
Triad

Community Unit District #2

Educating Everyone....Takes Everyone

4th Quarter Rubric
3rd Grade

Learning Skills and Behaviors Rubric - Grade 3

Learning Skills and Behaviors Rubric	1	2	3
Demonstrates effort	Seldom or Never	Sometimes	Consistently
Accepts responsibility for actions	Seldom or Never	Sometimes	Consistently
Listens attentively and follows directions	Seldom or Never	Sometimes	Consistently
Demonstrates self control	Seldom or Never	Sometimes	Consistently
Uses time wisely, constructively	Seldom or Never	Sometimes	Consistently
Completes homework/assignments on time	Seldom or Never	Sometimes	Consistently
Works independently	Seldom or Never	Sometimes	Consistently
Demonstrates organizational skills	Seldom or Never	Sometimes	Consistently

3rd Grade English Language Arts Rubric - 4th Quarter

	Skills covered this quarter	1 = Limited Progress	2 = Progressing toward quarterly expectations	3 = Met <u>quarterly</u> standards expectations
Reading - Literature and Informational Texts				
Uses reading skills to develop comprehension of texts	• Author's Purpose • Text Structure • Point of View • Text and Graphic Features • Literary Elements • Figurative Language • Central Idea • Identify Claim • Ideas and Support	The student needs continued progress in order to meet the quarter's expectations.	The student is progressing on skills related to key ideas and details but does not consistently show progression toward mastery of the skills.	The student consistently shows expected progress in skills related to key ideas and details and demonstrates progress in class work and on assessments.
Reading - Foundational Skills				
Reads Fluently	• Accuracy and self correction • Intonation • Rate	Reads word by word, without expression on successive readings.	Sometimes reads with appropriate pace, expression, and meaningful phrasing on successive readings	Consistently reads with appropriate pace, expression, and meaningful phrasing on successive readings
Uses Decoding Skills	• Compound Words • Abbreviations • Irregular Plurals • /oo/ and /ou/ • Prefixes (re-, un-) and Suffixes (-less and -ness) • Plurals	Is unable to decode independently and seldom applies grade-level phonics or word analysis skills when decoding.	Decodes many words and may self-correct errors and shows some understanding and application of grade-level phonics and word analysis skills when decoding words.	Able to decode words independently and self-correct most errors and knows and consistently applies grade-level phonics and word analysis skills when decoding words

Writing and Language				
Produces and organizes types of writing	- Opinion Essay - Research Report	Writing is not clear or coherent. Or the student requires intensive teacher intervention to produce writing pieces.	Writing is done at a basic level and may not be clear, may be lacking detail, or intensive teacher support.	Consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience with moderate teacher support.
Vocabulary Acquisition and Use	- Analogies - Thesaurus - Dictionary/Glossary - Suffixes: <i>-ly</i>, <i>-ion</i>, <i>-ness</i>, <i>-able</i>, <i>-logy</i>, - Prefixes: <i>ex-</i> - Greek Root <i>graph</i>	The student needs additional support to determine the meaning of unknown words using multiple strategies including affixes, root words, and context clues.	The student inconsistently determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues.	Determines the meaning of unknown words using multiple strategies including affixes, root words, and context clues.
Uses grammar correctly	- Irregular Verbs - Adverbs - Adjectives - Possessive Nouns - Formatting sentences	The student needs continued progress in order to meet the quarter's expectations.	The student inconsistently uses grammar skills correctly in-class work and writing.	The student consistently shows progress on taught skills and can apply the skills to his or her class work and writing.
Uses spelling patterns correctly	- Compound words and abbreviations - Irregular plurals /oo/ and /oo/ - Words with -ed and -ing - Prefixes (re-, un-) and Suffixes (-less, -ness) - Changing final y to i	Student makes many spelling errors in written work, on assessment, and in writing pieces.	Student makes some errors in taught spelling patterns and high-frequency words in written work, on assessments, and in writing pieces.	Student consistently spells words correctly in written work, on assessments, and in writing pieces

Uses taught capitalization and punctuation skills correctly	• Capitalize the first word and proper noun. • End a sentence with a period, question mark, or exclamation point • Quotation marks • Proper Nouns	Student makes many errors when capitalizing words and using punctuation in written work, on assessments, and in writing pieces.	Student makes some errors when capitalizing words and using punctuation in written work, on assessments, and in writing pieces.	Student consistently capitalizes words correctly and uses correct punctuation in written work, on assessments, and in writing pieces
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	Grade 3 Language Arts Rubric - Fourth Quarter			
	Reading - Literature and Informational	1	2	3
RL.1, RI.1	References text to ask and answer questions	X	X	X
RL.3	Describes characters	X	X	X
RL.6, RI.6	Point of view	X	X	X
RL.9, RI.9	Compares and contrasts two texts	X	X	X
RL.2	Summarizes literature text	X	X	X
RI.2	Summarizes informational text	With support is unable to identify the overall topic and key details of each section/paragraph of an informational text	With some support is able to identify the overall topic and key details of each section/paragraph of an informational text	Is able to identify the overall topic and key details of each section/paragraph of an informational text
RI.5, 7	Uses text features to locate information	X	X	X
	Reading - Foundational Skills	1	2	3
RF.4	Reads fluently	Reads word by word, without expression on successive readings	Sometimes reads with appropriate pace, expression, and meaningful phrasing on successive readings	Consistently reads with appropriate pace, expression, and meaningful phrasing on successive readings

