

# PASD 3<sup>rd</sup> Grade Report Card Rubric MP 1

## ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Demonstrates grade level phonological awareness skills	<b>Minimally</b> Orally produces multi-syllabic words by blending sounds (phonemes)  Segments spoken multi-syllabic words into their complete sequence of individual sound	<b>Inconsistently</b> Orally produces multi-syllabic words by blending sounds (phonemes)  Segments spoken multi-syllabic words into their complete sequence of individual sound	<b>Consistently</b> Orally produces multi-syllabic words by blending sounds (phonemes)  Segments spoken multi-syllabic words into their complete sequence of individual sounds	<b>Consistently</b> Orally produces multi-syllabic words by blending sounds (phonemes)  Segments spoken multi-syllabic words into their complete sequence of individual sounds  Exhibits skills in multi-syllabic words beyond grade level expectation
Knows and applies grade level phonics and word analysis skills	<b>Minimally</b> Identifies and knows the meaning of the most common prefixes and derivational suffixes  Decodes words with common Latin suffixes  Decodes unfamiliar multi-syllabic words	<b>Inconsistently</b> Identifies and knows the meaning of the most common prefixes and derivational suffixes  Decodes words with common Latin suffixes  Decodes unfamiliar multi-syllabic words	<b>Consistently</b> Identifies and knows the meaning of the most common prefixes and derivational suffixes  Decodes words with common Latin suffixes  Decodes unfamiliar multi-syllabic words	<b>Consistently</b> Identifies and knows the meaning of the most common prefixes and derivational suffixes  Decodes words with common Latin suffixes  Decodes unfamiliar multi-syllabic words  Exhibits skills in multi-syllabic words beyond grade level expectation

Reads with accuracy and fluency	<b>Minimally</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and a slow rate.	<b>Inconsistently</b> Reads primarily in two-word phrases with some three and four word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time	<b>Consistently</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation, with minimal self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns	<b>Consistently</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns
	Assess using running records at student's instructional level	Assess using running records at student's instructional level	Assess using running records at student's instructional level	Assess using running records at student's instructional level

READING LITERATURE				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Identifies central message, lesson/moral, and author's point of view and explain how they are conveyed in the text	<b>Minimally</b> Uses evidence from the text and author's point of view to determine the theme of a story	<b>Inconsistently</b> Uses evidence from the text and author's point of view to determine the theme of a story	<b>Consistently</b> Uses evidence from the text and author's point of view to determine the theme of a story	<b>Consistently</b> Uses evidence from the text and author's point of view to determine the theme of an above grade level story
Compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters	<b>Minimally</b> Explains theme, setting, and plot of a story	<b>Inconsistently</b> Explains theme, setting, and plot of a story	<b>Consistently</b> Explains theme, setting, and plot of a story	<b>Consistently</b> Explains theme, setting, and plot of an above grade level story
Refers to text evidence and interprets text features when asking and answering questions about a text	<b>Minimally</b> Refers to text evidence and interprets text features when asking and answering questions about a text	<b>Inconsistently</b> Refers to text evidence and interprets text features when asking and answering questions about a text	<b>Consistently</b> Refers to text evidence and interprets text features when asking and answering questions about a text	<b>Consistently</b> Refers to text evidence and interprets text features when asking and answering questions about an above grade level text
Describes characters in a story and explains how their actions contribute to the sequence of event	<b>Minimally</b> Describes characters in a story using character traits and text evidence	<b>Inconsistently</b> Describes characters in a story using character traits and text evidence	<b>Consistently</b> Describes characters in a story using character traits and text evidence	<b>Consistently</b> Describes characters in a story using character traits and text evidence in above grade level text

Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Minimally</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Inconsistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Consistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Consistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with above grade level text
Reads literary text proficiently and independently in the third grade text complexity band	Reads and comprehends literature on guided reading and/ or F&P level <b>J or below</b>	Reads and comprehends literature on guided reading and/ or F&P level <b>K/L</b>	Reads and comprehends literature on guided reading and/ or F&P level <b>M/N/O</b>	Reads and comprehends literature on guided reading and/ or F&P level <b>P and above</b>

<b>READING INFORMATIONAL TEXT</b>				
<b>Descriptor</b>	<b>1</b> Applies skills less than half of the time	<b>2</b> Applies skills more than half of the time	<b>3</b> Applies skills a large majority of the time	<b>4</b> Exceeds skills expectations a large majority of the time
Determine the main idea of a text; recount the key details and explain how they support the main idea	N/A	N/A	N/A	N/A
Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend key facts or information in a text	N/A	N/A	N/A	N/A
Refers to text evidence and interprets text features when answering questions about a text	N/A	N/A	N/A	N/A
Describe how an author organizes a text to support particular points pertaining to time, sequence, and cause/effect	N/A	N/A	N/A	N/A
Compares and contrasts the most important points and key details presented in two texts on the same topic	N/A	N/A	N/A	N/A
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A	N/A
Reads informational and non-fiction text proficiently and independently in the third grade text complexity band	N/A	N/A	N/A	N/A

