



3rd Grade First Quarter Rubrics

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Updated 4/29/20

English Language Arts	0	1	2	3	4
3.SL.1.A.c: Following three-step instructions, according to classroom expectations	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely follow three-step instructions without redirection, according to classroom expectations. 	<ul style="list-style-type: none"> I sometimes follow three-step instructions without redirection, according to classroom expectations. 	<ul style="list-style-type: none"> I consistently follow three-step instructions without redirection, according to classroom expectations. 	<ul style="list-style-type: none"> NO EXCEEDS
3.SL.2.A.a: Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely demonstrate active listening through body language and eye contact with the speaker, according to classroom expectations. 	<ul style="list-style-type: none"> I sometimes demonstrate active listening through body language and eye contact with the speaker, according to classroom expectations. 	<ul style="list-style-type: none"> I consistently demonstrate active listening through body language and eye contact with the speaker, according to classroom expectations. 	<ul style="list-style-type: none"> NO EXCEEDS
3.R.3.A.a: Explain the author's purpose	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely explain the author's purpose. 	<ul style="list-style-type: none"> I sometimes explain the author's purpose with my own thoughts. 	<ul style="list-style-type: none"> I can consistently explain the author's purpose by noting clues from the text. 	<ul style="list-style-type: none"> NO EXCEEDS
3.R.3.A.c: Use text features and graphic features to locate information and to make and verify predictions	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I use text and graphic features to locate information only when prompted. I make and verify predictions while reading only when prompted. 	<ul style="list-style-type: none"> I sometimes use text and graphic features to locate information. I sometimes make and verify predictions while reading. 	<ul style="list-style-type: none"> I consistently use text and graphic features to locate information without prompting. I consistently make and verify predictions without prompting. 	<ul style="list-style-type: none"> NO EXCEEDS
3.RF.3.A.a: Decoding multisyllabic words in context and independent of context by applying common spelling patterns	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely decode multisyllabic words by applying common spelling patterns while reading. 	<ul style="list-style-type: none"> I sometimes decode multisyllabic words by applying common spelling patterns while reading. 	<ul style="list-style-type: none"> I consistently decode multisyllabic words in context and independent of context by applying common spelling patterns. 	<ul style="list-style-type: none"> NO EXCEEDS
3.L.1.A.c: Use complete subject and complete predicate in a sentence	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I use a subject and predicate to form a complete sentence with prompting. 	<ul style="list-style-type: none"> I sometimes use a subject and predicate to form a complete sentence. 	<ul style="list-style-type: none"> I consistently use a subject and predicate to form a complete sentence without prompting. 	<ul style="list-style-type: none"> I can use a subject and predicate to form complex sentences.

3.L.1.B.1: Arrange words in alphabetical order to the third letter	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely arrange words in alphabetical order to the third letter. 	<ul style="list-style-type: none"> I sometimes arrange words in alphabetical order to the third letter. 	<ul style="list-style-type: none"> I consistently arrange words in alphabetical order to the third letter. 	<ul style="list-style-type: none"> NO EXCEEDS
3.W.2.C: Write fiction and nonfiction narratives and poems	<ul style="list-style-type: none"> The student writes a narrative text that includes 0-1 of the following: <ul style="list-style-type: none"> Setting Characters Dialogue Descriptions Sequence Events Transition Words 	<ul style="list-style-type: none"> The student writes a narrative text that includes 2-3 of the following: <ul style="list-style-type: none"> Setting Characters Dialogue Descriptions Sequence Events Transition Words 	<ul style="list-style-type: none"> The student writes a narrative text that includes 4-5 of the following: <ul style="list-style-type: none"> Setting Characters Dialogue Descriptions Sequence Events Transition Words 	<ul style="list-style-type: none"> The student writes a narrative text that includes the following: <ul style="list-style-type: none"> Setting Characters Dialogue Descriptions Sequence Events Transition Words 	<ul style="list-style-type: none"> NO EXCEEDS

Math

3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I make an attempt to round numbers to the nearest 10, but am unsuccessful. 	<ul style="list-style-type: none"> I can round numbers to the nearest 10 with inconsistent accuracy. 	<ul style="list-style-type: none"> I can round numbers to the nearest 10 with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 100	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I make an attempt to round numbers to the nearest 100, but am unsuccessful. 	<ul style="list-style-type: none"> I can round numbers to the nearest 100 with inconsistent accuracy. 	<ul style="list-style-type: none"> I can round numbers to the nearest 100 with accuracy. 	<ul style="list-style-type: none"> I can consistently round numbers to the nearest 1,000.
3.NBT.A.2: Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I make an attempt to read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form, but am unsuccessful. 	<ul style="list-style-type: none"> I can read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form with inconsistent accuracy. 	<ul style="list-style-type: none"> I can read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3.NBT.A.3: Demonstrate fluency with addition within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I make an attempt to add within 1000 using a strategy, but am unsuccessful. 	<ul style="list-style-type: none"> I can add within 1000 using a strategy with inconsistent accuracy. 	<ul style="list-style-type: none"> I can add within 1000 using a strategy with accuracy. 	<ul style="list-style-type: none"> I can consistently add within 10,000.
3.NBT.A.3: Demonstrate fluency with subtraction within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I make an attempt to subtract within 1000 using a strategy, but am unsuccessful. 	<ul style="list-style-type: none"> I can subtract within 1000 using a strategy with inconsistent accuracy. 	<ul style="list-style-type: none"> I can subtract within 1000 using a strategy with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS

Science

3.LS1.B: Develop a model to compare and contrast observations on the life cycle of different plants and animals.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I attempt to develop with prompting and support a model to compare/contrast observations on the life cycle of different plants and animals, but am unsuccessful. 	<ul style="list-style-type: none"> I can develop with prompting and support a model to compare/contrast observations on the life cycle of different plants and animals. 	<ul style="list-style-type: none"> I can develop a model to compare/contrast observations on the life cycle of different plants and animals. 	<ul style="list-style-type: none"> NO EXCEEDS
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The following two engineering design standards will be reported out in the fourth quarter, but data will be collected throughout the year and reported only at progress report time if there is any to report each quarter.

3.ETS.1.A: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to develop a plan to solve a problem. 	<ul style="list-style-type: none"> Student can make a plan and solve a problem. 	<ul style="list-style-type: none"> Student can make a plan to solve a problem, check for success, and adjust accordingly. 	<ul style="list-style-type: none"> NO EXCEEDS
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<p>3. ETS.1.B: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to come up with a possible solutions for reasonableness and efficiency. 	<ul style="list-style-type: none"> Student can evaluate a possible solution for reasonableness and efficiency. 	<ul style="list-style-type: none"> Student can evaluate possible solutions for reasonableness and efficiency. 	<ul style="list-style-type: none"> NO EXCEEDS
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Social Studies

<p>EG5.B.3.2: Locate and identify the states bordering Missouri</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can locate and identify Missouri and its bordering states with 1-3 correct. 	<ul style="list-style-type: none"> I can locate and identify Missouri and its bordering states with 4-7 correct. 	<ul style="list-style-type: none"> I can locate and identify Missouri and its bordering states with 8-9 correct. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>EG.5.B.3.3: Describe and use absolute location using a grid system.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can describe and use absolute location using a grid system with 60-69% accuracy. 	<ul style="list-style-type: none"> I can describe and use absolute location using a grid system with 70-79% accuracy. 	<ul style="list-style-type: none"> I can describe and use absolute location using a grid system with 80-100% accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS