

Grading Rubrics – Grade 3

➤ Language Arts: Range of Reading and Level of Text Complexity

Reads grade level text with accuracy, fluency and comprehension. (RF. 3.4, RL3.10, RI3.10)**Fountas&Pinnell/Lexile				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> ● Reads slowly inaccurately with little or no expression. ● (under L) Lexile Level less than 400 ● Unable to apply learned reading strategies 	<ul style="list-style-type: none"> ● Reads some words accurately with some expression with below level texts. May not heed punctuation. ● (L-M) Lexile Level between 400-499 ● With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text 	<ul style="list-style-type: none"> ● Independently and consistently reads most words accurately, with high fluency and expression, on grade level. ● (N - O) Lexile Level 500-649 ● Independently and consistently applies learned reading strategies to a variety of texts 	<ul style="list-style-type: none"> ● Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. ● (R and up) Lexile Level higher than 750 ● Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level
2	<ul style="list-style-type: none"> ● Reads slowly and inaccurately with little or no expression. ● (under N) Lexile Level less than 500 ● Unable to apply learned reading strategies 	<ul style="list-style-type: none"> ● Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. ● (N) Lexile Level 500-599 ● With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text 	<ul style="list-style-type: none"> ● Independently and consistently reads most words accurately, with high fluency and expression, on grade level. ● Heeds punctuation. ● (O-Q) Lexile Level 600-749 ● Independently and consistently applies learned reading strategies to a variety of texts 	<ul style="list-style-type: none"> ● Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. ● (R and up) Lexile Level higher than 750 ● Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level
	<ul style="list-style-type: none"> ● Reads slowly and inaccurately with little or no expression. (under O) Lexile Level less than 600 ● Unable to apply learned reading strategies 	<ul style="list-style-type: none"> ● Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. ● (O) Lexile Level 600-649 ● With teacher prompting and support, applies learned 	<ul style="list-style-type: none"> ● Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. ● (P-Q) Lexile Level 650-749 	<ul style="list-style-type: none"> ● Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (R and up) Lexile Level higher than 750 ● Independently and consistently applies learned reading strategies to a variety

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		reading strategies to on level texts or only applies reading strategies to below level text	<ul style="list-style-type: none"> Independently and consistently applies learned reading strategies to a variety of texts 	of texts, including texts above grade level
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Asks and answers questions referring explicitly to the text. (RL.3.1 RI. 3.1)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1 2 3	<ul style="list-style-type: none"> Student demonstrates little or no understanding of what has been read. The student is unable to: Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. Demonstrates understanding of the text. Refer explicitly to the text when answering questions. 	<ul style="list-style-type: none"> Student requires teacher prompting and support to: Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. Demonstrates understanding of the text. Refer explicitly to the text when answering questions 	<ul style="list-style-type: none"> Student independently asks and answer questions (who, what, when, why, and how) concerning key details in a literary text. Student demonstrates understanding of the text. Student is able to refer explicitly to the text when answering questions. 	<ul style="list-style-type: none"> Student asks and answer questions concerning key details in a literary text with an above grade-level text. They are able to: Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. Demonstrates understanding of the text. Refer explicitly to the text when answering questions

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Recounts stories to demonstrate understanding of the central message, lesson or moral. (RL. 3.2 RI.3.2)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end 	<p>The student is able to independently and consistently:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end 	<ul style="list-style-type: none"> ● Independently and consistently in above grade level text, the student is able to: ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end
2	<p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end ● Identify the theme, lesson, or moral of a story 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end ● Identify the theme, lesson, or moral of a story 	<p>The student is able to independently and consistently:</p> <ul style="list-style-type: none"> ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end ● Identify the theme, lesson, or moral of a story 	<ul style="list-style-type: none"> ● Independently and consistently in above grade level text, the student is able to: ● Identify the main characters and the setting of the story. ● Identify and explain the major events of the story. ● Recount stories and describes overall structure of the story including beginning, middle and end

