

Reading Rubric – GRADE 3

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Comprehension	T1, T2, T3 <ul style="list-style-type: none"> Consistently demonstrates with accuracy and ease all proficient skills above grade level 	T1, T2, T3 <ul style="list-style-type: none"> Instructional Level N – P Infers, reads critically, makes deeper connections Asks more questions as reading Answers higher-level questions with increasing depth Reads across a variety of genres Visualizes most of the time while reading 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading at or below grade level and demonstrates limited use of proficient skills Requires teacher intervention Not able to make connections with text independently 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading below grade level and rarely demonstrates proficient skills Student requires intensive teacher help
Vocabulary	T1, T2, T3 <ul style="list-style-type: none"> Consistently demonstrates with accuracy and ease all proficient skills while reading advanced text independently in all subject areas 	T1, T2, T3 <ul style="list-style-type: none"> Understands more sophisticated vocabulary and more complex language structures in longer text Uses wider range of prefixes & suffixes to determine meaning of new words Determines meaning of many new words in fiction and nonfiction reading 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading at or below grade level Inconsistently attends to meaning 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading below grade level Rarely identifies proficient skills in identifying word meaning and require intensive teacher help
Decoding and Phonics	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates with accuracy and ease all proficient skills while reading advanced text independently 	T1, T2, T3 <ul style="list-style-type: none"> Decodes most two – four syllable words Uses letter sounds flexibly and fluently 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading at or below grade level Inconsistently applies decoding strategies Requires teacher support to utilize strategies 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading below grade level Does not use reading strategies Needs intensive teacher support
Fluency and Expression	T1, T2, T3 <ul style="list-style-type: none"> Demonstrates with accuracy and ease all proficient skills while reading advanced text independently 	T1, T2, T3 <ul style="list-style-type: none"> Sustains fluency on longer texts with more complex sentences and wider range of punctuation and text nuances Read more rapidly with phrasing and limited self-correcting on longer text Uses intonation and expression to match mood, characters, type of text, etc. 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading at or below grade level Inconsistently demonstrates proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> Student is reading below grade level Rarely demonstrates proficient skills and requires intensive teacher help

Oral Language Rubric – **GRADE 3**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Listening	T1,T2, T3 <ul style="list-style-type: none"> Consistently demonstrates all proficient skills in all learning environments 	T1, T2, T3 <ul style="list-style-type: none"> Uses active listening skills: maintains eye contact, quiet while others are speaking, minimal body movements Follows multi-step directions Contributes by connecting to what others say/shares thoughts opinions & ideas Recalls information presented by speaker 	T1, T2, T3 <ul style="list-style-type: none"> Frequently distracted (plays with items in desk, watching others, making noises) Misses part of the message Needs teacher interventions to refocus 	T1, T2, T3 <ul style="list-style-type: none"> Constantly distracted Requires intensive teacher assistance
Speaking	T1, T2, T3 <ul style="list-style-type: none"> Consistently demonstrates all proficient skills in all learning environments 	T1, T2, T3 <ul style="list-style-type: none"> Takes turns speaking; no interruptions Stays on topic Regulates voice & volume according to situation Expresses needs, feelings & ideas Knows the difference between questions & comments and responds appropriately 	T1, T2, T3 <ul style="list-style-type: none"> Does not use appropriate volume or diction Needs to be reminded to speak to be heard Struggles to put thoughts into words; no elaboration 	T1, T2, T3 <ul style="list-style-type: none"> Rarely demonstrates proficient skills and requires intensive teacher help

