



Standards-Based Grading Rubric

Third Grade • Bryan County Schools



English Language Arts:

ELAGSE3RL2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Recounts stories by identifying details and/or identifies explicitly stated central messages, lessons, or morals.	Recounts stories by identifying key details and determines simple central messages, lessons, or morals.	Recounts stories by identifying key details in sequential order and determines central messages, lessons, or morals and explains how they are conveyed through key details.	Recounts stories by explaining key details in sequential order and determines implicitly stated central messages, lessons, or morals and explains how they are conveyed through key details.
ELAGSE3RL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Distinguish their own point of view from that of the narrator or those of the characters.	Identifies clearly stated points of view of narrators or characters.	Distinguishes readers' points of view from clearly stated points of view of narrators or characters.	Distinguishes readers' points of view from points of view of narrators or characters and explains what makes the points of view distinct or similar.	Distinguishes readers' points of view from implied points of view of narrators or characters and explains what makes the points of view distinct or similar.
ELAGSE3RL9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Identifies simple and directly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Describes directly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compares and contrasts themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series).	Compares and contrasts very complex, implicit themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series).

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

ELAGSE3RI10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates minimal ability to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates partial ability to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates ability to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
ELAGSE3RI12				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identifies explicitly stated main ideas of texts and identifies details that support main ideas.	Determines simple main ideas of texts and identifies key details that support main ideas.	Determines main ideas of texts and recounts key details and explains how they support main ideas.	Determines implicitly stated main ideas of texts and recounts key details and explains how they support main ideas.
ELAGSE3RI6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Distinguish their own point of view from that of the author of a text.	Identifies directly stated points of view of authors of texts.	Distinguishes readers' points of view from clearly stated points of view of authors of texts.	Distinguishes readers' points of view from points of view of authors of texts and explains what makes these points of view distinct or similar.	Distinguishes readers' points of view from indirectly stated points of view of authors of texts and explains what makes these points of view distinct or similar.
ELAGSE3RI8				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Identifies basic connections between particular sentences (e.g., comparison, cause/effect, first/second/third).	Identifies logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third).	Describes logical connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third).	Describes intricate connections between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) using textual evidence.

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

ELAGSE3RI9				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Compare and contrast the most important points and key details presented in two texts on the same topic.	Identifies the most important points and key details presented in one text.	Describes the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic.	Compares and contrasts the most important points and key details presented in two texts on the same topic and provides evidence from texts to support the comparisons.
ELAGSE3RI10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates minimal ability to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates partial ability to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Demonstrates ability to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
ELAGSE3RF4				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Read with sufficient accuracy and fluency to support comprehension.				
a. Read on-level text with purpose and understanding.	Demonstrates minimal ability to read on-level text with purpose and understanding.	Demonstrates partial ability to read on-level text with purpose and understanding.	Demonstrates ability to read on-level text with purpose and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Demonstrates minimal ability to read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Demonstrates partial ability to read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Demonstrates ability to read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context to confirm or self-correct word	Demonstrates minimal ability to use context to	Demonstrates partial ability to use context to	Demonstrates ability to use context to confirm or	

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recognition and understanding, rereading as necessary.	confirm or self-correct word recognition and understanding, rereading as necessary.	confirm or self-correct word recognition and understanding, rereading as necessary.	self-correct word recognition and understanding, rereading as necessary.	
d. Read grade-appropriate irregularly spelled words.	Demonstrates minimal ability to read grade-appropriate irregularly spelled words.	Demonstrates partial ability to read grade-appropriate irregularly spelled words.	Demonstrates ability to read grade-appropriate irregularly spelled words.	
ELAGSE3W1				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write opinion pieces on topics or texts, supporting a point of view with reasons.				
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	Writes opinion pieces that show little or no organization, lack introductions, and provide few or irrelevant reasons.	Writes opinion pieces that show loose organization, include simple introductions that state an opinion, and lists both relevant and irrelevant reasons. .	Writes opinion pieces that show clear organization, include introductions that state an opinion, and lists relevant reasons.	Writes engaging multi paragraph opinion pieces that show clear organization, include effective introductions that state a well-developed opinion, and lists strong reasons.
b. Provide reasons that support the opinion.	Writes opinion pieces that provide few or irrelevant reasons to support the stated opinion.	Writes opinion pieces that provide both relevant and irrelevant reasons to support the stated opinion.	Writes opinion pieces that provide relevant reasons that support the stated opinion.	Writes opinion pieces that provide strong reasons that support the stated opinion.
ELAGSE3W2				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write informative explanatory texts to examine a topic and convey ideas and information clearly.				
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Writes informative/explanatory pieces that show little or no organization and lack introductions of a topic.	Writes informative/explanatory pieces that show loose organization and include simple introductions of a topic.	Writes informative/explanatory pieces that show clear organization, include introductions of a topic, and may provide illustrations when useful to aiding comprehension.	Writes engaging multi paragraph informative/explanatory pieces that show clear organization, include effective introductions of a topic, and may provide illustrations or diagrams when useful in aiding comprehension