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				<ul style="list-style-type: none"> Identify the theme, lesson, or moral of a story
3	<p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> Identify theme of a story Little or no understanding of story structure; limited or no ability to recount stories 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Identify the theme of a story to recount story elements 	<p>With little or no prompting the student can:</p> <ul style="list-style-type: none"> Identify the theme, lesson, or moral of a story using key details from the text Independently and consistently recount stories and describes overall structure of the story including beginning, middle and end 	<ul style="list-style-type: none"> Independently and consistently identifies the theme of a story with <u>above grade level texts</u> Independently and consistently retells stories with above grade level text and describes overall

Describes story elements (Characters, setting, plot, point of view) using textual evidence. (RL. 3.3)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> Even with prompting and support the student is: Unable to make connections, makes inaccurate or incomplete inferences about characters, setting, and events using text clues and illustrations. Unable to identify basic relationships between characters. 	<ul style="list-style-type: none"> Student requires prompting and support to: Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations Draw conclusions from relationships between characters 	<ul style="list-style-type: none"> Independently and consistently uses background knowledge to: Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations Draws conclusions from relationships between characters 	<ul style="list-style-type: none"> Independently and consistently uses background knowledge to: make meaningful connections with <u>above grade-level text</u>. Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with a above grade-level text.

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2	<ul style="list-style-type: none"> • Even with prompting and support the student is: • Unable to use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations • Unable to draw conclusions from relationships between characters • Determine the point of view of the characters. 	<ul style="list-style-type: none"> • Student requires prompting and support to: • Use background knowledge to make meaningful connections, inferences about characters, setting and events using text clues and illustrations • Draw conclusions from relationships between characters • Determine the point of view of the characters. 	<ul style="list-style-type: none"> • Independently and consistently uses background knowledge to: • Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describes the characters in a story (motivation, traits, feelings) • Describes how their actions contribute to the plot. • Determine the point of view of the characters. 	<ul style="list-style-type: none"> • Independently and consistently uses background knowledge to make meaningful connections with an above grade-level text. Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with above grade-level text. • Determine the point of view of the characters.
3	<ul style="list-style-type: none"> • Even with prompting and support the student is unable to: • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draw conclusions from relationships between characters. 	<ul style="list-style-type: none"> • Student requires prompting and support to: • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describes the characters in a story (motivation, traits, feelings) • Describes how their actions contribute to the plot. Consistently compare and/or contrast two or more characters/event using details/illustrations 	<ul style="list-style-type: none"> • Independently and consistently the student is able to: • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describe the characters in a story (motivation, traits, feelings) • Describe how their actions contribute to the plot. • Compare and/or contrast two or more characters/events using details/illustrations. 	<ul style="list-style-type: none"> • Independently and consistently uses background knowledge to make meaningful connections with above grade-level text. • Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with above grade level text. • Consistently compares and/or contrasts two or more characters Compare the reader’s point of view with the author’s point of view.

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		<ul style="list-style-type: none"> • Compare the reader’s point of view with the author’s point of view. 	<ul style="list-style-type: none"> • Compare the reader’s point of view with the author’s point of view. 	
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Utilize text features to demonstrate understanding. (RI. 3.5, RI 3.7)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> • Beginning to differentiate between fiction and nonfiction text. • With the support and prompting of teacher, identifies and understand how text features are used to make meaning 	<ul style="list-style-type: none"> • With prompting, differentiates between fiction and nonfiction text. • With prompting, identifies and understands how text features are used to make meaning (including captions, bold print, illustrations, charts and graphs). 	<ul style="list-style-type: none"> • Independently and consistently differentiates between fiction and nonfiction text, using text features to gain information 	<ul style="list-style-type: none"> • Independently and consistently differentiates between fiction and nonfiction text, using text features to gain information
2	<ul style="list-style-type: none"> • With the support and prompting of the teacher, uses text features to locate key facts and how specific images contribute to and clarify text. 	<ul style="list-style-type: none"> • Independently knows and uses text feature to locate key facts and how specific images contribute to and clarify text. 	<ul style="list-style-type: none"> • Independently and consistently references (verbal or written) text features to explain meaning of the text. Independently integrates informational images and text to draw conclusions. 	<ul style="list-style-type: none"> • Independently and consistently references (verbal or written) text features to explain meaning of the <u>above level texts</u>
3			<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Independently integrates informational images and text to draw conclusions <u>in above level texts</u>

