

Third Grade Report Card Rubric

STUDENT NAME _____

TEACHER _____

ACADEMIC YEAR _____

Performance levels are used to reflect the pupil's progress towards meeting each learning standard. The levels are:

4- The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.

2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

1 - The student is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Reading Literature and Informational Text**AREA OF ASSESSMENT:**

Asks and answers questions to show understanding using specific details from the text to support answers.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently be able to demonstrate <ul style="list-style-type: none"> all of the criteria for “meets” from an above grade-level or complex text make relevant connections when explaining what the text states and when drawing inferences from the text 		
3	Independently able to <ul style="list-style-type: none"> Refer to specific text to support answers and to craft questions Explicitly locate evidence in the text to support answers and to craft questions of a factual nature Answer and ask both factual questions and inferential questions that require reasoning from the reader 		
2	<p>With prompting and support, student can</p> <ul style="list-style-type: none"> answer some questions about <u>benchmark or below benchmark texts</u> read. 		<p>With teacher prompting and support, student can</p> <ul style="list-style-type: none"> ask and answer questions relevant to key ideas and details about <u>benchmark texts</u>. ask and answer questions <u>relevant to key ideas and details</u> about <u>below benchmark texts</u> read.
1	<p>With consistent prompting and support, student has difficulty answering questions about <u>below benchmark texts</u> read.</p>		<p>With consistent prompting and support, student has difficulty</p> <ul style="list-style-type: none"> asking and answering questions <u>relevant to key</u> ideas and details about below benchmark texts read.

AREA OF ASSESSMENT: Identify the central idea (main idea) of a text and use details from the text to prove the main idea.

Score	Trimester 1	Trimester 2	Trimester 3
4		Consistently and independently demonstrates and uses details in supporting the main idea <ul style="list-style-type: none"> when summarizing a complex or above grade-level text 	
3		Independently able to <ul style="list-style-type: none"> Determine central messages or main ideas in a text Identify details to support the theme/main idea Analyze how the details of the text help to support and reveal the central idea or theme 	
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Describe the character in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to: <ul style="list-style-type: none"> Describe in depth characters in a narrative using literal and inferential details Analyze the motivations of central characters and explain how their actions contribute to the plot 		
3	Independently able to <ul style="list-style-type: none"> Closely read text to determine the important events, ideas, or concepts Identify the main characters in a story Describe the characters using literal and inferential story details Analyze how the actions of characters influence the story events 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to determine the meaning of key words and phrases as they are used in above grade-level or complex texts		
3	Independently able to <ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language 		
2	Making progress with teacher support and/or may be <ul style="list-style-type: none"> inconsistent in determining the meaning of words in grade-level text 		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Identify/Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to <ul style="list-style-type: none"> • Refer to the structure of a text when explaining (through writing or by speaking) the significance of story events • Consider why the structural elements of the text were necessary to convey the message of the author 		
3	Independently able to <ul style="list-style-type: none"> • Describe how various parts build on one another not only in stories, but in dramas and poems • Identify the parts of this story (chapters, stanzas, scenes) • Determine how the parts of a story are connected or organized (time order, topic) 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Distinguish their own point of view from that of the narrator (3rd person) or those of the characters (1st person).

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to demonstrate all of the criteria for “meets” and <ul style="list-style-type: none"> • Explain how a narrator’s point of view influences how events in the story unfold 		
3	Independently able to <ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Identify and use text features to what is aspects of a story (e.g., create mood, describe a character or setting)

Score	Trimester 1	Trimester 2	Trimester 3
4			
3	Independently able to <ul style="list-style-type: none"> ● Synthesize pictures and written text to better understand a text ● Examine the relation to the illustrations and the text ● Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters ● Identify the mood of a text ● Interpret what the illustrations tell a reader about the mood ● Determine how the pictures help clarify the description of the mood 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Compares and contrasts characters, themes, settings, and plots of stories across texts

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> compare and contrast story elements across texts identifying key similarities and differences. 	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> compare and contrast story elements across text, identifying key similarities and differences. Student <u>can elaborate on them by citing evidence</u> from the texts. 	<p>Student can consistently and independently * compare and contrast story elements * * * * *identifying key similarities and differences. * *elaborate on them by citing evidence from the texts <u>and explain how elements influence characters'</u> thoughts and/or actions.</p>
3	<p>Student can consistently identify story elements across <u>benchmark texts</u>.</p>	<p>Student can consistently * *<u>compare and contrast</u> story elements *<u>identify key</u> similarities and differences.</p>	<p>Student can consistently</p> <ul style="list-style-type: none"> compare and contrast story elements identifying key similarities and differences. <u>elaborate on them</u> by citing evidence from the texts.
2	<p>With prompting and support, student attempts to</p> <ul style="list-style-type: none"> identify story elements across May include minor errors and/or misconceptions. 	<p>With prompting and support, student attempts to</p> <ul style="list-style-type: none"> <u>compare and contrast</u> story elements May include minor errors and/or misconceptions. 	<p>With prompting and support, student can *compare and contrast story elements *<u>identifies key similarities and differences</u>.</p>
1	<p>With consistent prompting and support, student has difficulty identifying story elements</p>	<p>With consistent prompting and support, student has difficulty <u>identifying, comparing, and contrasting</u> story elements</p>	

AREA OF ASSESSMENT:

Identifies characters, their motivation, traits, and how they contribute to the story

Score	Trimester 1	Trimester 2	Trimester 3
4		<p>Student can consistently and independently</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships supports ideas by citing evidence can recognize and explain how these attributes can change throughout a character's journey. 	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships supports ideas by citing evidence recognize and explain how these attributes can change throughout a character's journey grow evidence-based theories to discuss these changes.
3		<p>Student can consistently</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships supports ideas by citing evidence 	<p>Student can consistently</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships supports ideas by citing evidence <u>recognize and explain how these</u> attributes can change throughout a character's journey.
2		<p>With prompting and support, student attempts to</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships with minor errors/misconceptions. Text evidence is cited with prompting and support. 	<p>With prompting and support, student can</p> <ul style="list-style-type: none"> identify character(s) feelings, traits, motivations, and relationships with minor errors/misconceptions. <u>Limited or brief</u> text evidence is cited.
1		<p>With consistent prompting and support, student has</p> <ul style="list-style-type: none"> difficulty identifying character(s) feelings, traits, motivations, and relationships 	

AREA OF ASSESSMENT:

Draws conclusions from information gathered across nonfiction texts

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently <ul style="list-style-type: none"> analyze information gathered from across nonfiction texts, grow ideas, and elaborate on them 		Student can consistently and independently <ul style="list-style-type: none"> analyze information gathered from across nonfiction texts, grow ideas/theories, and elaborate on them using <u>above benchmark texts</u>. Student <u>theories</u> initiate further independent research.
3	Student can consistently <ul style="list-style-type: none"> <u>explain</u> information gathered from across nonfiction texts using <u>benchmark texts</u>. 		Student can consistently <ul style="list-style-type: none"> <u>analyze</u> information gathered from across nonfiction texts and <u>grow ideas/theories</u> using <u>benchmark text</u>.
2	With prompting and support, <ul style="list-style-type: none"> student attempts to <u>explain</u> information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u>. Explanations may include minor errors and/or misconceptions. 		With prompting and support, <ul style="list-style-type: none"> student attempts to <u>analyze</u> information gathered from across nonfiction texts and <u>attempts to grow ideas</u> using <u>benchmark or below benchmark texts</u>. Ideas may be limited or include minor errors and/or misconceptions.
1	With consistent prompting and support, <ul style="list-style-type: none"> student has difficulty explaining information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u>. Explanations may include <u>significant</u> errors and/or misconceptions. 		With consistent prompting and support, <ul style="list-style-type: none"> student has difficulty analyzing information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u>. Ideas may be <u>limited</u> or include <u>significant</u> errors and/or misconceptions.

Foundational Skills: Fluency**AREA OF ASSESSMENT:**

Identify and use prefixes and suffixes appropriately

Score	Trimester 1	Trimester 2	Trimester 3
4	Determine the meaning of the new word formed: <ul style="list-style-type: none"> when an affix is added to a known word (heat/preheat). (ex. non, vis, ment,) Use a known root word as a clue to the meaning of an unknown word with the same root (inform, information) 		
3	Determine the meaning of the new word formed: <ul style="list-style-type: none"> when a known affix is added to a known word (heat/preheat). (ex. re, un, pre, ed, ing, ly, ful) Use a known root word as a clue to the meaning of an unknown word with the same root (inform, information) 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently read at an accelerated rate <ul style="list-style-type: none"> with accuracy, fluency, and expression to support comprehension <u>above benchmark</u>. Student can use context and rereading to self-correct for word recognition and understanding. 		
3	Student can consistently read at an appropriate rate <ul style="list-style-type: none"> with accuracy, fluency, and expression to support comprehension while <u>meeting trimester</u> benchmarks. Student can use context and rereading to self-correct for word recognition and understanding. 		
2	<ul style="list-style-type: none"> Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support, student can use context and rereading to correct for word recognition and understanding. 		