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b. Develop the topic with facts, definitions, and details.	Writes informative/explanatory pieces that provide few or irrelevant details to develop topics.	Writes informative/explanatory pieces that provide both relevant and irrelevant details to develop topics.	Writes informative/explanatory pieces that provide relevant details, facts, and definitions to develop topics.	Writes informative/explanatory pieces that provide relevant details, facts, and definitions that effectively develop topics.
ELAGSEW3				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Writes narrative pieces that show little or no organization and show little or no establishment of situations, narrators, and or/characters.	Writes narrative pieces that show loose organization and show simple establishment of situations, narrators, and/or characters.	Writes narrative pieces that show clear organization, show the establishment of a situation, and introduce a narrator and/or characters.	Writes engaging narrative pieces that show clear organization and show effective establishment of situations, narrators, and/or characters.
d. Provide a sense of closure.	Writes narrative pieces that provide little sense of closure.	Writes narrative pieces that provide some sense of closure.	Writes narrative pieces that provide a sense of closure.	Writes engaging narrative pieces that provide a strong sense of closure.
ELAGSE3W4				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produces writing with guidance and support from adults in which development and organization are inadequate for tasks and purposes.	Produces writing with guidance and support from adults in which development and organization are incomplete for tasks and purposes.	With guidance and support from adults, produces writing in which development and organization are appropriate for tasks and purposes.	With guidance and support from adults, produces effective writing in which development and organization are effective and appropriate for tasks and purposes.
ELAGSE3W7				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Conduct short research projects that build knowledge about a topic.	Conducts simple, short research projects.	Conducts simple, short research projects that build limited knowledge about topics.	Conducts short research projects that build knowledge about topics.	Conducts complex, short research projects that build extensive knowledge about topics.

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ELAGSE3W10				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Demonstrates minimal ability to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Demonstrates partial ability to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Demonstrates ability to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
ELAGSE3SL6				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Demonstrates minimal ability to speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Demonstrates partial ability to speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Demonstrates ability to speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	
ELAGSE3L1				
Domain/Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Demonstrates little to no understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs in general nor their function in simple sentence types.	Demonstrates some understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in some sentence types.	Demonstrates understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.	Demonstrates a strong understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs and their function in simple, compound, and complex sentences.
f. Ensure subject-verb and pronoun-antecedent agreement.*	Demonstrates little to no usage of subject-verb and pronoun-antecedent agreement.	Demonstrates some usage of subject-verb and pronoun-antecedent agreement.	Demonstrates consistent usage of subject-verb and pronoun-antecedent agreement.	Demonstrates strong, sophisticated usage of subject-verb agreement and pronoun-antecedent agreement.

