## PASD 3<sup>rd</sup> Grade Report Card Rubric MP 2

## **ENGLISH LANGUAGE ARTS**

FOUNDATIONAL SKILLS OF LITERACY					
	1	2	3	4	
Descriptor	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time	
Demonstrates	Minimally	Inconsistently	Consistently	Consistently	
grade level	Orally produces multi-syllabic	Orally produces multi-syllabic	Orally produces multi-syllabic	Orally produces multi-syllabic words by	
phonological	words by blending sounds	words by blending sounds	words by blending sounds	blending sounds (phonemes)	
awareness skills	(phonemes)	(phonemes)	(phonemes)		
				Segments spoken multi-syllabic words into	
	Segments spoken multi-syllabic	Segments spoken multi-syllabic	Segments spoken multi-syllabic	their complete sequence of individual	
	words into their complete sequence	words into their complete	words into their complete	sounds	
	of individual sounds	sequence of individual sounds	sequence of individual sounds		
Knows and applies	Minimally	Inconsistently	Consistently	Consistently	
grade level phonics	Identifies and knows the meaning	Identifies and knows the meaning	Identifies and knows the	Identifies and knows the meaning of the	
and word analysis	of the most common prefixes and	of the most common prefixes and	meaning of the most common	most common prefixes and derivational	
skills	derivational suffixes	derivational suffixes	prefixes and derivational	suffixes	
			suffixes		
	Decodes words with common Latin	Decodes words with common	Decodes words with common	Decodes words with common Latin suffixes	
	suffixes	Latin suffixes	Latin suffixes		
				Decodes unfamiliar multi-syllabic words	
	Decodes unfamiliar multi-syllabic	Decodes unfamiliar multi-syllabic	Decodes unfamiliar multi-		
	words	words	syllabic words		
Reads with	Minimally	Inconsistently	Consistently	Consistently	
accuracy and	Reads primarily in three- or four-	Reads primarily in three- or four-	Reads primarily in three- or	Reads primarily in three- or four-word	
fluency	word phrase groups; some smooth,	word phrase groups; some	four-word phrase groups; some	phrase groups; some smooth, expressive	
	expressive interpretation and	smooth, expressive interpretation	smooth, expressive	interpretation and pausing guided by	
	pausing guided by author's	and pausing guided by author's	interpretation and pausing	author's meaning and punctuation, with	
	meaning and punctuation, with	meaning and punctuation, with	guided by author's meaning	minimal self-corrections/ repetitions; mostly	
	minimal self-corrections/	minimal self-corrections/	and punctuation, with minimal	appropriate stress and rate with some	
	repetitions; mostly appropriate	repetitions; mostly appropriate	self-corrections/repetitions;	slowdowns	
	stress and rate with some	stress and rate with some	mostly appropriate stress and	<u> </u>	
	slowdowns	slowdowns	rate with some slowdowns	Assess using running records at student's instructional level	
	Assess using running records at	Assess using running records at	Assess using running records at		
	student's instructional level	student's instructional level	student's instructional level		

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READING LITERATURE				
Descriptor	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	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	N/A	N/A	N/A	N/A
Compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters	N/A	N/A	N/A	N/A
Refers to text evidence and interprets text features when asking and answering questions about a text	N/A	N/A	N/A	N/A
Describes characters in a story and explains how their actions contribute to the sequence of event	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 literary text proficiently and independently in the third grade	N/A	N/A	N/A	N/A

READING INFORMATIONAL TEXT						
	1	2	3	4		
Descriptor	Applies skills less than half of the	Applies skills more than half of the	Applies skills a large majority of	Exceeds skills expectations a large		
•	time	time	the time	majority of the time		
Determine the main idea of a	Minimally	Inconsistently	Consistently	Consistently		
text; recount the key details and	Determines the main idea of a	Determines the main idea of a	Determines the main idea of a	Determines the main idea of a text;		
explain how they support the	text; recounts the key details and	text; recounts the key details	text; recounts the key details	recounts the key details and		
main idea	explains how they support the	and explains how they support	and explains how they support	explains how they support the main		
	main idea	the main idea	the main idea	idea		
Uses and interprets text features,	Minimally	Inconsistently	Consistently	Consistently		
author's craft, author's point of	Uses and interprets text features	Uses and interprets text features	Uses and interprets text features	Uses and interprets text features and		
view, and search tools to	and search tools to comprehend	and search tools to comprehend	and search tools to comprehend	search tools to comprehend		
comprehend information in a text	information in a text	information in a text	information in a text	information in a text		
Refers to text evidence and	Minimally	Inconsistently	Consistently	Consistently		
interprets text features when	Uses evidence to support	Uses evidence to support	Uses evidence to support	Uses evidence to support answers to		
answering questions about a text	answers to text questions	answers to text questions	answers to text questions	text questions		
Describes how an author	Minimally	Inconsistently	Consistently Sequences events	Consistently Sequences events in a		
organizes a text to support	Sequences events in a text and	Sequences events in a text and	in a text and can identify cause	text and can identify cause and		
particular points pertaining to	can identify cause and effect	can identify cause and effect.	and effect.	effect.		
time, sequence and cause/effect	-	-				