1	<ul style="list-style-type: none"> • Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. • With consistent prompting and support, student has difficulty using context and rereading to correct for word recognition and understanding.
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Language and Writing

AREA OF ASSESSMENT: **Writes grade level pieces across the curriculum (narrative, informational, and opinion)**

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently write <ul style="list-style-type: none"> • an engaging lead/conclusion, • provide key details in a logical sequence, • accurately use paragraphs, • use transition words in writing based on the current unit of study. • Student can accurately cite outside sources, when applicable. • Student voice is used to convey the emotion or tone of their writing through description, phrases, dialogue, and thoughts. (Trimester 1- narrative, Trimester 2- narrative <u>and</u> informational, Trimester 3- narrative, informational, and opinion) 		
3	Student can consistently <ul style="list-style-type: none"> • write an engaging lead/conclusion • provide key details in a logical sequence in writing based on the current unit of study. (narrative) 	Student can consistently <ul style="list-style-type: none"> • write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, • use transition words in writing based on the current unit of study. (narrative and informational!) 	Student can consistently <ul style="list-style-type: none"> • write an engaging lead/conclusion, • provide key details in a logical sequence, • accurately use paragraphs • use transition words in writing based on the current unit of study. • <u>Student accurately cites outside sources when applicable.</u> (narrative, informational, and opinion)
2	With prompting and support , student attempts <ul style="list-style-type: none"> • to write an engaging lead/conclusion • provide key details in a logical sequence in writing based on the current unit of study. • Revision requires teacher prompting/support. (narrative) 	With prompting and support , <ul style="list-style-type: none"> • student attempts to write an engaging lead/conclusion, • provide key details in a logical sequence, <u>accurately use paragraphs.</u> • <u>use transition words</u> in writing based on the current unit of study. • Revision requires teacher prompting/support. (narrative and informational) 	With prompting and support , student can <ul style="list-style-type: none"> * write an engaging lead/conclusion, * provide key details in a logical sequence, accurately use paragraphs, *use transition words in writing based on the current unit of study. * <u>Student accurately cites outside sources when applicable.</u> *Revision requires teacher prompting/support. (narrative, informational, and opinion)

1	<p>With consistent prompting and support, student has difficulty * *writing an engaging lead/conclusion * providing key details in a logical sequence in writing based on the current unit of study. *Revision requires teacher prompting/support. (narrative)</p>	<p>With consistent prompting and support, student has difficulty *writing an engaging lead/conclusion, *providing key details in a logical sequence, <u>using accurate paragraphs.</u> * <u>using transition words</u> in writing based on the current unit of study. *Revision requires teacher prompting/support. (narrative and informational)</p>	<p>With consistent prompting and support, student has difficulty *writing an engaging lead/conclusion, providing key details in a logical sequence, * using accurate paragraphs, and using transition words in writing based on the current unit of study. *<u>Student accurately cites outside sources when applicable with support.</u> Revision requires teacher prompting/support. (narrative, informational, and opinion)</p>
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AREA OF ASSESSMENT:

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to demonstrate all of the criteria of a “meets” and <ul style="list-style-type: none"> ● Demonstrates compositional risks ● Demonstrates a sophistication not typically found in grade level writing 		
3	Independently able to <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <ul style="list-style-type: none"> ● Distinguish fact from opinion ● State an opinion to be supported with reasons ● Write a thesis statement to focus the writing <p>B. Provide reasons that support the opinion.</p> <ul style="list-style-type: none"> ● Group supporting details to support the writer’s purpose <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a conclusion</p>		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to demonstrate all of the criteria of a “meets” and <ul style="list-style-type: none"> ● Demonstrates compositional risks ● Demonstrates a sophistication not typically found in grade level writing 		
3	Independently able to <p>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <ul style="list-style-type: none"> ● Organize information to support the topic ● Write a topic statement <p>B. Develop the topic with facts, definitions, and details.</p> <ul style="list-style-type: none"> ● Use text features to support the development of the topic ● Select details that appropriate support the development of the topic <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a conclusion</p>		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT:

Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently able to demonstrate all of the criteria of a “meets” and <ul style="list-style-type: none"> • Demonstrates compositional risks • Demonstrates a sophistication not typically found in grade level writing 		
3	Independently able to <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <ul style="list-style-type: none"> ○ Organize ideas ○ Engage the reader with a hook ○ Establish a situation or story background ○ Establish a narrator and/or characters for the story ○ Present an organized sequence of events <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> ○ Use various narrative techniques to develop the characters and the plot ○ Incorporate vivid details to tell the story <p>C. Use temporal words and phrases to signal event order.</p> <ul style="list-style-type: none"> ○ Establish chronology by using appropriate transitional words and phrases <p>D. Provide a sense of closure.</p>		
2	Making progress with teacher support and/or may be inconsistent		

1	Making limited progress with significant teacher support
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AREA OF ASSESSMENT

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

Score	Trimester 1	Trimester 2	Trimester 3
4			
3	Independently able to <ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 		
2	Making progress with teacher support and/or may be inconsistent		
1	Making limited progress with significant teacher support		

AREA OF ASSESSMENT: Conducts short and sustained research projects to demonstrate understanding across content areas

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently provide key details</p> <ul style="list-style-type: none"> ● examples ● research to support a topic from multiple sources. 	<p>Student can consistently and independently provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic from multiple sources. ● <u>Student can cite the source of the information.</u> 	<p>Student can consistently and independently provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic from multiple sources. ● <u>Student synthesize information from multiple sources</u> and accurately cite the source.
3	<p>Student can consistently provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic from <u>one source.</u> 	<p>Student can consistently provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic from <u>multiple sources.</u> 	<p>Student can consistently provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic from multiple sources. ● <u>Student can cite the source of the</u> information.
2	<p>With prompting and support, student can provide</p> <ul style="list-style-type: none"> ● key details ● examples 	<p>With prompting and support, student can provide</p> <ul style="list-style-type: none"> ● key details ● examples 	<p>Student can provide</p> <ul style="list-style-type: none"> ● key details ● examples ● research to support a topic

	<ul style="list-style-type: none"> ● research to support a topic from one source. 	<ul style="list-style-type: none"> ● research to support a topic from <u>multiple</u> sources. 	<p>from <u>multiple sources</u>.</p>
1	<p>With consistent prompting and support, student has difficulty providing</p> <ul style="list-style-type: none"> ● key details ● examples ● researching to support a topic from one source. 		

Conventions of Standard English

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling when writing

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> ● capitalize all proper nouns and beginning of sentences ● accurately apply punctuation (including end marks, commas, dialogue) ● exceeds grade appropriate spelling skills (multisyllabic) 		
3	<p>Student can consistently</p> <ul style="list-style-type: none"> ● capitalize names ● beginning of sentences ● accurately apply end marks ● grade appropriate spelling skills. 	<p>Student can consistently apply</p> <ul style="list-style-type: none"> ● <u>capitalization rules</u>, ● <u>punctuation</u> (including end marks, commas, dialogue), ● grade appropriate spelling skills. ● Use conventional spelling for high-frequency (e.g., sitting, smiled, cries, happiness) ● Identify and use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings ● Identify, form and use possessives 	
2	<p>With prompting and support, student attempts to</p> <ul style="list-style-type: none"> ● capitalize names ● beginning of sentences ● apply end marks ● grade appropriate spelling skills with minor errors. 	<p>With prompting and support, student attempts to apply</p> <ul style="list-style-type: none"> ● <u>capitalization rules</u>, ● <u>punctuation</u> (including end marks, commas, dialogue), ● grade appropriate spelling skills with minor errors. 	

1	<p>With consistent prompting and support, student has difficulty</p> <ul style="list-style-type: none"> capitalizing names beginning of sentences applying end marks. Student has difficulty using grade appropriate spelling, making significant errors. 	<p>With prompting and support, student has difficulty applying</p> <ul style="list-style-type: none"> <u>capitalization rules</u> <u>punctuation</u> (including end marks, commas, dialogue) using grade appropriate spelling skills, making significant errors.
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Speaking and Listening

AREA OF ASSESSMENT: Engages in collaborative conversations expressing their ideas and building on the ideas of others and elaborates for clarification when needed.

