3rd Grade Report Card Rubric (Quarter 3)

CCSS	Reading Descriptors	Not Yet Mastered (1)	Developing Towards Mastery (2)	Mastery of the Standard (3)
Reading: Foundational Skills				
RF.3.3	Decodes (reads) multisyllabic words by breaking them into parts, including base words and suffixes.	Has difficulty decoding multisyllabic words and may not consistently recognize base words and suffixes. Reads less than 11 words with taught multisyllabic patterns.	Sometimes decodes multisyllabic words correctly, but may struggle with identifying syllables or suffixes. Reads 12-15 words with taught multisyllabic patterns.	Consistently decodes multisyllabic words accurately by correctly identifying base words and suffixes. Reads 16-20 words with taught multisyllabic patterns.
Reading: Informational Text				
RI.3.1	Asks and answers questions about informational texts using text evidence.	Seldom or never asks and answers questions about the text. Rarely uses text evidence to support answers.	Sometimes asks and answers questions, but may not always support responses with relevant text evidence.	Consistently asks and answers questions about informational texts using clear and relevant text evidence to support their thinking.
RI.3.2	Identifies the main idea of a text and explains how key details support it.	Seldom or never identifies the main idea and supporting details in a nonfiction text.	Sometimes finds the main idea and some supporting details, but may not clearly connect them.	Consistently identifies the main idea of a nonfiction text and explains how key details support it.
RI.3.9	Compares and contrasts key details in two texts on the same topic.	Seldom or never compares and contrasts key details in two texts on the same topic.	Sometimes compares and contrasts key details in two texts on the same topic.	Clearly and consistently compares and contrasts key details in two texts on the same topic.

Reading: Literature				
RL.3.1	Uses evidence from the text to ask and answer questions.	Seldom or never uses evidence to support answers or questions. May need significant support.	Shows basic understanding of the text and sometimes uses evidence when asking or answering questions.	Clearly and consistently understands what was read and uses specific evidence from the text to ask and answer questions.
RL.3.2	Identifies the main message, lesson, or moral in stories, fables, or folktales.	Seldom identifies or explains the central message or lesson in a story. May need significant support.	Can sometimes identify the message or lesson in a story but may need support to explain it clearly.	Clearly and consistently identifies the central message, lesson, or moral in a story, fable, or folktale with clear explanation.
RL.3.3	Describes characters' traits, feelings, and motivations, and explains how those influence their actions in a story.	Seldom describes characters or explains how their traits and feelings affect the story. May need significant support.	Describes characters with some accuracy, but may need support connecting traits to actions.	Clearly and consistently describes characters' traits, feelings, and motivations and explains how those influence their actions in a story.
RL.3.9	Compares and contrasts important parts of different stories, such as their themes, settings, or plots.	Seldom compares or contrasts elements across different stories. May need significant support.	Can make basic comparisons between stories but may need support identifying specific differences or similarities.	Clearly and consistently compares and contrasts important parts of different stories, such as their themes, settings, or plots. Provides specifics and rationale for their reasoning.

CCSS	Mathematics Descriptors	Not Yet Mastered (1)	Developing Towards Mastery (2)	Mastery of the Standard (3)
3.NBT.A.	Uses place value to round whole numbers.	Rounds whole numbers correctly 69% of the time or less.	Rounds whole numbers correctly 70–89% of the time.	Accurately rounds whole numbers to the nearest 10 or 100 at least 90% of the time.
3.NBT.A.2	Fluently adds and subtracts within 1,000.	Is not fluent in addition and subtraction within 1,000. Solves with less than 70% accuracy.	Solves addition and subtraction problems with 70–89% accuracy. May not be able to explain regrouping.	Fluently adds and subtracts within 1,000 with 90% or greater accuracy. Consistently explains the reasoning and regrouping.
3.OA.1 and 3.OA.3	Solves word problems by using multiplication and division facts, demonstrating an understanding of how multiplication and division are connected.	Is not fluent in solving word problems using multiplication and division facts. Solves with less than 70% accuracy.	Solves word problems using multiplication and division facts 70-89% of the time.	Solves with 90%+ accuracy and shows understanding of the relationship between operations.
3.OA.7	Fluently multiply and divide within 100.	Is not yet able to fluently multiply and divide within 100. Solves with less than 70% accuracy.	Multiples and divides within 100 70-89% of the time.	Multiply and divide within 100 with at least 90% accuracy.
3.OA.D.8	Solves two-step word problems using the four operations: addition, subtraction, multiplication, and division.	Solves with less than 70% accuracy or shows confusion with multi-step reasoning.	Solves two-step word problems with 70-89% accuracy. Is inconsistent with showing understanding of all steps, or may only complete one step correctly.	Accurately solves two-step problems with at least 90% accuracy, including showing understanding of all steps. Can accurately explain their reasoning.

3.MD.C.5	Understands and solves word problems involving area by using multiplication and addition.	Has difficulty solving area problems. Solves with less than 70% accuracy. Struggles to apply multiplication and addition correctly, and may not understand the relationship between area and the dimensions of a shape.	Solves area problems with some errors. Solves with 70-89% accuracy. Demonstrates a basic understanding of area and may need help determining the appropriate method (multiplication or addition) in certain contexts.	Accurately calculates area using both multiplication and addition strategies in a variety of problem types 90% or more. Demonstrates a strong understanding of area as it relates to both rectangles and irregular shapes.
3.MD.8	Solves problems involving the perimeter of shapes, calculating the total length of all sides of a polygon.	Struggles to calculate perimeter, often leaving out sides or making errors in the addition. Solves with less than 70% accuracy. Has difficulty applying the perimeter formula or correctly identifying all sides of a polygon.	Solves most perimeter problems correctly but may make occasional errors with side lengths or units. Solves with 70-89% accuracy. Requires some support in more complex problems involving polygons with more sides.	Accurately calculates the perimeter of various polygons by adding the lengths of all sides 90% or more. Understands and applies the formula for perimeter consistently with correct units.
3.NF.A.1-2	Understands fractions and is able to represent them on a number line.	Has difficulty understanding fractions and struggles to represent them on a number line. Solves with less than 70% accuracy. Needs significant support in understanding the concept of fractions and their relationship to whole numbers.	Has a basic understanding of fractions but may struggle with placing them accurately on a number line. Solves with 70-89% accuracy. May need some guidance when comparing fractions or understanding their relative size.	Demonstrates a strong understanding of fractions and can represent them accurately on a number line 90% or more of the time. Can also identify and explain the placement of fractions in relation to whole numbers and other fractions.