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Identifies and explains the relationship between events, ideas, and concepts. (RI 3.3)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> Closely read text to determine important events, ideas or concepts Identify words that signify time order, sequence, and cause/effect 	With prompting and support the student is able to: <ul style="list-style-type: none"> Closely read text to determine important event, ideas or concepts Identify words that signify time order, sequence, and cause/effect 	The student is able to: <ul style="list-style-type: none"> Closely read text to determine important events, ideas or concepts Identify words that signify time order, sequence, and cause/effect 	Student independently and consistently: <ul style="list-style-type: none"> Closely read in above grade level text to determine important events, ideas or concepts Identify words that signify time order, sequence, and cause/effect in above grade level text.
2				

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3	<p>Even with prompting and support the student is unable to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas 	<p>With prompting and support the student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas 	<p>The student is able to:</p> <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas 	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Closely read in above grade level text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect in above grade level text. • Explain how historical events, scientific ideas or “how to” procedures are related in above grade level text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas
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➤ Writing / Language

Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) (L3.2f)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> ● Displays partial mastery of weekly spelling tests ● Numerous spelling errors that detract from meaning ● Does not spell high frequency words correctly 	<ul style="list-style-type: none"> ● Display partial mastery of weekly spelling tests ● Patterns of spelling errors that begin to interfere with meaning ● Attempts to spell high frequency words correctly 	<ul style="list-style-type: none"> ● Demonstrates command of conventions spelling at an appropriate level of complexity. ● Consistently masters weekly spelling tests with 90% -95% accuracy 	<ul style="list-style-type: none"> ● Consistently masters weekly spelling tests with 100% accuracy ● Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words
2	<ul style="list-style-type: none"> ● Does not attempt to spell untaught words through application of phonic skills and spelling strategies 	<ul style="list-style-type: none"> ● Attempts to spell untaught words with lack of phonemic awareness and spelling strategies 	<ul style="list-style-type: none"> ● Applies spelling patterns; some errors do not interfere with meaning 	<ul style="list-style-type: none"> ● Spells high frequency words correctly
3	<ul style="list-style-type: none"> ● Demonstrates little to no command of conventions of spelling ● Frequent and varied errors in spelling impede understanding 	<ul style="list-style-type: none"> ● Demonstrates limited command of conventions of spelling at an appropriate level of complexity. ● Errors in spelling often impede understanding. 	<ul style="list-style-type: none"> ● Spells most high frequency words correctly ● Attempts to spell untaught words phonetically 	<ul style="list-style-type: none"> ● Spells untaught words phonetically with minimal errors ● Demonstrates full command of conventions spelling at an above grade level complexity. ● There are virtually no spelling errors in written work and on assessments.

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Understands and applies the conventions of writing. (L.3.1 and L.3.2)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>With prompting and support the student rarely applies grade level mechanics of capitalization, punctuation, grammar and is rarely able to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing. • Write simple sentences • Capitalize at the beginning of sentences. 	<p>With prompting and support the student applies grade-level mechanics of capitalization, punctuation, grammar and is able to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives. • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. 	<p>Student applies grade-level mechanics of capitalization, punctuation, grammar and is able to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing. • Write simple sentences • Capitalize at the beginning of sentences. 	<p>Student consistently applies above grade level conventions of grammar and usage.</p>
2	<p>Student rarely applies grade level grammar and usage as listed in 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly 	<p>Student is beginning to apply grade level grammar and usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly 	<p>Student applies grade-level mechanics of capitalization, punctuation, and grammar as listed in the 1st Trimester plus the student is able to:</p> <ul style="list-style-type: none"> • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly 	<p>Student consistently applies above grade level conventions of grammar and usage.</p>

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3	<p>Student rarely applies grade level grammar and usage as listed in 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly. 	<p>Student is beginning to apply grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly. 	<p>Student applies grade-level mechanics of capitalization, punctuation, and grammar as listed in the 1st and 2nd Trimesters plus the student is able to:</p> <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing • Capitalize titles correctly • Use subject verb agreement • Use apostrophes in contractions and possessives • Uses regular and irregular verbs • Forms and uses comparative and superlative adjectives and adverbs correctly. 	<p>Student consistently applies above grade level conventions of grammar and usage.</p>
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Develops and strengthens writing as needed by planning, revising, and editing. (W3.4, W3.5, W3.6)