text complexity band

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Compares and contrasts the most	Minimally	Inconsistently	Consistently	Consistently
important points and key details	Compares and contrasts the most	Compares and contrasts the	Compares and contrasts the	Compares and contrasts the most
presented in two texts on the	important points and key details	most important points and key	most important points and key	important points and key details
same topic	presented in two texts on the	details presented in two texts on	details presented in two texts on	presented in two texts on the same
	same topic	the same topic	the same topic	topic
Determines meaning and	Minimally	Inconsistently	Consistently	Consistently
appropriately uses words, phrases,	Determines meaning and	Determines meaning and	Determines meaning and	Determines meaning and
multiple meanings, and/or new	appropriately uses words,	appropriately uses words,	appropriately uses words,	appropriately uses words, phrases,
vocabulary through interactions	phrases, multiple meanings,	phrases, multiple meanings,	phrases, multiple meanings,	multiple meanings, and/or new
with text	and/or new vocabulary through	and/or new vocabulary through	and/or new vocabulary through	vocabulary through interactions
	interactions with text	interactions with text	interactions with text	with text
Reads informational and non-	Reads and comprehends	Reads and comprehends	Reads and comprehends	Reads and comprehends literature
fiction text proficiently and	literature on guided reading and/	literature on guided reading	informational text on guided	on guided reading and/ or F&P
independently in the third grade	or F&P level <b>J or below</b>	and/ or F&P level <b>K/L/M</b>	reading and/ or F&P level N/O	level P and above
text complexity band				

WRITING AND CO	NVENTIONS			
	1	2	3	4
Descriptor	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Writes narrative pieces proficiently	N/A	N/A	N/A	N/A
Writes informational	Minimally	Inconsistently	Consistently	Consistently
pieces proficiently	Writes about one subject which includes some vocabulary words, facts, and details organized into different parts	Writes about one subject which includes some vocabulary words, facts, and details organized into different parts	Writes about one subject which includes some vocabulary words, facts, and details organized into different parts  Uses text features to present information	Writes about one subject which includes some vocabulary words, facts, and details organized into different parts  Uses text features to present information
	Uses text features to present information	Uses text features to present information	Observed 70-90% of the time	Observed almost all or 90% of the time
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

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Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Minimally Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Inconsistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing
			Observed 70-90% of the time	Observed almost all or 90% of the time
Uses grade-level	Minimally	Inconsistently	Consistently	Consistently
appropriate spelling	Uses grade-level appropriate	Uses grade-level appropriate	Uses grade-level appropriate spelling	Uses grade-level appropriate spelling
	spelling	spelling	Observed 70-90% of the time	Observed almost all or 90% of the time

SPEAKING AND LISTENING					
Dagawintan	1	2	3	4	
Descriptor	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time	
Report on a topic/	Minimally	Inconsistently	Consistently	Consistently	
present an opinion to	Expresses ideas and	Expresses ideas and feelings	Expresses ideas and feelings clearly with	Expresses ideas and feelings clearly with	
support main ideas with	feelings clearly with	clearly with relevant details	relevant details that support the opinion	relevant details that support the opinion	
relevant details	relevant details that	that support the opinion			
	support the opinion		Observed 70-90% of the time	Observed almost all or 90% of the time	
Engage effectively in a	Minimally	Inconsistently	Consistently	Consistently	
range of collaborative	Engages in discussions, is	Engages in discussions, stays	Engages in discussions, asks questions	Engages in discussions, asks questions to	
grade-level discussions	off topic, does not ask or	on topic, asks questions <b>or</b>	to check understanding, stays on topic,	check understanding, stays on topic, and	
	answer questions	links their comments to the	and links their comments to the remarks	links their comments to the remarks of others	
		remarks of others	of others		
				Observed almost all or 90% of the time	
			Observed 70-90% of the time		

## **MATHEMATICS**

OPERATIONS				
	1	2	3	4
Descriptor	Applies skills less than	Applies skills more than	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the
	half of the time	half of the time		time
Demonstrates understanding	N/A	N/A	N/A	N/A
of whole numbers.				

