

PASD 3rd Grade Report Card Rubric MP 4

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	Minimally Orally produces multi-syllabic words by blending sounds (phonemes) Segments spoken multi-syllabic words into their complete sequence of individual sound	Inconsistently Orally produces multi-syllabic words by blending sounds (phonemes) Segments spoken multi-syllabic words into their complete sequence of individual sound	Consistently Orally produces multi-syllabic words by blending sounds (phonemes) Segments spoken multi-syllabic words into their complete sequence of individual sounds	Consistently Orally produces multi-syllabic words by blending sounds (phonemes) Segments spoken multi-syllabic words into their complete sequence of individual sounds
Knows and applies grade level phonics and word analysis skills	Minimally Identifies and knows the meaning of the most common prefixes and derivational suffixes Decodes words with common Latin suffixes Decodes unfamiliar multi-syllabic words	Inconsistently Identifies and knows the meaning of the most common prefixes and derivational suffixes Decodes words with common Latin suffixes Decodes unfamiliar multi-syllabic words	Consistently Identifies and knows the meaning of the most common prefixes and derivational suffixes Decodes words with common Latin suffixes Decodes unfamiliar multi-syllabic words	Consistently Identifies and knows the meaning of the most common prefixes and derivational suffixes Decodes words with common Latin suffixes Decodes unfamiliar multi-syllabic words

Reads with accuracy and fluency	Minimally 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	Inconsistently 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	Consistently 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	Consistently 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
	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	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 text complexity band	N/A	N/A	N/A	N/A

READING INFORMATIONAL TEXT				
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
Determine the main idea of a text; recount the key details and explain how they support the main idea	Minimally Determines the main idea of a text; recounts the key details and explains how they support the main idea	Inconsistently Determines the main idea of a text; recounts the key details and explains how they support the main idea	Consistently Determines the main idea of a text; recounts the key details and explains how they support the main idea	Consistently Determines the main idea of a text; recounts the key details and explains how they support the main idea
Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend information in a text	Minimally Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend information in a text	Inconsistently Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend information in a text	Consistently Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend information in a text	Consistently Uses and interprets text features, author's craft, author's point of view, and search tools to comprehend information in a above grade level text
Refers to text evidence and interprets text features when answering questions about a text	Minimally Uses evidence and interprets text features to support answers to text questions	Inconsistently Uses evidence and interprets text features to support answers to text questions	Consistently Uses evidence and interprets text features to support answers to text questions	Consistently Uses evidence and interprets text features to support answers to text questions in above grade level text
Describes how an author organizes a text to support particular points pertaining to time, sequence and cause/effect	Minimally Describes how an author organizes a text to support particular points pertaining to time, sequence, and cause/effect	Inconsistently Describes how an author organizes a text to support particular points pertaining to time, sequence, and cause/effect	Consistently Describes how an author organizes a text to support particular points pertaining to time, sequence, and cause/effect	Consistently Describes how an author organizes an above level text to support particular points pertaining to time, sequence, and cause/effect
Compares and contrasts the most important points and key details presented in two texts on the same topic	Minimally Compares and contrasts the most important points and key details presented in two texts on the same topic	Inconsistently Compares and contrasts the most important points and key details presented in two texts on the same topic	Consistently Compares and contrasts the most important points and key details presented in two texts on the same topic	Consistently Compares and contrasts the most important points and key details presented in two above grade level texts on the same topic
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Minimally Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Inconsistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Consistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Consistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text
Reads informational and non-fiction text proficiently and independently in the third grade text complexity band	Reads and comprehends informational text on guided reading and/or F&P level M or below	Reads and comprehends informational text on guided reading and/or F&P level N/O	Reads and comprehends informational text on guided reading and/or F&P level P/Q	Reads and comprehends informational text on guided reading and/or F&P level R and above