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Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1 2 3	<ul style="list-style-type: none"> • Unable to follow the steps in the writing process. • With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work. 	<ul style="list-style-type: none"> • With teacher prompting and support, follows the steps of the writing process. Produces published work with some errors. Does not incorporate some feedback from peers/teachers. • Requires teacher prompting and support to edit and revise own work. Unable to peer edit. 	<ul style="list-style-type: none"> • Follows steps of the writing process. Produces published work with minimal errors. Incorporates some feedback from peers/teachers. • Begins to edit and revise own work. Can contribute to peer editing 	<p>Follows steps of the writing process. Produces published work with almost no errors. Effectively incorporates some feedback from peers/teachers. Independently and consistently can edit and revise own work. Discusses feedback effectively with peers</p>

Publishes a writing piece with the correct structure and characteristics of a particular genre. (W3.1, W3.2, W3.3)

Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
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1 Personal Narratives	<ul style="list-style-type: none"> • With teacher support and prompting, writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. 	<ul style="list-style-type: none"> • With teacher support, writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure 	<ul style="list-style-type: none"> • Independently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure. 	<ul style="list-style-type: none"> • Independently and consistently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. • Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure
2 Informational & Opinion	<ul style="list-style-type: none"> • With teacher support and prompting, writes informative texts to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> • With teacher support, texts to examine a topic and convey ideas and information clearly. • Introduces a topic and group related information together; include illustrations when 	<ul style="list-style-type: none"> • Independently write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related information together; include 	<ul style="list-style-type: none"> • Independently and consistently, write informative texts to examine a topic and convey ideas and information clearly. Introduces a topic and group related

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	<ul style="list-style-type: none"> • Introduces a topic and group related information together; include illustrations when useful to aiding comprehension. • Develops the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. • Provides a concluding statement or section. • With teacher support and prompting, writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provides a concluding statement or section 	<p>useful to aiding comprehension.</p> <p>Develops the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provides a concluding statement or section.</p> <p>With teacher support, writes opinion pieces on topics or texts to support a point of view with reasons.</p> <p>Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provides reasons that support the opinion.</p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • illustrations when useful to aiding comprehension. • Develops the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provides a concluding statement or section. • Independently writes opinion pieces on topics or texts to support a point of view with reasons. • Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provides reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. 	<p>information together; include illustrations when useful to aiding comprehension.</p> <p>Develops the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provides a concluding statement or section.</p> <p>Independently and consistently writes opinion pieces on topics or texts to support a point of view with reasons.</p> <p>Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provides reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p>
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<p>3 Fairy Tales & Realistic Fiction</p>	<ul style="list-style-type: none"> • With teacher support and prompting, writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establishes a situation and introduce a narrator and/or • characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<ul style="list-style-type: none"> • With teacher support, writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<ul style="list-style-type: none"> • Independently writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<ul style="list-style-type: none"> • Independently and consistently writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.
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Grading Rubrics – Grade 3

Acquires and uses grade level academic and content specific vocabulary in reading. (RL3.4; RI 3.4; L3.4)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<ul style="list-style-type: none"> • Unable to use vocabulary strategies to determine the meaning of new words. • Unable to read learned vocabulary in reading 	<ul style="list-style-type: none"> • With teacher support or prompting, can use vocabulary strategies to determine the meaning of new words. Can read learned vocabulary accurately • with limited or inconsistent understanding of the words 	<ul style="list-style-type: none"> • Independently and consistently uses vocabulary strategies to determine the meaning of new words • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words 	<ul style="list-style-type: none"> • Independently and consistently uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words. • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words. Uses context clues to determine the meaning of new words
2				
3				

