>With prompting and support, students will be able to use multiple sources on the same topic for comprehension.</p>	<p>With teacher support, students will be able to use multiple sources on the same topic for comprehension.</p>

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Fluently add within 1,000	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	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 multiply With Facts (0-12).	Know from memory all products of 2 one-digit numbers. Example: $7 \times 4 = 28$ (product)	Know all products of 2 one-digit numbers using a variety of strategies. Example: arrays, counting, times chart	Unable to consistently multiply using 2 one-digit numbers.
Fluently divide With Facts (0-12)	Know from memory quotients of 2 one digit numbers. Example: $28 \div 4 = 7$ (quotient)	Know all quotients of 2 one-digit numbers using a variety of strategies. Example: arrays, counting, times chart	Unable to consistently divide using 2 one-digit numbers.
Solve Word Problems Using 4 Operations	Students are able to accurately solve one and two-step word problems using the four operations.	With prompting and support, students are 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 Understand Place Value	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.
Partition and Identify Fractions	Able to divide and label a shape into equal parts.	Able to divide and label a shape into equal parts with prompting and	Unable to divide and label a shape into equal parts with teacher support.

		support.	
Compare fractions Using Multiple Strategies	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.
Create a graph and Solve Related Word Problems	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.
Tell and write time to the nearest minute	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.
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.
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.

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.
Respect others and others' property.	Consistently respects others and others' property.	Sometimes respect 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.