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	N/A	N/A	N/A	N/A
Writes informational pieces proficiently	N/A	N/A	N/A	N/A
Participates in individual or shared research and writing projects	Minimally Writes about one subject using information gathered from various sources Organizes information in a purposeful way to show point of view	Inconsistently Writes about one subject using information gathered from various sources Organizes information in a purposeful way to show point of view	Consistently Writes about one subject using information gathered from various sources Organizes information in a purposeful way to show point of view Exhibits skills 70-90% of the time	Consistently Writes about one subject using information gathered from various sources Organizes information in a purposeful way to show point of view Exhibits skills almost all or 90% of the time
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A
Writes fiction pieces proficiently	Minimally Writes fictional narratives using transition words with a beginning, middle, and end Organizes the narrative into paragraphs Uses descriptive language and includes dialogue	Inconsistently Writes fictional narratives using transition words with a beginning, middle, and end Organizes the narrative into paragraphs Uses descriptive language and includes dialogue	Consistently Writes fictional narratives using transition words with a beginning, middle, and end Organizes the narrative into paragraphs Uses descriptive language and includes dialogue	Consistently Writes fictional narratives using transition words with a beginning, middle, and end Organizes the narrative into paragraphs Uses descriptive language and includes dialogue
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 Exhibits skills 70-90% of the time	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing Exhibits skills almost all or 90% of the time

Uses grade-level appropriate spelling	Minimally Uses grade-level appropriate spelling	Inconsistently Uses grade-level appropriate spelling	Consistently Uses grade-level appropriate spelling Exhibits skills 70-90% of the time	Consistently Uses grade-level appropriate spelling Exhibits skills almost all or 90% of the time
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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	Minimally Expresses ideas and feelings clearly with relevant details that support the opinion	Inconsistently Expresses ideas and feelings clearly with relevant details that support the opinion	Consistently Expresses ideas and feelings clearly with relevant details that support the opinion Exhibits skills 70-90% of the time	Consistently Expresses ideas and feelings clearly with relevant details that support the opinion Exhibits skills almost all or 90% of the time
Engage effectively in a range of collaborative grade-level discussions	Little to no engagement in discussions, is off topic , does not ask or answer questions	Some engagement in discussions, stays on topic, asks questions or links their comments to the remarks of others	Actively participates in discussions, asks questions to check understanding, stays on topic , and links their comments to the remarks of others Exhibits skills 70-90% of the time	Actively participates in discussions, asks questions to check understanding, stays on topic , and links their comments to the remarks of others Exhibits skills 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	N/A	N/A	N/A	N/A
Add two- and three-digit whole numbers (limit sums from 100 through 1,000)	N/A	N/A	N/A	N/A
Subtract two- and three-digit whole numbers (limit sums from 100 through 1,000)	N/A	N/A	N/A	N/A
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	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	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	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

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.	Minimally Measure and estimate length, volume, and mass using standard units of measurement in customary systems. Read a Fahrenheit thermometer and solve problems involving temperature	Inconsistently Measure and estimate length, volume, and mass using standard units of measurement in customary systems. Read a Fahrenheit thermometer and solve problems involving temperature	Consistently Measure and estimate length, volume, and mass using standard units of measurement in customary systems. Read a Fahrenheit thermometer and solve problems involving temperature	Consistently Measure and estimate length, volume, and mass using standard units of measurement in customary systems. Read a Fahrenheit thermometer and solve problems involving temperature * Challenge packets * Put On Your Thinking Cap * Demonstrates independence in solving novel test questions
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	<p>Minimally Add and subtract money with and without regrouping</p> <p>Round amounts to the nearest dollar</p> <p>Make change for an amount up to \$5.00</p> <p>Identify values of combinations of coins and/or dollar bills</p>	<p>Inconsistently Add and subtract money with and without regrouping</p> <p>Round amounts to the nearest dollar</p> <p>Make change for an amount up to \$5.00</p> <p>Identify values of combinations of coins and/or dollar bills</p>	<p>Consistently Add and subtract money with and without regrouping</p> <p>Round amounts to the nearest dollar</p> <p>Make change for an amount up to \$5.00</p> <p>Identify values of combinations of coins and/or dollar bills</p>	<p>Consistently Add and subtract money with and without regrouping</p> <p>Round amounts to the nearest dollar</p> <p>Make change for an amount up to \$5.00</p> <p>Identify values of combinations of coins and/or dollar bills</p> <p>* Challenge packets * Put On Your Thinking Cap * Demonstrates independence in solving novel test questions</p>
Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	<p>Minimally Reads and interprets data from tally charts, pictographs, line plots, <u>AND</u> bar graphs</p>	<p>Inconsistently Reads and interprets data from tally charts, pictographs, line plots, <u>AND</u> bar graphs</p>	<p>Consistently Reads and interprets data from tally charts, pictographs, line plots, <u>AND</u> bar graphs</p>	<p>Consistently Reads and interprets data from tally charts, pictographs, line plots, <u>AND</u> bar graphs</p> <p>* Challenge packets * Put On Your Thinking Cap * Demonstrates independence in solving novel test questions</p>