3.NF.A.3	Compares fractions using symbols to show greater than, less than, or equal.	Struggles to compare fractions accurately and may often use the wrong symbols. Solves with less than 70% accuracy. Has difficulty understanding when and why fractions are greater or smaller than others, especially when denominators differ.	Can compare fractions with some accuracy, but may make occasional mistakes with fraction symbols or struggle with fractions that have different denominators. Solves with 70-89% accuracy.	Accurately compares fractions using the correct symbols (<, >, =) 90% or more of the time. Understands and applies the concept of equivalent fractions and can explain why one fraction is greater or less than another.
3.G.1-2	Identifies, describes and reasons about the attributes of different shapes, including both two-dimensional and three-dimensional shapes.	Has difficulty identifying shapes or explaining their attributes. Solves with less than 70% accuracy. May struggle to understand the difference between 2D and 3D shapes and may not be able to describe or reason about their properties without significant support.	Identifies basic attributes of shapes but may struggle with more complex properties. Solves with 70-89% accuracy. Needs occasional support to explain relationships between shapes or reason about their properties.	Identifies and describes the attributes of 2D and 3D shapes with at least 90% accuracy, including angles, sides, and faces.

CCSS	Writing/Language Descriptors	Not Yet Mastered (1)	Developing Towards Mastery (2)	Mastery of the Standard (3)
W.3.2	Writes clear and well-organized informational texts, presenting facts and details to explain a topic.	Informational writing lacks structure, clarity, or sufficient detail. Writing is not clear or coherent to the task. May require significant teacher support.	Writes informational texts with some structure and detail, but may lack clarity, detail, or organization.	Consistently produces clear and organized informational writing pieces that include facts and details to explain a topic.

W.3.1	Writes opinion pieces, clearly stating a point of view and supporting it with reasons and examples.	Opinion writing is unclear or lacks supporting reasons and examples. Writing is not clear or coherent to the task. May require significant teacher support.	Opinion pieces are at a basic writing level. States an opinion but may need support organizing reasons or adding examples.	Consistently writes clear and coherent opinion pieces with a clear point of view supported by reasons and examples.
W.3.3	Writes stories or narratives, describing events with details and organizing them in a clear sequence.	Narrative writing is difficult to follow and lacks detail or organization. Writing is not clear or coherent to the task. May require significant teacher support.	Writes stories with some clear events and details but may lack strong organization.	Consistently writes clear, coherent, well-organized stories that describe events with clear details in sequence.
W.3.5	Plan, revise, and edit written work with guidance and support.	Struggles to revise or edit writing even with guidance.	Attempts to revise and edit with some success when given support.	Revises and edits writing with guidance to improve clarity, structure, and conventions.
L.3.1	Uses grammar correctly in writing, including subject-verb agreement.	Frequently makes grammar, punctuation, or capitalization errors that affect understanding.	Sometimes usually uses correct grammar and sentence structure, with occasional errors.	Consistently uses correct grammar and sentence structure, including subject-verb agreement, punctuation, and capitalization.
L.3.2	Uses proper capitalization, punctuation, and spelling when writing.	Spelling, punctuation, and capitalization errors are frequent and may make writing difficult to understand.	Applies basic spelling and punctuation rules, but errors may still be present. Errors include taught spelling patterns and high frequency words.	Applies correct spelling, punctuation, and capitalization consistently in writing pieces.

CCSS	Science Descriptors	Not Yet Mastered (1)	Developing Towards Mastery (2)	Mastery of the Standard (3)
3rd Grade NGSS Standards: 3-LS, 3-ESS, 3-PS, ETS	Demonstrates understanding of grade-level science concepts through reading, writing, discussion, and hands-on inquiry investigations.	Has difficulty applying grade-level science concepts. Needs frequent support to interpret information and participate in hands-on inquiry. Requires assistance to express understanding.	Inconsistently applies grade-level science concepts. Sometimes interprets information accurately. Participates in hands-on inquiry with some guidance. Communicates ideas with some support or clarification needed.	Consistently applies grade-level science concepts. Accurately interprets information from texts, investigations, and discussions. Engages effectively in hands-on inquiry. Communicates understanding clearly in written and oral form.

CCSS	Social Studies Descriptors	Not Yet Mastered (1)	Developing Towards Mastery (2)	Mastery of the Standard (3)
3rd Grade SS Standards: Inquiry Skills, Civics, Economics & Financial Literacy, Geography, History	Demonstrates understanding of grade-level social studies concepts through reading, writing, and discussion.	Has difficulty applying grade-level social studies concepts and needs frequent support to interpret information and express understanding.	Inconsistently applies grade-level social studies concepts. Interprets information accurately and communicates ideas with some support or clarification needed.	Consistently applies grade-level social studies concepts. Accurately interprets information from texts, discussions, and projects. Communicates understanding clearly in written and oral form.