3rd Grade Third 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.

English Language Arts	0	1	2	3	4
3.SL.4.A.b: Presenting information with clear ideas and details while speaking clearly at an understandable pace	• No demonstration of understanding	• I rarely present information with clear ideas and details while speaking clearly at an understandable pace.	• I sometimes present information with clear ideas and details while speaking clearly at an understandable pace.	• I consistently present information with clear ideas and details while speaking clearly at an understandable pace.	• NO EXCEEDS
3.R.1.A.c: Summarizing a story's beginning, middle, and end.	• No demonstration of understanding	• I attempt to summarize a story's beginning, middle, and end, but am unsuccessful.	• I sometimes summarize a story's beginning, middle, and end, but am inconsistent.	• I consistently summarize a story's beginning, middle, and end	• NO EXCEEDS
3.R.1.A.c: Determining its central message, lesson, or moral.	• No demonstration of understanding	• I attempt to determine a stories central message, but am unsuccessful.	• I sometimes determine a stories central message, but am inconsistent.	• I consistently determine a stories central message.	• I can prove the stories central message with text evidence
3.R.2.A.e: Compare and contrast the key elements in various types of fiction	• No demonstration of understanding	• I compare **OR** contrast the key elements in various types of fiction.	• I sometimes compare and contrast the key elements in various types of fiction.	• I consistently compare and contrast the key elements in various types of fiction using text evidence.	• NO EXCEEDS
3.RF.3.A.c: Using the meaning of common prefixes and suffixes	• No demonstration of understanding	• I rarely use the meaning of common prefixes and suffixes to improve my reading comprehension.	• I sometimes use the meaning of common prefixes and suffixes to improve my reading comprehension.	• I consistently use the meaning of common prefixes and suffixes to improve my reading comprehension.	• NO EXCEEDS
3.L.1.A.e: Use subject/verb agreement in sentences	• No demonstration of understanding	• I rarely use subject/verb agreement in sentences.	• I sometimes use subject/verb agreement in sentences.	• I consistently use subject/verb agreement in sentences.	• NO EXCEEDS
3.W.2.a: Write opinion text	• Students include 0-1 of the following when writing an opinion text: • Introduce the topic	• Students include 2-3 of the following when writing an opinion text: • Introduce the topic • State an opinion or establish a position • Provide reasons	• Students include 4-5 of the following when writing an opinion text: • Introduce the topic • State an opinion or establish a position • Provide reasons	• Students include 6-7 of the following when writing an opinion text: • Introduce the topic • State an opinion or establish a position • Provide reasons	• NO EXCEEDS

	• State an opinion or establish a position • Provide reasons • Use specific and accurate words related to the topic • Cite sources in text (The author said…) • Includes transitions • Clear beginning , middle and end	• Use specific and accurate words related to the topic • Cite sources in text (The author said…) • Includes transitions • Clear beginning , middle and end	• Use specific and accurate words related to the topic • Cite sources in text (The author said…) • Includes transitions • Clear beginning , middle and end	• Use specific and accurate words related to the topic • Cite sources in text (The author said…) • Includes transitions • Clear beginning , middle and end	

Math

3.NF.A.2: Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of a whole	• No demonstration of understanding	• I attempt to identify and label the shaded or unshaded portion of a whole, but am unsuccessful	• I can identify and label the shaded or unshaded portion of a whole with inconsistent accuracy	• I can identify and label the shaded or unshaded portion of a whole with accuracy	• NO EXCEEDS
3.NF.A.3: Represent fractions on a number line	• No demonstration of understanding	• I attempt to create, partition and label a number line to a given unit fraction and I attempt to identify the correct fraction for a given location, but am unsuccessful	I can create, partition, and label a number line to a given unit fraction with inconsistent accuracy **OR** • I can identify the correct fraction for a given location	• I can independently create, equally partition, and label a number line to a given unit fraction with accuracy • I can identify the correct fraction for a given location with accuracy	• NO EXCEEDS
3.NF.A.6: Compare two fractions with the same numerator or denominator using the symbols >, =, or <, and justify the solution by reasoning about their size and/or by using a visual fraction model.	• No demonstration of understanding	• I attempt compare fractions with the same numerator or denominator, but am unsuccessful	• I can compare fractions with the same numerator or denominator with inconsistent accuracy	• I can compare fractions with the same numerator or denominator with accuracy	• NO EXCEEDS
3.GM. B.4: Tell and write time to the nearest minute.	• No demonstration of understanding	• Using an analog clock, I attempt to tell time to the minute, but am unsuccessful	• Using an analog clock, I can tell time to the nearest minute with inconsistent accuracy	• Using an analog clock, I can tell time to the minute.	• NO EXCEEDS
3.GM.B.6: Solve problems involving addition and subtraction of minutes, e.g., by representing the problem on a number line diagram	• No demonstration of understanding	• Given a real world scenario, I can solve the problem, WITH TEACHER SUPPORT. solve the problem (ie: create a number line, t-chart, data table, or picture)	• I can independently solve the problem inconsistently with accuracy (ie: create a number line, t-chart, data table, or picture)	• I can INDEPENDENTLY AND CONSISTENTLY solve the problem (ie: create a number line, t-chart, data table, or picture)	• NO EXCEEDS

Science

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.	• No demonstration of understanding	• Student attempts to develop a plan to solve a problem.	• Student can make a plan and solve a problem.	• Student can make a plan to solve a problem, check for success, and adjust accordingly.	• NO EXCEEDS

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.	• No demonstration of understanding	• Student attempts to come up with a possible solutions for reasonableness and efficiency.	• Student can evaluate **a** possible solution for reasonableness and efficiency.	• Student can evaluate possible solutions for reasonableness and efficiency.	• NO EXCEEDS
Social Studies					
GS.2.C.3.2: Identify and explain the functions of the three branches of government in the federal government.	• No demonstration of understanding	• I can list and explain the function of 1 branch of the federal government.	• I can list and explain the functions of 2 of the 3 branches in the federal government.	• I can list and explain the functions of ALL 3 branches in the federal government.	• NO EXCEEDS