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas <u>encourage others to participate.</u> 	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) * build on other's ideas explain his/her own ideas encourage others to participate <u>change</u> perspective when warranted. 	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas explain his/her own ideas encourage others to participate change perspective when warranted. <u>Student can take on the role of discussion moderator, facilitating</u> conversations when necessary.
3	<p>Student can consistently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas explain his/her own ideas. 	<p>Student can consistently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas explain his/her own ideas <u>encourage</u> others to participate. 	<p>Student can consistently</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas explain his/her own ideas encourage others to participate <u>change perspective when</u> warranted.

2	<p>When prompted/invited by others, can</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) explain his/her own ideas. 	<p>When prompted/invited by others, can</p> <ul style="list-style-type: none"> engage in collaborative conversations (one-on-one, small group, and whole group) explain his/her own ideas <u>build on other's ideas.</u> 	
1	<p>When prompted/invited by others, student has difficulty</p> <ul style="list-style-type: none"> engaging in collaborative conversations (one-on-one, small group, and whole group) explaining his/her own ideas. 	<p>When prompted/invited by others, the student can</p> <ul style="list-style-type: none"> engage in some collaborative conversations (one-on-one, small group, and whole group) <u>explain his/her own ideas.</u> 	<p>When prompted/invited by others, the student can</p> <ul style="list-style-type: none"> engage in some in collaborative conversations (one-on-one, small group, and whole group) explain his/her own ideas <u>build on other's ideas.</u>

Operations and Algebraic Thinking

AREA OF ASSESSMENT: Solves problems involving the four operations

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently use addition, subtraction, and multiplication strategies to accurately solve</p> <ul style="list-style-type: none"> one problem and multi-step problems use inverse operations to self-assess and correct when necessary. 	<p>Student can consistently and independently use addition, subtraction, multiplication and division strategies to accurately solve</p> <ul style="list-style-type: none"> one and multi-step problems use inverse operations to self-assess and correct when necessary. 	
3	<p>Student can consistently use addition, subtraction, and multiplication strategies to accurately solve</p> <ul style="list-style-type: none"> one problem multi-step problems. 	<p>Student can consistently use addition, subtraction, multiplication, and division strategies to accurately solve</p> <ul style="list-style-type: none"> one and/or multi-step problems. 	
2	<p>With teacher support, student can use addition, subtraction, and multiplication strategies to solve</p> <ul style="list-style-type: none"> one problem 	<p>With teacher support, student can use addition, subtraction, multiplication and division strategies to solve</p>	

	<ul style="list-style-type: none"> • multi-step problems. 	<ul style="list-style-type: none"> • one and/or multi-step problems.
1	<p>With consistent teacher support, student has difficulty using addition, subtraction, and multiplication strategies to solve</p> <ul style="list-style-type: none"> • one problem • multi-step problems. 	<p>With consistent teacher support, student has difficulty using addition, subtraction, multiplication and division strategies to solve</p> <ul style="list-style-type: none"> • one and/or multi-step problems.

AREA OF ASSESSMENT: **Fluently multiply and divide within 100 using strategies**

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently use strategies</p> <ul style="list-style-type: none"> • to fluently multiply within 100. 	<p>Student can consistently use strategies</p> <ul style="list-style-type: none"> • to fluently multiply <u>beyond</u> 100 (10x10) • divide within one hundred. 	<p>Student can consistently use strategies to</p> <ul style="list-style-type: none"> • multiply beyond 100 • divide beyond 100
3	<p>Student can use strategies</p> <ul style="list-style-type: none"> • to multiply within 100, fluently factors of 2,5,10,1,0 	<p>Student can use strategies</p> <ul style="list-style-type: none"> • to fluently <u>multiply within 100</u> 	<p>Student can use strategies</p> <ul style="list-style-type: none"> • to fluently multiply within 100 • <u>divide</u> within 100
2	<p>Student attempts to use strategies</p> <ul style="list-style-type: none"> • to multiply within 100 with little or no 	<p>Student can use strategies</p> <ul style="list-style-type: none"> • to multiply within 100, <u>fluently multiplying</u> (factors of 2,5,10,1,0 	<p>Student can use strategies</p> <ul style="list-style-type: none"> • to fluently multiply within 100 • attempts to divide within 100 with little or no fluency.

	fluency.		
1	<p>Student can use one strategy to multiply within 100</p> <ul style="list-style-type: none"> repeated addition, array, skip counting, manipulatives 	<p>Student can use one strategy to multiply and divide within 100</p> <ul style="list-style-type: none"> repeated addition, repeated subtraction, array, skip counting, manipulatives 	