Writing Rubric – GRADE 3

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Spelling Application	T1, T2, T3 <ul style="list-style-type: none"> Consistently spells words at or above grade level 	T1, T2, T3 <ul style="list-style-type: none"> Spells accurately at a third grade level Consistently applies grade level spelling strategies in all written work 	T1, T2, T3 <ul style="list-style-type: none"> Able to spell most grade level words accurately 	T1, T2, T3 <ul style="list-style-type: none"> Spells few grade level words accurately
Penmanship	T1, T2, T3 Independently demonstrates all proficient handwriting skills and: <ul style="list-style-type: none"> Completes most assignments in cursive Handwriting enhances published work 	T1, T2, T3 <ul style="list-style-type: none"> Maintains and demonstrates skills developed in previous grades Uses cursive writing when requested (may use visual aid) Handwriting is neat and easy to read 	T1, T2, T3 <ul style="list-style-type: none"> Requires a visual aid to form some cursive letters Handwriting is often difficult to read 	T1, T2, T3 <ul style="list-style-type: none"> Forms letters incorrectly Handwriting is difficult to read and meaning may be lost
Ideas	T1, T2, T3 <ul style="list-style-type: none"> Writing has clear, with well-focused main ideas and interesting carefully chosen details to support or expand the main ideas Writer knows topic well Main ideas are easy to identify and understand 	T1, T2, T3 <ul style="list-style-type: none"> Writing is clear, but main ideas are not well developed Writer has a general grasp of the topic Main ideas are somewhat clear or can be inferred Details are general Some information is not needed 	T1, T2, T3 <ul style="list-style-type: none"> Writing lacks a clear sense of direction Writer hints at the topic Details are vague Connections between main ideas and details are confusing 	T1, T2, T3 <ul style="list-style-type: none"> Writing does not have a clear topic Writer displays limited knowledge of topic Paper lacks focus Details do not support main idea Writing simply fills space
Voice	T2, T3 <ul style="list-style-type: none"> Writing is highly individual Engaged by topic, personal energy comes through Writing for particular audience Appropriate voice for topic & audience 	T2, T3 <ul style="list-style-type: none"> Can “hear” writer in piece Comfortable with topic, but less than enthusiastic Could be writing for particular audience or just to get it done Voice is acceptable for topic & audience 	T2, T3 <ul style="list-style-type: none"> Sometimes can “hear” writer in piece Occasionally intrigues reader with topic Writer not concerned about audience 	T2, T3 <ul style="list-style-type: none"> Hard to sense any personal engagement Writer not reaching out to audience Lacks voice/needs different tone for topic

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Organization	T1, T2, T3 Independently demonstrates proficient skills	T1, T2, T3 With teacher support <ul style="list-style-type: none"> • Uses graphic organizers and prewriting strategies • Structures ideas with a beginning, middle, end • Writes ideas that are related to topic • Develops appropriate lead and conclusion 	T1, T2, T3 Demonstrates some proficient skills and requires additional teacher help	T1, T2, T3 Demonstrates few proficient skills and requires intensive teacher help
Word Choice	T2, T3 Independently demonstrates proficient skills	T2, T3- With teacher support <ul style="list-style-type: none"> • Student includes sensory words, strong verbs, and begins to paint a vivid picture in the reader's mind 	T2, T3 Demonstrates some proficient skills and continues to require additional teacher help	T2, T3 Demonstrates few proficient skills and requires intensive teacher help
Sentence Fluency	T2, T3 Independently demonstrates proficient skills	T2, T3 - With teacher support <ul style="list-style-type: none"> • Sentence beginnings and length vary • Writing is smooth, natural, and easy to read • Dialogue sounds like real conversation 	T2, T3 Demonstrates some proficient skills and continues to require additional teacher help	T2, T3 Demonstrates few proficient skills and requires intensive teacher help
Conventions	T1, T2, T3 Independently demonstrates all proficient editing skills and uses reference materials to assist in editing	T1- With teacher support T2, T3- Independently <ul style="list-style-type: none"> • Identifies and corrects capitalization, punctuation, grammar, and spelling errors according to grade-level expectations • Begins to use reference materials to assist in editing 	T1, T2, T3 Demonstrates some proficient editing skills and continues to require additional teacher help	T1, T2, T3 Demonstrates few proficient editing skills, requires intensive teacher help, and is reluctant to edit

Mathematics Rubric – **GRADE 3**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Place Value	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> • Reads & writes numbers beyond thousands period • Applies knowledge to problem solving situations 	T1, T2, T3 <ul style="list-style-type: none"> • Reads, writes & represents whole numbers to thousand <ul style="list-style-type: none"> ➢ Physical material ➢ Number lines ➢ Verbal ➢ Number forms (standard, expanded word, short word) • Represents & explains whole numbers through thousands period, using place-value concepts and expanded notation • Recognizes & uses the concept of greater than, less than and equal to as well as their symbols (>, <, =) 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help
Estimation Strategies	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> • Automatically uses estimation to check for reasonable answers 	T1, T2, T3 <ul style="list-style-type: none"> • Able to estimate to the required place • Chooses the most appropriate estimation strategy • Knows rounding rule • 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help