WRITING AND CONVENTIONS				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Writes narrative pieces proficiently	<b>Minimally</b> Writes about one small moment using transition words with a beginning, middle, and end  Organizes the narrative into paragraphs  Uses descriptive language and includes dialogue	<b>Inconsistently</b> Writes about one small moment using transition words with a beginning, middle, and end  Organizes the narrative into paragraphs  Uses descriptive language and includes dialogue	<b>Consistently</b> Writes about one small moment using transition words with a beginning, middle, and end  Organizes the narrative into paragraphs  Uses descriptive language and includes dialogue  Observed 70-90% of the time	<b>Consistently</b> Writes about one small moment using transition words with a beginning, middle, and end  Organizes the narrative into paragraphs  Uses descriptive language and includes dialogue  Observed almost all or 90% of the time
Writes informational pieces proficiently	N/A	N/A	N/A	N/A
Participates in individual or shared research and writing projects	N/A	N/A	N/A	N/A
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A
Writes fiction pieces proficiently	N/A	N/A	N/A	N/A
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Minimally</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Inconsistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing  Observed 70-90% of the time	<b>Consistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing  Observed almost all or 90% of the time
Uses grade-level appropriate spelling	<b>Minimally</b> Uses grade-level appropriate spelling	<b>Inconsistently</b> Uses grade-level appropriate spelling	<b>Consistently</b> Uses grade-level appropriate spelling  Observed 70-90% of the time	<b>Consistently</b> Uses grade-level appropriate spelling  Observed almost all or 90% of the time

SPEAKING AND LISTENING				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Report on a topic/ present an opinion to support main ideas with relevant details	<b>Minimally</b> Expresses ideas and feelings clearly with relevant details that support the opinion	<b>Inconsistently</b> Expresses ideas and feelings clearly with relevant details that support the opinion	<b>Consistently</b> Expresses ideas and feelings clearly with relevant details that support the opinion  Observed 70-90% of the time	<b>Consistently</b> Expresses ideas and feelings clearly with relevant details that support the opinion  Observed almost all or 90% of the time
Engage effectively in a range of collaborative grade-level discussions	<b>Little to no engagement</b> in discussions, is <b>off topic</b> , does not ask or answer questions	<b>Some engagement</b> in discussions, stays on topic, asks questions <b>or</b> links their comments to the remarks of others	<b>Actively participates</b> in discussions, asks questions to check understanding, <b>stays on topic</b> , and links their comments to the remarks of others  Observed 70-90% of the time	<b>Actively participates</b> in discussions, asks questions to check understanding, <b>stays on topic</b> , and links their comments to the remarks of others  Observed almost all or 90% of the time

# MATHEMATICS

OPERATIONS				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Demonstrates understanding of whole numbers.	<b>Minimally</b> Demonstrates place value concepts for ones, tens, hundreds, and thousands.  Orders AND compares numbers up to 10,000.  Rounds and estimate to the nearest ten, hundred, and thousand.	<b>Inconsistently</b> Demonstrates place value concepts for ones, tens, hundreds, and thousands.  Orders AND compares numbers up to 10,000.  Rounds and estimate to the nearest ten, hundred, and thousand.	<b>Consistently</b> Demonstrates place value concepts for ones, tens, hundreds, and thousands.  Orders AND compares numbers up to 10,000.  Rounds and estimate to the nearest ten, hundred, and thousand.	<b>Consistently</b> Demonstrates place value concepts for ones, tens, hundreds, and thousands.  Orders AND compares numbers up to 10,000.  Rounds and estimate to the nearest ten, hundred, and thousand.  * Challenge packets * Put On Your Thinking Caps * Demonstrates independence in solving novel test questions

Add two- and three-digit whole numbers (limit sums from 100 through 1,000)	<b>Minimally</b> Adds two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds	<b>Inconsistently</b> Adds two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds	<b>Consistently</b> Adds two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds	<b>Consistently</b> Adds two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds  * Challenge packets * Put On Your Thinking Caps * Demonstrates independence in solving novel test questions
Subtract two- and three-digit whole numbers (limit sums from 100 through 1,000)	<b>Minimally</b> Subtracts two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds (includes subtracting across zeros)	<b>Inconsistently</b> Subtracts two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds (includes subtracting across zeros)	<b>Consistently</b> Subtracts two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds (includes subtracting across zeros)	<b>Consistently</b> Subtracts two- and three-digit whole numbers with and without regrouping in the ones, tens, and hundreds (includes subtracting across zeros)  * Challenge packets * Put On Your Thinking Caps * Demonstrates independence in solving novel test questions
Multiply one-digit whole numbers by one-digit and two-digit multiples of 10 (from 10 through 90).	N/A	N/A	N/A	N/A
Explore and develop an understanding of fractions as numbers.	N/A	N/A	N/A	N/A

ALGEBRAIC CONCEPTS				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Represent and solve problems involving multiplication and division	N/A	N/A	N/A	N/A
Demonstrate multiplication and division fluency	N/A	N/A	N/A	N/A
Understanding properties of multiplication and the relationship between multiplication and division	N/A	N/A	N/A	N/A

Solve problems involving the four operations (addition, subtraction, multiplication, and division) and identify and explain patterns in arithmetic	<b>Minimally</b> Solves two-step word problems involving addition and subtraction	<b>Inconsistently</b> Solves two-step word problems involving addition, subtraction, and multiplication	<b>Consistently</b> Solves two-step word problems involving addition, subtraction, and multiplication	<b>Consistently</b> Solves two-step word problems involving addition, subtraction, multiplication, and division *Demonstrates independence in solving novel test questions
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GEOMETRY				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Identify, compare and classify shapes and their attributes.	N/A	N/A	N/A	N/A
Identify, compare and classify lines angles and their attributes.	N/A	N/A	N/A	N/A
Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of a whole	N/A	N/A	N/A	N/A

MEASUREMENT, DATA AND PROBABILITY				
Descriptor	1 Applies skills less than half of the time	2 Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.	N/A	N/A	N/A	N/A
Tell and write time to the nearest minute and solve problems by calculating time intervals.	N/A	N/A	N/A	N/A
Solve problems and make change involving money using a combination of coins and bills.	N/A	N/A	N/A	N/A
Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	N/A	N/A	N/A	N/A
Determine the area and perimeter of a rectangle and apply the concept to multiplication and to addition.	N/A	N/A	N/A	N/A