By the end of Grade 3, student should know from memory all products of two one-digit numbers. 3rd Grade Report Card Rubric

AREA OF ASSESSMENT: Understands properties of multiplication and the relationships between multiplication and division

Score	Trimester 1	Trimester 2	Trimester 3
4		<p>Student can consistently and independently demonstrate</p> <ul style="list-style-type: none"> understanding that multiplication and division are inverse operations and can apply this understanding to numbers within 100. 	<p>Student can consistently and independently demonstrate</p> <ul style="list-style-type: none"> understanding that multiplication and division are inverse operations and can apply this understanding to numbers beyond 100.
3		<p>Student can consistently use multiple strategies (repeated addition, drawing a picture, arrays, array, skip counting, manipulatives) and properties of multiplication to multiply within 100</p> <ul style="list-style-type: none"> Student can apply understanding of multiplication to divide (repeated subtraction) 	<p>Student can consistently multiply and divide <u>demonstrating the knowledge that they are inverse operations.</u></p>

		<ul style="list-style-type: none"> find the unknown in multiplications and division equations 	
2		<p>With prompting and support, student can use multiple strategies (repeated addition, drawing a picture, arrays, skip counting, and manipulatives) and properties of multiplication to multiply within 100</p> <ul style="list-style-type: none"> May include minor errors and/or misconceptions. Student struggles with a conceptual understanding of division and its relationship to multiplication.) 	<p>With prompting and support, student can</p> <ul style="list-style-type: none"> use <u>appropriate strategies</u> (repeated addition/subtraction, drawing a picture, arrays, skip counting, and manipulatives inverse operations) to <u>divide</u> within 100
1		<p>With consistent prompting and support, student</p> <ul style="list-style-type: none"> has difficulty demonstrating the foundational skills necessary to use multiplication strategies (repeated addition, drawing a picture, arrays) and therefore, demonstrating understanding of division. 	<p>With consistent prompting and support, student</p> <ul style="list-style-type: none"> has difficulty demonstrating the foundational skills necessary to use multiplication <u>and division strategies</u> (repeated addition/ subtraction, drawing a picture, arrays and inverse operations)

Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to perform multi-digit arithmetic

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> apply place value concepts to <u>add and subtract beyond 1000</u>, round to beyond nearest hundred use strategies to multiply whole numbers by multiples of ten. 		
3	<p>Student can consistently</p> <ul style="list-style-type: none"> apply place value concepts to add and subtract within 1000 round to the nearest tens/hundreds. 		
2	<p>With prompting and support, student can</p> <ul style="list-style-type: none"> add and subtract within 1000 round to nearest ten/hundred. 		

1	<p>With consistent prompting and support, student has difficulty</p> <ul style="list-style-type: none"> • adding and subtracting within 1000.
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AREA OF ASSESSMENT: Estimates and solves problems involving the four operations using rounding and estimation strategies

Score	Trimester 1	Trimester 2	Trimester 3
4	Independently and consistently able to demonstrate all criteria for a “Meets” AND extends cognitively beyond. <ul style="list-style-type: none"> •Applies knowledge of place value to round numbers to any place within a word problem. •Justifies their reasoning within a real world setting 		
3	The student will independently: <ul style="list-style-type: none"> •Solve two-step word problems using the four operations. •Represent two-step word problems using equations with a letter standing for the unknown quantity. •Assess the reasonableness of answers using mental computation and estimation strategies. •Use place value understanding to round whole numbers to the nearest 10 and 100. 		
2	The student will have partial success at a Meets level independently. OR With teacher prompting and support the student will have success at a Meets level.		
1	With significant teacher support, limited progress or is unable to perform at a Progressing or Meets level.		

Numbers and Operations in Fractions

AREA OF ASSESSMENT: Develops understanding of, represents, and compares fractions as part of a whole (with denominators 2, 3, 4, 6, & 8)

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently <ul style="list-style-type: none"> ● compare fractions with <u>different numerators and</u> denominators and explain the strategy/reasoning used. 		
3	Student can consistently demonstrate understanding that a fraction: <ul style="list-style-type: none"> ● represents a part of a whole, ● compare two fractions with the <u>same numerator and/or denominator</u> (using greater than, less than, and equal to) ● represent whole numbers as a fraction ● represent fractions on the number line 		

	<ul style="list-style-type: none"> ● explain his/her thinking.
2	<p>With prompting and support as well as visual aids/manipulatives, student can demonstrate understanding that a fraction</p> <ul style="list-style-type: none"> ● representing a part of a whole ● comparing two fractions ● whole numbers as a fraction ● fractions on the number line ● explaining his/her thinking.
1	<p>With consistent prompting and support as well as visual aids/manipulatives, student has difficulty demonstrating</p> <ul style="list-style-type: none"> ● understanding that a fraction represents a part of a whole ● comparing two fractions, representing whole numbers as a fraction ● representing a fraction on the number line ● in explaining his/her thinking.