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h. Use coordinating and subordinating conjunctions	Demonstrates little to no usage of coordinating and subordinating conjunctions.	Demonstrates minimal usage of coordinating and subordinating conjunctions.	Demonstrates usage of coordinating and subordinating conjunctions.	Demonstrates advanced usage of coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.	Demonstrates little to no ability to produce simple, compound, and complex sentences.	Demonstrates some ability to produce simple, compound, and complex sentences.	Demonstrates ability to produce simple, compound, and complex sentences.	Demonstrates ability to produce sophisticated simple, compound, and complex sentences.
ELAGSE3L2				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
d. Form and use possessives	Demonstrates little to no ability to form and use possessives.	Demonstrates partial ability to form and use possessives.	Demonstrates ability to form and use possessives.	Demonstrates advanced ability to form and use possessives.
ELAGSE3L3				
Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
a. Choose words and phrases for effect.	Chooses words and/or phrases without apparent care regarding effect when writing or speaking.	Chooses some words and/or phrases for effect when writing or speaking.	Chooses words and phrases for effect when writing and speaking.	Chooses precise words and phrases for effect to enhance the message when writing and speaking.
ELAGSE3L4				
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Demonstrates limited ability to determine the meaning of new words formed when a known affix is added to a known word.	Demonstrates partial ability to determine the meaning of new words formed when a known affix is added to a known word.	Demonstrates the ability to determine the meanings of new words formed when a known affix is added to a known word.	Demonstrates a strong ability to determine the meaning of new words formed when a known affix is added to a known word.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Demonstrates limited ability to use a known root word as a clue to the meaning of an unknown word with the same root.	Demonstrates partial ability to use a known root word as a clue to the meaning of an unknown word with the same root.	Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.	Demonstrates strong ability to use a known root word as a clue to the meaning of an unknown word with the same root.

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ELAGSE3L6				
Domain/standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).	Demonstrates minimal ability to acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).	Demonstrates partial ability to acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).	Demonstrates ability to acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).	

Mathematics:

NUMERICAL REASONING – base ten numerals and place value up to 10,000, and rounding up to 1,000				
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.NR.1 Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.	- Reads and writes numbers to 1,000 using base-ten numerals and expanded form with beginning understanding. - Compares numbers up to 1,000 using $>$, $=$, and $<$ symbols to record comparisons with developing accuracy. - Rounds whole numbers within 100 to the nearest 10, demonstrating basic understanding of the concept.	- Reads and writes numbers to 10,000 using base-ten numerals and expanded form with partial accuracy. - Uses place value reasoning to compare numbers up to 10,000, and is learning to use $>$, $=$, and $<$ symbols to record comparisons. - Uses place value understanding to round whole numbers within 1000 to the nearest 10 or 100 with increasing accuracy.	- Reads and writes multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form. - Uses place value reasoning to compare multi-digit numbers up to 10,000, using $>$, $=$, and $<$ symbols to record the results of comparisons. - Uses place value understanding to round whole numbers within up to 1000 to the nearest 10 or 100.	- Reads and writes multi-digit whole numbers beyond 10,000 using base-ten numerals, expanded form, and word form with fluency and precision. - Applies place value reasoning to create and solve complex, real-world problems involving comparing numbers using $>$, $=$, and $<$ symbols. - Applies place value understanding to round multi-digit whole numbers in real-world problem-solving situations.

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.NR.4: Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.	- Identifies unit fractions using parts of a whole, parts of a set, and number lines. - Compares two unit fractions using concrete models and visual representations. - Represents simple fractions in one or two ways. - Recognizes simple equivalent fractions using visual models.	- Describes a unit fraction and explains how multiple copies of a unit fraction form a non-unit fraction using some models and representations. - Compares two unit fractions using a variety of tools and strategies, developing proficiency in the process. - Represents fractions, including some fractions greater than one, in multiple ways. - Recognizes and generates simple equivalent fractions, building understanding through practice.	- Describes a unit fraction and explains how multiple copies of a unit fraction form a non-unit fraction. Uses parts of a whole, parts of a set, points on a number line, distances on a number line and area models. - Compares two unit fractions by flexibly using a variety of tools and strategies. - Represents fractions, including fractions greater than one, in multiple ways. - Recognizes and generates simple equivalent fractions.	- Analyzes and explains the concept of unit fractions and how they form non-unit fractions using multiple models and real-world contexts. - Compares multiple unit fractions using a wide range of tools and strategies, and applies this understanding to solve complex problems. - Represents fractions, including fractions greater than one, in multiple ways and uses these representations to analyze and solve real-world problems. - Recognizes, generates, and applies equivalent fractions to solve complex problems in various contexts.

