

# 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 -
<p>Reads grade level literary text for meaning and responds to text</p> <p>RL.3.1, RL.3.2, RL.3.3, RL.3.10</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>White or above</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>White or above</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>Black or above</li> </ul> <p>Asks and answers questions to demonstrate <b>consistent (or higher level)</b> understanding of key details in a text using evidence from the text as support.</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>2R</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>2R- White</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>White</li> </ul> <p>Asks and answers questions to demonstrate <b>partial</b> understanding of key details in a text using evidence from the text as support.</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>1R or below</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>2R or below</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>2R or below</li> </ul> <p>Asks and answers questions to demonstrate <b>limited</b> understanding of key details in a text using evidence from the text as support.</p>
<p>Reads grade level informational text for meaning and responds to text.</p> <p>RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>White or above</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>White or above</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>Black or above</li> </ul> <p>Asks and answers questions to demonstrate <b>consistent (or higher level)</b> understanding of key details in a text using evidence from the text as support</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>2R</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>2R- White</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>White</li> </ul> <p>Asks and answers questions to demonstrate <b>partial</b> understanding of key details in a text using evidence from the text as support.</p>	<p>Student reading <b>above</b> the following ARC independent reading level(s):</p> <p><b>T1:</b></p> <ul style="list-style-type: none"> <li>1R or below</li> </ul> <p><b>T2:</b></p> <ul style="list-style-type: none"> <li>2R or below</li> </ul> <p><b>T3:</b></p> <ul style="list-style-type: none"> <li>2R or below</li> </ul> <p>Asks and answers questions to demonstrate <b>limited</b> understanding of key details in a text using evidence from the text as support.</p>
<p>Read with sufficient accuracy and</p>	<p><b>Consistently</b> reads with sufficient accuracy, fluency and expression of <b>on-level (or above grade-level)</b> text.</p>	<p><b>Sometimes</b> reads with sufficient accuracy, fluency and expression.</p>	<p><b>Seldom</b> reads with sufficient accuracy, fluency and expression.</p>

<p>fluency to support comprehension</p> <p>RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c, RF.3.4.d</p>	<p><i>Reading is fluent and student attends to most ending punctuation and some internal punctuation. Expression is matched to text</i></p>	<p><i>Reading is somewhat fluent with little regard to punctuation.</i></p>	<p><i>Reading is choppy and/or slow with no regard to punctuation</i></p>
<p>Determines the meaning of unknown and multiple-meaning words.</p> <p>RL.3.4, L.3.4, L.3.4.a, L.3.4.b</p>	<p>Student can <b>independently</b> and <b>consistently</b> determine the meaning of unknown words and phrases based on third grade reading content (or above).</p>	<p>Student <b>sometimes</b> determines the meaning of unknown words and phrases based on third grade reading content.</p>	<p>Student <b>seldom</b> determines the meaning of unknown words and phrases based on third grade reading content.</p>

## LANGUAGE ARTS - PHONICS INDICATORS

SKILL/STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
<b>Decodes unknown words using taught phonics skills</b>	<b>Consistently and independently:</b> Students can decode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixe (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> </ul>	<b>Consistently:</b> Students can decode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixe (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> </ul>	<b>Inconsistently:</b> Students can decode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixe (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> </ul>
<b>Encodes unknown words using taught phonics skills</b>	<b>Consistently and independently:</b> Students can encode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high</li> </ul>	<b>Consistently:</b> Students can encode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high</li> </ul>	<b>Inconsistently:</b> Students can encode- <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high</li> </ul>

	<p>frequency words</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> </ul>	<p>frequency words</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> </ul>	<p>frequency words</p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> </ul>
<p><b>Applies taught phonics skills across curriculum</b></p>	<p><b>Consistently and independently:</b> Students transfer taught skills across curriculum-</p> <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Consult reference materials to check and correct spelling</li> <li>• Form and use regular and irregular plural nouns</li> <li>• Spell words with options for grapheme representation for sounds with use of a spell checker or dictionary</li> </ul>	<p><b>Consistently:</b> Students transfer taught skills across curriculum-</p> <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Consult reference materials to check and correct spelling</li> <li>• Form and use regular and irregular plural nouns</li> <li>• Spell words with options for grapheme representation for sounds with use of a spell checker or dictionary</li> </ul>	<p><b>Inconsistently:</b> Students transfer taught skills across curriculum-</p> <ul style="list-style-type: none"> <li>• Word parts and structures</li> <li>• Six syllable types and the exceptions</li> <li>• R-controlled vowels</li> <li>• Vowel teams</li> <li>• Schwa</li> <li>• Digraphs</li> <li>• Silent letters</li> <li>• Suffixes (base word changes included)</li> <li>• Contractions</li> <li>• Trick words and/or high frequency words</li> <li>• Homophones</li> <li>• To decipher meaning of unknown words</li> <li>• Construct simple, compound and complex sentences using proper mechanics</li> <li>• Inflected forms of words</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Consult reference materials to check and correct spelling</li> <li>• Form and use regular and irregular plural nouns</li> <li>• Spell words with options for grapheme representation for sounds with use of a spell checker or dictionary</li> </ul>

## LANGUAGE ARTS - WRITING INDICATORS

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

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Interprets and applies the concepts of multiplication and division. Topics 1 and 2  3.OA.1, 3.OA.2, 3.OA.4	<b>Consistently</b> uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.	<b>Sometimes</b> uses a variety of strategies to solve multiplication or division sentences, such as arrays, fact families, repeated addition/subtraction, pictorial representations.	<b>Seldom</b> 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 Topic 5  3.OA.7	<b>Fluently</b> knows 0-10x facts.	Calculates 0-10x facts in a <b>reasonable</b> amount of time.	<b>Struggles</b> to calculate 0- 10x facts in a reasonable amount of time.
Applies patterns and mathematical properties of operations Topics 3 and 4  3.OA.5	<b>Consistently</b> applies properties of operations as strategies to multiply and divide.	<b>Sometimes</b> applies properties of operations as strategies to multiply and divide.	<b>Seldom</b> applies properties of operations as strategies to multiply and divide.
Solves word problems. Topic 11  3.OA.3, 3.OA.8	<b>Consistently</b> solves word problems correctly, and checks the reasonableness of the answer.	<b>Sometimes</b> solves word problems correctly, and checks the reasonableness of the answer.	<b>Seldom</b> 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 Topics 8 and 9  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 Topics 8 and 9  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 Topic 12  3.NF.1, 3.NF.2, 3.NF.2a, 3.NF.2b	<b>Consistently</b> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line.	<b>Sometimes</b> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line.	<b>Seldom</b> -interprets fractional parts. -represents equal parts of a whole as fractions. -represents fractions on a number line.
Demonstrates understanding of fraction equivalency Topic 13  3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d	<b>Consistently</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. - determines the number of items in a fraction of a set. - identifies fractions that represent whole numbers. - compares fractions correctly.	<b>Sometimes</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly.	<b>Seldom</b> -uses a number line to show fraction equivalency. -shows fraction equivalency using visual models. -determines the number of items in a fraction of a set. -identifies fractions that represent whole numbers. -compares fractions correctly.

## MATH: MEASUREMENT AND DATA INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates understanding of area concepts. Topic 6  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. Topic 16  3.MD.8	Consistently determines perimeter.	Sometimes determines perimeter.	Seldom determines perimeter.
Represents and interprets data. Topic 7  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. Topic 14  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 shown in pictures. -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. Topic 15  3.G.1	<b>Consistently</b> -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes.	<b>Sometimes</b> -recognizes and names shapes based on their attributes. - categorizes shapes based on their attributes	<b>Seldom</b> -recognizes and names shapes based on their attributes. -categorizes shapes based on their attributes.

## SCIENCE INDICATORS

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

## SOCIAL STUDIES INDICATORS

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