RF.3	Uses decoding skills	Is unable to decode independently and seldom applies grade-level phonics or word analysis skills when decoding	Decodes many words and may self-correct errors and shows some understanding and application of grade-level phonics and word analysis skills when decoding word.	Able to decode words independently and self-correct most errors and knows and consistently applies grade-level phonics and word analysis skills when decoding words
	Writing	1	2	3
W.1, 2, 3	Produces and organizes types of writing (personal narrative) *The order in which writing is taught will vary by building.	Unable to write a personal narrative that describes a character(s), setting and is told in a logical sequence with a beginning, middle, and end.	Writes a personal narrative that describes a character(s), setting and but may not be in a logical order with a beginning, middle, and end.	Writes a personal narrative that describes a character(s), setting and is told in a logical sequence with a beginning, middle, and end.
W.1, 2, 3	Produces and organizes types of writing (informational piece) *The order in which writing is taught will vary by building.	Unable to organize writing on a single topic. Writing is done with intensive teacher intervention.	Writes an information piece, but is not organized into introduction, body, and conclusion with teacher support. May lack supporting details.	Writes an informational piece that includes an introduction, facts that develop the topic, linking words, and a conclusion with minimal teacher support.
W.1, 2, 3	Produces and organizes types of writing (opinion piece) *The order in which writing is taught will vary by building.	Writes an opinion piece with many sections/or aspects that need to be further developed.	Writes an opinion piece with the basic elements that may include introduction, stating opinions, reasons, and concluding statements.	Writes an opinion piece with an introduction supporting reasons, and a concluding statement.
W.1, 2, 3	Produces and organizes types of writing (narrative) *The order in which writing is taught will vary by building.	Unable to write a narrative piece or writing is done with intensive teacher intervention.	Writes a narrative piece, but does not have a clear sequence of events, lacks details, or does not contain dialogue	Writes a narrative to develop real or imagined experiences using descriptive details, a clear sequence of events, and dialogue.
W.5	Engages in the writing process	Does not engage in the writing process without teacher intervention.	Can identify the appropriate writing for audience and purpose. With guidance and support from peers and adults, engages in initial prewriting and drafting activities but makes minimal revisions and corrections.	Able to express ideas through various types of writing for appropriate audiences and purposes. With guidance and support from peers and adults, can develop and strengthen writing by planning, revising, and editing.

W.7	Conducts short research projects *The order in which research is taught will vary by building.	Research is minimal or is missing two or more elements (introduction, body, or conclusion).	Able to research but is missing either the introduction, body, or conclusion.	Able to research and writes note cards for an introduction, body, and conclusion.
	Language	1	2	3
L.1	Uses grammar correctly	Unable to use simple and compound sentences.	At times, can identify and use simple and compound sentences	Can identify and use simple and compound sentences.
L.2d-g	Spells correctly in written work	Rarely spells words correctly using resources in written work and writing pieces	At times spells words correctly using resources in written work and writing pieces	Consistently spells words correctly using resources in written work and writing pieces
L.2a-c	Uses correct capitalization and punctuation	Rarely capitalizes and punctuates sentences and dialogues.	Sometimes capitalizes and punctuates sentences and dialogue correctly.	Consistently capitalizes and punctuates sentences and uses commas correctly in addresses and with quotation marks in dialogue correctly.
RL.4, L.4, L.5	Determines the meaning of unknown words using strategies	Rarely applies strategies to determine the meaning of unknown words.	Able to use only one or two strategies to determine the meaning of unknown words.	Determines the meaning of unknown word using multiple strategies including affixes, root words, and context clues.
WPS.9	Demonstrates basic knowledge of keyboarding skills	Seldom demonstrates proper spacing, shift key for caps and punc, log on to programs, open/create a document, save/share a document, print a document, type text	Occasionally demonstrates proper spacing, shift key for caps and punc, log on to programs, open/create a document, save/share a document, print a document, type text	Consistently demonstrates proper spacing, shift key for caps and punc, log on to programs, open/create a document, save/share a document, print a document, type text
	Speaking and Listening	1	2	3
SL.4,5	Produces presentations by gathering and organizing important information.	Not prepared for a presentation.	Gathers and organizes some of the expected information for a relevant presentation.	Able to gather and organize expected information to produce a relevant presentation.