PATTERNING & ALGEBRAIC REASONING – fluency, addition and subtraction within 10,000, multiplication and division within 100, equality, properties of operations

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.PAR.2: Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers up to 10,000.	- Adds and subtracts within 100 to solve problems with beginning fluency. - Applies part-whole strategies and place value understanding to solve problems involving addition and subtraction within 1,000.	- Adds and subtracts within 1000 to solve problems, building fluency through practice. - Applies part-whole strategies, properties of operations, and place value understanding to solve problems involving addition and subtraction within 10,000, representing these problems using equations with a letter standing for the unknown quantity.	- Fluently adds and subtracts within 1000 to solve problems. - Applies part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represents these problems using equations with a letter standing for the unknown quantity. Justifies solutions.	- Fluently adds and subtracts beyond 1000 to solve complex, multi-step problems in various contexts. - Applies and extends part-whole strategies, properties of operations, and place value understanding to create and solve challenging problems involving addition and subtraction beyond 10,000, representing these problems using equations with variables and justifying solutions using multiple methods.

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.PAR.3: Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.	- Identifies and extends simple numeric patterns related to multiplication. - Represents single-digit multiplication and division facts using limited strategies. - Applies the commutative property to multiply within 100. - Determines whether simple expressions involving addition and subtraction are equivalent. - Multiplies one-digit whole numbers by 10 using place value reasoning. - Solves basic multiplication and division problems within 50 using visual representations or concrete models. - Uses multiplication and division to solve simple problems within 50 and represents these problems using equations with a letter standing for the unknown quantity.	- Describes and extends numeric patterns related to multiplication, making basic predictions related to the patterns. - Represents single-digit multiplication and division facts using a variety of strategies and explains the relationship between multiplication and division, developing consistency. - Applies properties of operations to multiply and divide within 100, building proficiency. - Uses the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent, developing consistency. - Uses place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, building proficiency. - Solves practical problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models with improving consistency. - Uses multiplication and division to solve problems involving whole numbers to 100, represents these problems using equations, and justifies solutions with increased consistency.	- Describes, extends, and creates numeric patterns related to multiplication. Makes predictions related to the patterns. - Represents single-digit multiplication and division facts using a variety of strategies. Explains the relationship between multiplication and division. - Applies properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100. - Uses the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent. - Uses place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90. - Solves practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. - Uses multiplication and division to solve problems involving whole numbers to 100. Represents these problems using equations with a letter standing for the unknown quantity. Justifies solutions.	- Analyzes, extends, and creates complex numeric patterns related to multiplication, and makes accurate predictions related to the patterns. - Represents single-digit multiplication and division facts using multiple strategies and explains the relationship between multiplication and division in various contexts. - Applies and extends properties of operations to multiply and divide beyond 100 and in real-world situations. - Uses the meaning of the equal sign to analyze and determine whether complex expressions involving addition, subtraction, and multiplication are equivalent. - Applies place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10 beyond the range 10-90 and in real-world situations. - Solves complex, multi-step problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models. - Uses multiplication and division to solve challenging problems involving whole numbers beyond 100, represents these problems using equations with variables, justifies solutions using multiple methods.

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

MEASUREMENT & DATA REASONING – elapsed time, liquid volume, mass, lengths in half and fourth of an inch, data

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.MDR.5: Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.	- Asks simple questions and answers them based on gathered information and observations. - Tells and writes time to the nearest hour and half- hour using analog clocks. - Solves basic problems involving elapsed time within the same hour (e.g., from 2:00 to 2:30). - Uses rulers to measure lengths in whole inches. - Measures liquid volumes, lengths, and masses of objects using customary units with support.	- Asks questions and answers them based on gathered information, observations, and basic graphical displays to solve simple problems. - Tells and writes time to the nearest five minutes and quarter-hour using analog clocks. - Solves problems involving elapsed time, including intervals of time to the hour and half-hour within a.m. or p.m. - Uses rulers to measure lengths in halves and whole inches. - Estimates and measures liquid volumes, lengths, and masses of objects using customary units, and solves problems involving these measurements given in the same unit.	- Asks questions and answers them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life. - Tells and writes time to the nearest minute and estimates time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock. - Solves meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only. - Uses rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch. - Estimates and measures liquid volumes, lengths and masses of objects using customary units. Solves problems involving mass, length, and volume given in the same unit, and reasons about the relative sizes of measurement units within the customary system.	- Poses complex questions, gathers and analyzes information, and creates appropriate graphical displays to solve real-world problems. - Tells and writes time to the nearest minute and estimates time to the nearest minute using analog clocks in various contexts. - Solves complex, multi-step problems involving elapsed time, including intervals of time to the minute within a.m. or p.m., and across a.m. and p.m. - Uses rulers to measure lengths in halves, fourths, and eighths of an inch, and applies these measurements to solve real-world problems. - Estimates and measures liquid volumes, lengths, and masses of objects using customary units, solves complex problems involving these measurements, and analyzes the relationships between different customary units.