Add two- and three-digit	Minimally	Inconsistently	Consistently	Consistently
whole numbers (limit sums	Adds two- and	Adds two- and three-	Adds two- and three- digit whole	Adds two- and three- digit whole numbers with
from 100 through 1,000)		digit whole numbers	numbers with and without regrouping in	and without regrouping in the ones, tens, and
from 100 unough 1,000)	three- digit whole	with and without	the ones, tens, and hundreds	hundreds
	numbers with and	regrouping in the ones,	the ones, tens, and nundreds	nundreds
	without regrouping	tens, and hundreds		* POYTC
	in the ones, tens,	tens, and nundreds		* Challenge packets
	and hundreds			* Demonstrates independence in solving novel
				test questions
Subtract two- and three-digit	Minimally	Inconsistently	Consistently	Consistently
whole numbers (limit sums	Subtracts two- and	Subtracts two- and three-	Subtracts two- and three-digit whole	Subtracts two- and three-digit whole numbers
from 100 through 1,000)	three-digit whole	digit whole numbers	numbers with and without regrouping in	with and without regrouping in the ones, tens,
from 100 through 1,000)				
	numbers with and without regrouping	with and without regrouping in the ones,	the ones, tens, and hundreds (includes subtracting across zeros)	and hundreds (includes subtracting across zeros)
	in the ones, tens,	tens, and hundreds	Subtracting across zeros)	* Challenge packets
	and hundreds	(includes subtracting		* Put On Your Thinking Caps
	(includes subtracting	across zeros)		* Demonstrates independence in solving novel
	across zeros)	across zeros)		test questions
Multiply one-digit whole	Minimally	Inconsistently	Consistently	Consistently
numbers by one-digit and two-	Uses multiplication		Uses multiplication properties and	Uses multiplication properties and knowledge of
digit multiples of 10 (from 10	properties and	Uses multiplication properties and	knowledge of place value to solve	place value to solve multiplication equations
through 90).	knowledge of place	knowledge of place	multiplication equations	$(6x4 = \underline{-}60x4 = \underline{-})$
tillough 90).	value to solve	value to solve	(6x4 = 60x4 = )	(0x4 =00x4=)
	multiplication	multiplication equations	(0.4400.44)	* Challenge packets
	equations	$(6x4 = \underline{}60x4 = \underline{})$		* Put On Your Thinking Caps
	(6x4 =60x4 =)	(0x4 =00x4=)		* Demonstrates independence in solving novel
	(0.44 =00.44=)			test questions
Explore and develop an	Minimally	Inconsistently	Consistently	Consistently
understanding of fractions as	Reads, writes, and	Reads, writes, and	Reads, writes, and identifies fractions of	Reads, writes, and identifies fractions of a whole
numbers.	identifies fractions	identifies fractions of a	a whole	Reads, writes, and identifies fractions of a whole
numbers.	of a whole	whole	a whole	I do wife and include for with an included
	or a whole	WHOLE	Identify againstant for the section is also de-	Identify equivalent fractions including simplest
	Identify aquivalent	Titura's and along	Identify equivalent fractions including simplest form	form
	Identify equivalent fractions including	Identify equivalent	simplest form	
		fractions including		Compare and order fractions
	simplest form	simplest form	Compare and order fractions	
				Identify fractions of a set
	Compare and order	Compare and order	Identify fractions of a set	
	fractions	fractions		* Challenge packets
				* POYTC
	Identify fractions of	Identify fractions of a set		* Demonstrates independence in solving novel
	a set			test questions

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## ALGEBRAIC CONCEPTS

	1		2	4
Descriptor	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Represent and solve problems involving multiplication and division	Minimally Uses pictorial or numerical strategies to solve one step problems involving multiplication and division up to and including 10x10	Inconsistently Uses pictorial or numerical strategies to solve one step problems involving multiplication and division up to and including 10x10	Consistently Uses pictorial or numerical strategies to solve one step problems involving multiplication and division up to and including 10x10	Consistently Uses pictorial or numerical strategies to solve one step problems involving multiplication and division up to and including 10x10  * Challenge packets * POYTC * Demonstrates independence in solving novel test questions
Demonstrate multiplication and division fluency	Minimally Able to solve basic multiplication facts (0-10) below 50% accuracy.	Inconsistently Able to solve basic multiplication facts (0-10) at a minimum of 60% accuracy.	Consistently Able to solve basic multiplication facts (0-10) at a minimum of 70% accuracy.	Consistently Able to solve basic multiplication facts (0-10) at a minimum of 90% accuracy.  * Challenge packet * POYTC * Demonstrates independence in solving novel test questions
Understanding properties of multiplication and the relationship between multiplication and division	Minimally Applies commutative and associative properties of multiplication  Interprets and/or models division as a multiplication equation with an unknown factor	Inconsistently Applies commutative and associative properties of multiplication  Interprets and/or models division as a multiplication equation with an unknown factor	Consistently Applies commutative and associative properties of multiplication  Interprets and/or models division as a multiplication equation with an unknown factor	Consistently Applies commutative and associative properties of multiplication  Interprets and/or models division as a multiplication equation with an unknown factor  * Challenge packet * POYTC * Demonstrates independence in solving novel test questions
Solve problems involving the four operations (addition, subtraction, multiplication, and division) and identify and explain patterns in arithmetic	Minimally Solves two-step word problems involving addition, subtraction, and multiplication	Inconsistently Solves two-step word problems involving addition, subtraction, and multiplication	Consistently Solves two-step word problems involving addition, subtraction, and multiplication	Consistently Solves two-step word problems involving addition, subtraction, and multiplication  * Challenge packets * Put On Your Thinking Caps * Demonstrates independence in solving novel test questions

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GEOMETRY				
	1	2	3	4
Descriptor	Applies skills less than half	Applies skills more than	Applies skills a large	Exceeds skills expectations a
	of the time	half of the time	majority of the time	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	N/A	N/A	N/A	N/A
with equal areas and express the area of each part as a unit				
fraction of a whole.				

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