Grading Rubrics – Grade 3

➤ Mathematics: Operations and Algebraic Thinking

Demonstrates fluency/accuracy with multiplication and division math facts within 100. (3.OA.A.1 ; 3.OA.A.2; 3.OA.A.3 ; 3.OA.A.4 ; 3.OA.B.5 ; 3.OA.C.7)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Interpreting models and solving problems involving multiplication and division concepts. • Understanding the relationship between multiplication and division. • Fluently multiplying and dividing within 100. • Using multiplication and division to solve word problems. • Determining the unknown whole number in an equation. • Understanding properties of multiplication and division. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Interpret models and solves problems involving multiplication and division concepts. • Understand the relationship between multiplication and division. • Fluently multiply and divide within 100. • Use multiplication to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of multiplication and division. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Interprets models and solves problems involving multiplication and division concepts. • Understands the relationship between multiplication and division. • Fluently multiply and divide within 100. • Uses multiplication and division to solve word problems. • Determines the unknown whole number in an equation. • Understands properties of multiplication and division. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Interpreting models and solves problems involving multiplication and division concepts. • Understanding the relationship between multiplication and division. • Fluently multiplying and dividing within 100. • Using multiplication and division to solve word problems. • Determining the unknown whole number in an equation. • Understanding properties of multiplication and division.
3	NOT ASSESSED AT THIS TIME			

Grading Rubrics – Grade 3

Solves problems involving the four operations and/or multi-step problems (3.OA.D.9)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1 2 3	Student demonstrates little or no understanding of: <ul style="list-style-type: none"> • Solve two step word problems using addition and subtraction. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations. 	Student requires teacher prompting and support to: <ul style="list-style-type: none"> • Solve two step word problems using addition and subtraction. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations. 	Student consistently and independently: <ul style="list-style-type: none"> • Solves two step word problems using addition and subtraction. • Represents these problems using equations with a letter standing for the unknown quantity. • Assesses the reasonableness of the answers using mental computation and estimation including rounding. • Identifies arithmetic patterns and explain them using properties of operations. 	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: <ul style="list-style-type: none"> • Solving two step word problems using the four operations. • Representing these problems using equations with a letter standing for the unknown quantity. • Assessing the reasonableness of the answers using mental computation and estimation including rounding. • Identifying arithmetic patterns and explain them using properties of operations.

➤ **Mathematics: Numbers and Operations in Base Ten**

Grading Rubrics – Grade 3

Uses place value and properties of operations to perform multi-digit arithmetic (3.NBT.A.2 ; 3.NBT.A.3)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Student demonstrates little of no understanding of:</p> <ul style="list-style-type: none"> • Multiplying one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Multiply one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Multiplies one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Multiplying one-digit whole numbers by multiples of 10 beyond the range 10 - 90 using strategies based on place value and properties of operations.
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • using strategies, and algorithms based on place value, properties of operations. • Fluently subtracting within 1000 using strategies, and algorithms based on place value, properties of operations, 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • use strategies, and algorithms based on place value, properties of operations. • Fluently subtract within 1000 using strategies, and algorithms based on place value, properties of operations, 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Fluently adds within 1000 using strategies, and algorithms based on place value, properties of operations, • Fluently subtract within 1000 using strategies, and algorithms based on place value, properties of operations, 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Fluently adding beyond 1000 using the standard algorithm properties of operations, • Fluently subtracting beyond 1000 using the standard algorithm.
3	NOT ASSESSED AT THIS TIME			

Grading Rubrics – Grade 3

➤ Mathematics: Numbers and Operations-Fractions

Develops understanding of, represents, and compares fractions as part of a whole. (3NF.A.1, 3.NF.A.2, 3.NF.3)

Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	NOT ASSESSED AT THIS TIME			
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Understanding numerators and denominators and how they relate to parts and wholes. • Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. • Understanding a fraction as the quantity formed by parts of size. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Understand numerators and denominators and how they relate to parts and wholes. • Understand a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. • Understand a fraction as the quantity formed by parts of size. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Understands numerators and denominators and how they relate to parts and wholes. • Understands a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. • Understands a fraction as the quantity formed by parts of size. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Understanding numerators and denominators and how they relate to parts and wholes. • Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. • Understanding a fraction as the quantity formed by parts of size.
3	<ul style="list-style-type: none"> • Understanding a fraction as a number on the number line. • Representing fractions on a number line diagram. • Recognition, generation and explanation of equivalent fractions. • Comparison two fractions with the same numerator and denominator by reasoning about their size. 	<ul style="list-style-type: none"> • Understand a fraction as a number on the number line. • Represents fractions on a number line diagram. • Recognize, generate and explain equivalent fractions. • Compare two fractions with the same numerator and denominator by reasoning about their size. 	<ul style="list-style-type: none"> • Understands a fraction as a number on the number line. • Represents fractions on a number line diagram. • Are able to recognize, generate and explain equivalent fractions. • Compares two fractions with the same numerator and denominator by reasoning about their size. 	<ul style="list-style-type: none"> • Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. • Understanding a fraction as the quantity formed by parts of size. • Understanding a fraction as a number on the number line. • Representing fractions on a number line diagram. • Recognizing, generating and explaining equivalent fractions. • Comparing two fractions with unlike numerators and denominators by reasoning about their size.

➤ Mathematics: Measurement & Data

Solves problems involving time. (3.MD.A.1)

Grading Rubrics – Grade 3

Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	NOT ASSESSED AT THIS TIME			
2	<p>Student demonstrates little or no understanding of: Telling and writing time to the nearest minute. Measuring time intervals in minutes. Solving word problems involving addition and subtraction of time intervals in minutes.</p>	<p>Student requires teacher prompting and support to: Tell and write time to the nearest minute. Measures time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.</p>	<p>Student consistently and independently: Tells and writes time to the nearest minute. Measures time intervals in minutes. Solves word problems involving addition and subtraction of time intervals in minutes.</p>	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: Telling and writing time to the nearest minute. Measuring time intervals in minutes. Solving word problems involving addition and subtraction of time intervals in minutes.</p>
3	NOT ASSESSED AT THIS TIME			

Solves problems involving measurement of liquid volumes, and masses of objects (3.MD.A.2)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1 2	NOT ASSESSED AT THIS TIME			

Grading Rubrics – Grade 3

3	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none">• Measurement and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.• Addition, subtraction, multiplication, or division to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none">• Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.• Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	<p>Student consistently and independently:</p> <ul style="list-style-type: none">• Measures and estimates liquid volumes and masses of objects using standard units of grams, kilograms, and liters.• Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none">• Measuring and estimating liquid volumes and masses of objects using standard units of grams, kilograms, and liters.• Adding, subtracting, multiplying, or dividing to solve multi step word problems involving masses or volumes that are given in the different units, by using drawings to represent the problem.
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Grading Rubrics – Grade 3

Represents and interprets data (3.MD.B.3 ; 3.MD.B.4)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	NOT ASSESSED AT THIS TIME			

Grading Rubrics – Grade 3

<p>2 3</p>	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Draw a scaled picture graph to represent data with several categories. • Draw a scaled bar graph to represent data with several categories. • Solve one and two step problems using information presented on the graph. For example: How many more? • Generate measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Show the data on a line plot where the horizontal scale is marked off in the appropriate units. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Draws a scaled picture graph to represent data with several categories. • Draws a scaled bar graph to represent data with several categories. • Solves one and two step problems using information presented on the graph. For example: How many more? • Generates measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Shows the data on a line plot where the horizontal scale is marked off in the appropriate units. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units.
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Grading Rubrics – Grade 3

Solves problems involving Area. (3.MD.C.5 ; 3.MD.C.6 ; 3.MD.C.7)				
Trimester	Needs Support (1)	Approaching Standards(2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Recognizing area as an attribute of plane figures and understands the concepts of area measurement. • Measuring area by counting unit squares. • Relating area to the operations of multiplication and addition. • Partitioning shapes into different areas and associates each part with a unit fraction of a whole. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Recognize area as an attribute of plane figures and understands the concepts of area measurement. • Measure area by counting unit squares. • Relate area to the operations of multiplication and addition. • Partition shapes into different areas and associates each part with a unit fraction of a whole. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Recognizes area as an attribute of plane figures and understands the concepts of area measurement. • Measures area by counting unit squares. • Relate area to the operations of multiplication and addition. • Partitions shapes into different areas and associates each part with a unit fraction of a whole. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Recognizing area as an attribute of plane figures and understands the concepts of area measurement. • Measuring area by counting unit squares. • Relating area to the operations of multiplication and addition. • Partitioning shapes into different areas and associates each part with a unit fraction of a whole.
2	NOT ASSESSED AT THIS TIME			
3				