Measurement and Data

AREA OF ASSESSMENT: Solves problems involving measurement and intervals of time

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently <ul style="list-style-type: none"> ● tell/write time to the nearest minute ● calculate elapsed time/intervals of time beyond an hour ● measure and estimate liquid volumes and masses using metric units. 		
3	Student can consistently <ul style="list-style-type: none"> ● tell/write time to the nearest minute 		

	<ul style="list-style-type: none"> ● calculate elapsed time/intervals of time within an hour ● measure and estimate liquid volumes and masses using metric units.
2	<p>With prompting and support,</p> <ul style="list-style-type: none"> ● tell/write time to the nearest minute ● calculate elapsed time within an hour ● measure and estimate liquid volumes and masses using metric units.
1	<p>With consistent prompting and support, has difficulty</p> <ul style="list-style-type: none"> ● telling time ● measuring intervals of time ● in measuring liquid volumes and masses

AREA OF ASSESSMENT: Represents and interprets data

Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently use <ul style="list-style-type: none"> ● visual representation of collected data to draw conclusions ● compare data and analyze trends ● create and solve multi-step problems involving the data represented. 		
3	Student can consistently <ul style="list-style-type: none"> ● <u>generate</u> data, create, and analyze visual representations of collected data (tally chart, frequency table, bar graph) ● wholes, halves, and quarters of an inch, and picture graph ● and solve <u>one and two-step</u> problems using information presented in the representation 		

2	<p>With prompting and support,</p> <ul style="list-style-type: none"> ● create or analyze visual representations of collected data (tally chart, frequency table, bar graph, and picture graph) ● solve problems using information represented.
1	<p>With consistent prompting and support,</p> <ul style="list-style-type: none"> ● difficulty creating and analyzing visual representations of collected data (tally chart, frequency table, bar graph, and picture graph) ● in solving problems using information represented.

Geometry

AREA OF ASSESSMENT: Geometric measurement: Understands concepts of perimeter area & relates to multiplication and addition

Score	Trimester 1	Trimester 2	Trimester 3
4	<p>Student can consistently and independently</p> <ul style="list-style-type: none"> ● distinguish between the concepts of perimeter and area ● understand the concept of a unit square ● applying it to explain the formula for area. 		
3	<p>Student can consistently</p> <ul style="list-style-type: none"> ● distinguish between the concept of perimeter and area ● find the area of a figure composed of rectangles by breaking it apart and combining the areas of the rectangles ● find the unknown length of a rectangle 		

	<ul style="list-style-type: none"> recognize that two rectangles can have the same perimeter and different areas <i>or</i> different perimeters and the same area.
2	<p>With prompting and support as well as visual aids (such as grids), student can</p> <ul style="list-style-type: none"> distinguish between perimeter and area find the area of a figure composed of rectangle by breaking it apart and combining the rectangles find the unknown length and/or the area of a shape.
1	<p>With consistent prompting and support as well as visual aids (such as grids), student has difficulty</p> <ul style="list-style-type: none"> distinguishing between the concept of perimeter and area finding the unknown length or the area of a shape.

AREA OF ASSESSMENT: Identifies and classifies shapes based by their attributes

Score	Trimester 1	Trimester 2	Trimester 3
4			<p>Student can consistently and independently</p> <ul style="list-style-type: none"> identify and categorize shapes by their common attributes understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).
3			<p>Student can consistently</p> <ul style="list-style-type: none"> identify and categorize shapes by their common attributes understand that shapes can belong in multiple categories, and that some categories are part of a larger category

			(e.g. a square is a rectangle and a rectangle is a quadrilateral).
2			With prompting and support , student can <ul style="list-style-type: none">• identify and categorize shapes by their common attributes• understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral)
1			With consistent prompting and support , student has difficulty identifying and categorizing shapes by their attributes.