SL.2,3	Summarizes key ideas of a report or presentation	Not able to listen to presentations or cannot summarize any key details from a presentation.	Able to listen to a presentation, but can only summarize 1 or 2 key details.	Able to listen to a presentation and can summarize at least 3 key ideas.
SL.1	Engages effectively in collaborative discussions	Does not actively participate in discussions.	Occasionally participates in discussions, follows agreed-upon rules for discussion, and asks questions to check understanding.	Effectively participates in discussions by coming to discussions prepared, following agreed-upon rules for discussion, and asking questions to check understanding

CCSS	Grade 3 Math Rubric - Fourth Quarter			
	Operations and Algebraic Thinking	1	2	3
OA.A.3, OA.A.4	Uses multiplication strategies	X	X	X

OA.B.6, OA.C.7	Understands fact families	X	X	X
	Number and Operations	1	2	3
NBT.A.1	Rounds whole numbers to the nearest 10 and 100	X	X	X
NBT.A.2	Adds within 1000	X	X	X
NBT.A.2	Subtracts within 1000	X	X	X
NF.A.1, NF.A.2	Understands fractions	X	X	X
NF.A.3. D	Compares and orders fractions	X	X	X
	Measurement and Data	1	2	3
MD.A.1	Measures time intervals in minutes	X	X	X
MD.A.2	Estimates and measures length using metric and US customary units	Student makes more than three errors out of ten problems involving estimating length and choosing the most appropriate units to solve a length problem	Student can estimate length using correct units and can choose most appropriate unit for solving a problem seven or eight out of ten times	Student can estimate length using correct units and can choose most appropriate unit for solving a problem nine out of ten times
MD.B.3	Represents and interprets data	Student makes more than three errors out of ten problems involving drawing and answering questions involving picture graphs and bar graphs	Student can draw a scaled picture graph and bar graph representing data in several categories and can answer questions using information presented in these graphs seven or eight out of ten times	Student can draw a scaled picture graph and bar graph representing data in several categories and can answer questions using information presented in these graphs nine out of ten times
MD.D.8	Calculates perimeter of shapes	Student cannot explain how to calculate perimeter and makes more than three errors out of ten in perimeter problems	Student understands how to find perimeter by adding around the outside of a figure and correctly calculates perimeter seven or eight out of ten times	Student understands how to find perimeter by adding around the outside of a figure. Student demonstrates an understanding of perimeter by correctly calculating perimeter of various figures nine out of ten times.
MD.C.5	Understands concept of area	Student cannot explain how perimeter and area are different. Student makes more than 2 errors out of five when calculating the area of figures	Student sometimes confuses perimeter and area in problems. Student can successfully find area of a figure by adding up the number of square units on the	Student understands how to find area and how it is different than perimeter. Student can successfully find area of a figure by adding up the number of square units on the

			inside of a figure three out of five times successfully	inside of a figure four out of five times successfully
MD.C.7.A	Calculates area of rectangles	Student cannot give the formula for area of a rectangle and/or is unable to consistently find the area of rectangles in math assessments	Student knows that area of a rectangle is the length times the width of the sides and makes some errors when calculating area of rectangles in assessments	Student can explain that the area of a rectangle is the length times the width of its sides. Student can successfully find the area of rectangles in assessments
	Geometry	1	2	3
G.1, G.2	Reasons with shapes and their attributes	Student is unable to recognize shapes by their attributes--specifically triangles, squares, rhombuses, quadrilaterals, parallelograms, and trapezoids--successfully seven or eight out of ten times.	Students can recognize shapes by their attributes--specifically triangles, squares, rhombuses, quadrilaterals, parallelograms, and trapezoids--successfully seven or eight out of ten times. Given a shape, students can sometimes list the attributes of that shape.	Students can recognize shapes by their attributes--specifically triangles, squares, rhombuses, quadrilaterals, parallelograms, and trapezoids--successfully nine out of ten times. Given a shape, students can also list attributes of that shape.
	Mathematical Practices	1	2	3
NBT.A.2	Demonstrates addition fact fluency	Student is unable to correctly complete 85 basic addition facts in 5 minutes	Student can correctly complete 85 basic addition facts in 5 minutes	Student can correctly complete 90 basic addition facts in 5 minutes
NBT.A.2	Demonstrates subtraction fact fluency	Student is unable to correctly complete 85 basic subtraction facts in 5 minutes	Student can correctly complete 85 basic subtraction facts in 5 minutes	Student can correctly complete 90 basic subtraction facts in 5 minutes
OA.C.7	Demonstrates multiplication fact fluency	Student is unable to correctly complete 85 basic multiplication facts in 5 minutes	Student can correctly complete 85 basic multiplication facts in 5 minutes	Student can correctly complete 90 basic multiplication facts in 5 minutes
OA.3 OA.8 MD.1 MD.3 MD.8	Writes, solves, and explains word problems	Student makes more than two errors out of five attempts when solving and explaining word problems.	Student is able to solve and explain word problems within math assessments accurately three out of five times	Student is able to solve and explain word problems within math assessments accurately four out of five times
MP.6	Attends to precision in math	Rarely completes assignments accurately	Sometimes completes assignments accurately	Consistently completes assignments accurately