Mathematics Rubric – GRADE 3

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Addition with Multiple Digits	T1, T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> • Demonstrates the ability to use addition skills in complex, multi-step problems 	T1, T2, T3 <ul style="list-style-type: none"> • Uses mental math • Understands the concept of commutative & associative properties of addition • Adds numbers up to 4-digits with & without regrouping • Adds money with & without regrouping 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help
Subtraction with Multiple Digits	T1, T2, T3 Independently demonstrates proficient skills and: Demonstrates the ability to use subtraction skills in complex, multi-step problems	T1, T2, T3 <ul style="list-style-type: none"> • Uses mental math • Subtracts numbers up to 4-digits with & without regrouping • Subtracts money with & without regrouping 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 Demonstrates few proficient skills and requires intensive teacher help
Addition & Subtraction Basic Facts	T1, T2, T3 Independently demonstrates proficient skills and consistently recalls basic facts instantly & accurately (sums & differences above 18)	T1, T2, T3 Automatic recall of the basic facts of addition & subtraction (sums & differences 0-18)	T1, T2, T3 <ul style="list-style-type: none"> • Recalls some basic facts orally and in written work • Uses some math aids Does not recall basic facts quickly	T1, T2, T3 <ul style="list-style-type: none"> • Does not know basic facts Consistently needs aid to complete work
Multiplication	T2, T3 Independently demonstrates proficient skills and: <ul style="list-style-type: none"> • Recalls basic facts of multiplication (factors 11 & 12) • Consistently recalls facts instantly & accurately • Multiplies three-digit numbers by one digit 	T2, T3 <ul style="list-style-type: none"> • Represents and explains multiplication through arrays and repeated addition • Recalls the basic facts of multiplication (factors 0-10) orally and in written work • Understands multiplication and division as inverse operations 	T2, T3 <ul style="list-style-type: none"> • Recalls some basic facts orally and in written work • Uses some math aids • Does not recall basic facts quickly 	T2, T3 <ul style="list-style-type: none"> • Does not know basic facts • Consistently needs aid to complete work

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Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Time	T1, T2, T3 Independently demonstrate proficient skills and <ul style="list-style-type: none"> • Determines elapsed time in problem solving situations 	T1, T2, T3 <ul style="list-style-type: none"> • Reads and interprets a clock • Knows and uses correct vocabulary dealing with time and calendar • Tells time to the minute 	T1, T2, T3 Demonstrates some proficient skills and/or requires some teacher help	T1, T2, T3 Demonstrates few proficient skills and requires intensive teacher help
Money	T1, T2, T3 <ul style="list-style-type: none"> • Makes change beyond \$10 	T1, T2, T3 <ul style="list-style-type: none"> • Counts out dollars and cents to a given value (show me \$1.54) • Demonstrates several coin combinations for a given value • Make change up to \$10.00 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help
Measurement	T1, T2, T3 <ul style="list-style-type: none"> • Uses estimation to determine appropriate tool or unit of measurement 	T1, T2, T3 <ul style="list-style-type: none"> • Applies appropriate unit of measurement for length, weight, and temperature • Finds perimeter • Finds area • Reads and uses measuring instruments (ruler, etc.) • Uses metric & US customary units • Uses and converts units including: <ul style="list-style-type: none"> ➢ Yards, feet & inches (to nearest half inch) ➢ Gallons, quarts, pints & cups ➢ Pounds & ounces 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	T1, T2, T3 <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help

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Geometry	<p>T2, T3 Independently demonstrates proficient skills and:</p> <ul style="list-style-type: none"> • Creates a tessellation using flips, turns, or slides • Identifies acute & obtuse angles 	<p>T2, T3</p> <ul style="list-style-type: none"> • Describes plane & solid figures by: <ul style="list-style-type: none"> ➤ naming them ➤ comparing, sorting, classifying and combining them ➤ drawing/constructing models ➤ identifying properties (vertices, edges, faces, right angles) ➤ explaining how figures are related to objects in the environment • Recognizes symmetry, congruence and similarity • Identifies and demonstrates flips, turns, slides • Describes various types of lines (intersecting, parallel, segment, rays) 	<p>T2, T3</p> <ul style="list-style-type: none"> • Demonstrates some proficient skills and/or requires some teacher help 	<p>T2, T3</p> <ul style="list-style-type: none"> • Demonstrates few proficient skills and requires intensive teacher help