Solves problems involving Perimeter. (3.MD.D.8)

Grading Rubrics – Grade 3

Trimester	Needs Support (1)	Approaching Standards(2)	Meets Standards (3)	Exceeds Standards (4)
1	NOT ASSESSED AT THIS TIME			
2	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Solving real world and mathematical problems involving the perimeter of polygons. • Finding the perimeter given the side lengths. • Finding an unknown side length • Creating rectangles with the same area and different perimeters and vice versa. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Solve real world and mathematical problems involving the perimeter of polygons. • Find the perimeter given the side lengths. • Find an unknown side length • Create rectangles with the same area and different perimeters and vice versa. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Solves real world and mathematical problems involving the perimeter of polygons. • Finds the perimeter given the side lengths. • Finds an unknown side length • Creates rectangles with the same area and different perimeters and vice versa. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Solving real world and mathematical problems involving the perimeter of polygons. • Finding the perimeter given the side lengths. • Finding an unknown side length • Creating rectangles with the same area and different perimeters and vice versa.
3	NOT ASSESSED AT THIS TIME			

Grading Rubrics – Grade 3

➤ Mathematics: Geometry

Analyzes, compares, and classifies shapes by properties and attributes. (3.G.A.1)				
Trimester	Needs Support (1)	Approaching Standards(2)	Meets Standards (3)	Exceeds Standards (4)
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	<p>Student demonstrates little or no understanding of:</p> <ul style="list-style-type: none"> • Classification of shapes according to a variety of attributes • Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not. 	<p>Student requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Classify shapes according to a variety of attributes • Name different quadrilaterals and explains why some shapes are quadrilaterals and some are not. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Classifies shapes according to a variety of attributes • Names different quadrilaterals and explains why some shapes are quadrilaterals and some are not. 	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> • Classifying shapes according to a variety of attributes. • Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not.

Science

Earth’s Systems: Weather & Climate, Natural Disasters, Climate Change and Science Practices (5.4.4.F.01, 5.4.4.G.01, 5.4.4.G.02, 5.4.4.G.03, 5.4.4.G.04, 5.4.6.D.01, 5.4.6.D.02, 5.1.4.A.01, 5.1.4.A.02, 5.1.4.A.03, 5.1.4.B.01, 5.1.4.B.02, 5.1.4.C.02, 5.1.4.C.03, 5.1.4.D.01, 5.1.4.D.02, 5.1.4.D.03,)

Grading Rubrics – Grade 3

Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Student has not demonstrated</p> <ul style="list-style-type: none"> an adequate understanding of the content and is still developing the required skills. an adequate ability to compose open-ended responses. an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> an adequate understanding of the content and is still developing the required skills. understanding of open-ended responses, which may lack necessary detail. May need prompting and support. Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> understanding of the content and can practice the skills independently. the ability to compose detailed and proficient open-ended responses. Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation 	<p>Student has clearly demonstrated</p> <ul style="list-style-type: none"> understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. the ability to compose insightful and detailed open-ended responses. Student’s ideas for modeling and investigating are insightful, engaging, and advanced.
Earth’s Systems: Rocks and Fossils (5.4.4.B.01, 5.4.4.C.02) Physical Science: Force & Motion (5.1.4.A.01, 5.1.4.A.02, 5.2.4.A.02, 5.2.4.A.03, 5.2.4.C.01, 5.2.4.E.02) Science Practices (5.1.4.A.02, 5.1.4.A.03, 5.1.4.B.01, 5.1.4.B.02, 5.1.4.C.02, 5.1.4.C.03, 5.1.4.D.01, 5.1.4.D.02, 5.1.4.D.03)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
2	<p>Student has not demonstrated</p> <ul style="list-style-type: none"> an adequate understanding of the content and is still developing the required skills. an adequate ability to compose open-ended responses. an adequate ability to support understanding 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> understanding of the content and can practice the skills with prompting or assistance. understanding of open-ended responses, which may lack necessary detail. May need prompting and support. Student needs prompting and support to demonstrate an 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> understanding of the content and can practice the skills independently. the ability to compose detailed and proficient open-ended responses. Student is able to thoroughly and accurately demonstrate 	<p>Student has clearly demonstrated</p> <ul style="list-style-type: none"> understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. the ability to compose insightful and detailed open-ended responses.