Third Grade Standards-Based Grading Rubric for Bryan County Q4 - ELA and Math

GEOMETRIC & SPATIAL REASONING – polygons, parallel line segments, perpendicular line segments, right angles, lines of symmetry, area, perimeter

Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.GSR.6: Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.	- Recognizes perpendicular line segments, parallel line segments, and right angles in basic shapes and figures. - Identifies and classifies simple polygons based on their properties. - Identifies lines of symmetry in simple polygons.	- Identifies perpendicular line segments, parallel line segments, and right angles in polygons, and solves basic problems involving these elements. - Classifies, compares, and contrasts polygons, including quadrilaterals, based on their properties, and identifies quadrilaterals as faces of some 3-dimensional figures. - Identifies lines of symmetry in various polygons, developing proficiency through practice.	- Identifies perpendicular line segments, parallel line segments, and right angles, identifies these in polygons, and solves problems involving parallel line segments, perpendicular line segments, and right angles. - Classifies, compares, and contrasts polygons, with a focus on quadrilaterals, based on properties. Analyzes specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures. - Identifies lines of symmetry in polygons.	- Analyzes and solves complex problems involving perpendicular line segments, parallel line segments, and right angles in polygons and other geometric figures. - Classifies, compares, and contrasts polygons, with a focus on quadrilaterals, based on multiple properties, and analyzes 3-dimensional figures to identify and describe quadrilaterals as faces of these figures in various orientations. - Identifies and applies the concept of lines of symmetry in polygons to solve problems and create geometric designs.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.GSR.7: Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.	- Investigates area by covering the space of simple rectangles using multiple copies of the same unit, with some gaps or overlaps. - Determines the area of simple rectangles presented in basic problems by tiling and counting, with beginning levels of accuracy. - Recognizes that area is related to the dimensions of a rectangle and shows beginning ability to explain the relationship.	- Investigates area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with minimal gaps or overlaps. - Determines the area of rectangles presented in relevant problems by tiling and counting with increasing accuracy. - Recognizes the relationship between area and the dimensions of a rectangle, and is developing the ability to explain this relationship using mathematical	- Investigates area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determines the total area (total number of units that covered the space). - Determines the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting. - Discovers and explains how area can be found by multiplying the dimensions of a rectangle.	- Investigates area by covering the space of complex shapes presented in realistic situations using multiple copies of the same unit, ensuring no gaps or overlaps, and extends this understanding to real-world applications. - Determines the area of complex shapes composed of rectangles presented in challenging problems by tiling and counting. - Discovers, explains, and applies the relationship between area and the dimensions of a rectangle to solve complex problems and create

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		language.		mathematical models in various contexts.
Standard	1 Beginning to Demonstrate	2 Developing	3 Proficient	4 Distinguished
3.GSR.8: Determine the perimeter of a polygon presented in real-life, mathematical problems.	- Calculates the perimeter of simple polygons by adding side lengths and is beginning to develop an understanding of the concept of perimeter. - Recognizes that rectangles with the same perimeter can have different areas or that rectangles with the same area can have different perimeters and is starting to explore this relationship.	- Determines the perimeter of a polygon and is developing the ability to explain that the perimeter represents the distance around a polygon, using mathematical language with increasing clarity. - Investigates how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters, and is working towards describing these relationships with clarity.	- Determines the perimeter of a polygon and explains that the perimeter represents the distance around a polygon. Solves problems involving perimeters of polygons. - Investigates and describes how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	- Determines the perimeter of complex polygons, clearly explains that the perimeter represents the distance around a polygon using precise mathematical language, and applies this understanding to solve challenging real-world problems. - Investigates, analyzes, and describes how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters, providing detailed explanations and examples to illustrate these relationships in various contexts.