## PASD 3<sup>rd</sup> Grade Report Card Rubric MP 4

## **ENGLISH LANGUAGE ARTS**

FOUNDATION	AL SKILLS OF LITERACY			
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 words	Orally produces multi-syllabic	Orally produces multi-syllabic words
phonological	words by blending sounds	by blending sounds (phonemes)	words by blending sounds	by blending sounds (phonemes)
awareness skills	(phonemes)	,	(phonemes)	
	, ,	Segments spoken multi-syllabic	,	Segments spoken multi-syllabic
	Segments spoken multi-syllabic	words into their complete sequence	Segments spoken multi-syllabic	words into their complete sequence
	words into their complete sequence	of individual sound	words into their complete	of individual sounds
	of individual sound		sequence of individual sounds	
Knows and	Minimally	Inconsistently	Consistently	Consistently
applies grade	Identifies and knows the meaning	Identifies and knows the meaning of	Identifies and knows the	Identifies and knows the meaning of
level phonics	of the most common prefixes and	the most common prefixes and	meaning of the most common	the most common prefixes and
and word	derivational suffixes	derivational suffixes	prefixes and derivational	derivational suffixes
analysis skills			suffixes	
·	Decodes words with common Latin	Decodes words with common Latin		Decodes words with common Latin
	suffixes	suffixes	Decodes words with common	suffixes
			Latin suffixes	
	Decodes unfamiliar multi-syllabic	Decodes unfamiliar multi-syllabic		Decodes unfamiliar multi-syllabic
	words	words	Decodes unfamiliar multi-	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-
fluency	word phrase groups; some smooth,	word phrase groups; some smooth,	four-word phrase groups; some	word phrase groups; some smooth,
	expressive interpretation and	expressive interpretation and pausing	smooth, expressive interpretation	expressive interpretation and pausing
	pausing guided by author's	guided by author's meaning and	and pausing guided by author's	guided by author's meaning and
	meaning and punctuation, with	punctuation, with minimal self-	meaning and punctuation, with	punctuation, with minimal self-
	minimal self-corrections/	corrections/repetitions; mostly	minimal self-corrections/	corrections/repetitions; mostly
	repetitions; mostly appropriate	appropriate stress and rate with some	repetitions; mostly appropriate	appropriate stress and rate with some
	stress and rate with some	slowdowns	stress and rate with some	slowdowns
	slowdowns		slowdowns	
		Assess using running records at		Assess using running records at
	Assess using running records at	student's instructional level	Assess using running records at	student's instructional level
	student's instructional level		student's instructional level	

READING LITERATURE					
	1	2	3	4	
Descriptor	Applies skills less than	Applies skills more than	Applies skills a large	Exceeds skills expectations a	
	half of the time	half of the time	majority of the time	large majority of the time	
Identifies central message, lesson/moral, and author's point of view	N/A	N/A	N/A	N/A	
and explain how they are conveyed in the text					
Compares and contrasts themes, settings, and plots of stories written	N/A	N/A	N/A	N/A	
by the same author about the same or similar characters					
Refers to text evidence and interprets text features when asking and	N/A	N/A	N/A	N/A	
answering questions about a text					
Describes characters in a story and explains how their actions	N/A	N/A	N/A	N/A	
contribute to the sequence of event					
Determines meaning and appropriately uses words, phrases, multiple	N/A	N/A	N/A	N/A	
meanings, and/or new vocabulary through interactions with text					
Reads literary text proficiently and independently in the third grade	N/A	N/A	N/A	N/A	
text complexity band					

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

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<sup>3&</sup>lt;sup>rd</sup> Grade Report Card Rubric, MP 4

WRITING AND COM	NVENTIONS			
Descriptor	Applies skills less than half of the time	2 Applies skills more than half of the time	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
Writes opinion pieces	N/A	N/A	N/A	90% of the time N/A
proficiently 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

ſ	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
				Exhibits skills 70-90% of the time	
					Exhibits skills almost all or
					90% of the time

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

## **MATHEMATICS**

OPERATIONS				
Descriptor	1 Applies skills less than	2 Applies skills more	3 Applies skills a large	4 Exceeds skills expectations a
	half of the time	than half of the time	majority of the time	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

<sup>3&</sup>lt;sup>rd</sup> Grade Report Card Rubric, MP 4 rev. 9/24/18

ALGEBRAIC CONCEPTS				
Descriptor	Applies skills less than half of the time	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
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

\* Challenge packets \* Put On Your Thinking Caps \* Demonstrates independence in solving

novel test questions

GEOMETRY				
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
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	2 Applies skills more than half	<b>3</b> Applies skills a large	4 Exceeds skills expectations a large majority of the time	
Descriptor	of the time	of the time	majority of the time	Exceeds skins expectations a range majority of the time	
Solve problems involving	Minimally	Inconsistently	Consistently	Consistently	
measurement and	Measure and estimate	Measure and estimate	Measure and estimate	Measure and estimate length, volume, and mass using	
estimation of temperature,	length, volume, and	length, volume, and mass	length, volume, and mass	standard units of measurement in customary systems.	
liquid volume, mass or	mass using standard	using standard units of	using standard units of	Dood a Calmanhait thannanatan and aslam maklama	
length.	units of measurement in customary systems.	measurement in customary systems.	measurement in customary systems.	Read a Fahrenheit thermometer and solve problems involving temperature	
	editomary systems.	editoriary systems.	customary systems.	involving temperature	
	Read a Fahrenheit	Read a Fahrenheit	Read a Fahrenheit	* Challenge packets	
	thermometer and solve	thermometer and solve	thermometer and solve	* Put On Your Thinking Cap	
	problems involving	problems involving	problems involving	* Demonstrates independence in solving novel test	
	temperature	temperature	temperature	questions	
Tell and write time to the	N/A	N/A	N/A	N/A	
nearest minute and solve					
problems by calculating					
time intervals.					

Solve problems and make	Minimally	Inconsistently	Consistently	Consistently
change involving money	Add and subtract money with and without regrouping			
using a combination of	with and without	with and without	with and without	
coins and bills	regrouping	regrouping	regrouping	Round amounts to the nearest dollar
	Round amounts to the	Round amounts to the	Round amounts to the	Make change for an amount up to \$5.00
	nearest dollar	nearest dollar	nearest dollar	
				Identify values of combinations of coins and/or dollar
	Make change for an	Make change for an	Make change for an	bills
	amount up to \$5.00	amount up to \$5.00	amount up to \$5.00	
				* Challenge packets
	Identify values of	Identify values of	Identify values of	* Put On Your Thinking Cap
	combinations of coins	combinations of coins	combinations of coins	* Demonstrates independence in solving novel test
	and/or dollar bills	and/or dollar bills	and/or dollar bills	questions
Represent and interpret	Minimally	Inconsistently	Consistently	Consistently
data using tally charts,	Reads and interprets data from tally charts,			
tables, pictographs, line	from tally charts,	from tally charts,	from tally charts,	pictographs, line plots, <u>AND</u> bar graphs
plots, and bar graphs.	pictographs, line plots,	pictographs, line plots,	pictographs, line plots,	
	AND bar graphs	AND bar graphs	AND bar graphs	* Challenge packets
				* Put On Your Thinking Cap
				* Demonstrates independence in solving novel test
				questions