Grading Rubrics – Grade 3

	through modeling (using measuring and/or graphing) and/or investigation	adequate understanding through modeling (using measuring and/or graphing) and/or investigation	understanding through modeling and/or investigation	<ul style="list-style-type: none"> Student’s ideas for modeling and investigating are insightful, engaging, and advanced.
Life Science: Plants and Animals (5.3.4.A.01, 5.3.4.A.02, 5.3.4.A.03, 5.3.4.B.01, 5.3.4.D.01, 5.3.4.E.01, 5.3.4.E.02) Science Practices (5.1.4.A.02, 5.1.4.A.03, 5.1.4.B.01, 5.1.4.B.02, 5.1.4.C.02, 5.1.4.C.03, 5.1.4.D.01, 5.1.4.D.02, 5.1.4.D.03)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
3	Student has not demonstrated <ul style="list-style-type: none"> an adequate understanding of the content and is still developing the required skills. an adequate ability to compose open-ended responses. an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation 	Student has demonstrated <ul style="list-style-type: none"> understanding of the content and can practice the skills with prompting or assistance. understanding of open-ended responses, which may lack necessary detail. May need prompting and support. Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation 	Student has demonstrated <ul style="list-style-type: none"> understanding of the content and can practice the skills independently. the ability to compose detailed and proficient open-ended responses. Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation 	Student has clearly demonstrated <ul style="list-style-type: none"> understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. the ability to compose insightful and detailed open-ended responses. Student’s ideas for modeling and investigating are insightful, engaging, and advanced.

Grading Rubrics – Grade 3

Social Studies

Communities and the American Culture (6.1.4.D.11), Cultures and Diversity (6.1.4.A.15 & 6.1.4.D.20)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
1	<p>Student has not demonstrated</p> <ul style="list-style-type: none"> • an adequate understanding of the content and is still developing the required skills. • an adequate ability to compose written responses. 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support. 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills independently. • the ability to compose detailed and proficient written responses. 	<p>Student has clearly demonstrated</p> <ul style="list-style-type: none"> • understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • the ability to compose insightful and detailed written responses.
Geography and Environment (6.1.4.B.6), Innovations (6.1.4.C.16)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)

Grading Rubrics – Grade 3

2	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an adequate understanding of the content and is still developing the required skills. • an adequate ability to compose written responses. • an adequate understanding of the content and is still developing the required skills. • an adequate ability to compose written responses. 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills independently. • the ability to compose detailed and proficient written responses. 	<p>Student has clearly demonstrated</p> <ul style="list-style-type: none"> • understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • the ability to compose insightful and detailed written responses.
Economics (6.1.4.B.6) , Rights and Responsibilities of Government (6.1.4.A.1 & 6.1.4.A.11 & 6.1.4.A.2)				
Trimester	Needs Support (1)	Approaching Standards (2)	Meets Standards (3)	Exceeds Standards (4)
3	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an adequate understanding of the content and is still developing the required skills. • an adequate ability to compose written responses. • an adequate understanding of the content and is still 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support 	<p>Student has demonstrated</p> <ul style="list-style-type: none"> • an understanding of the content and can practice the skills independently. • the ability to compose detailed and proficient written responses. 	<p>Student has clearly demonstrated</p> <ul style="list-style-type: none"> • understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • the ability to compose insightful and detailed written responses.

Grading Rubrics – Grade 3

	<p>developing the required skills.</p> <ul style="list-style-type: none">• an adequate ability to compose written responses.			
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