



3rd Grade Fourth 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 3-4-20

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	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely present information with clear ideas and details while speaking clearly at an understandable pace. 	<ul style="list-style-type: none"> I sometimes present information with clear ideas and details while speaking clearly at an understandable pace. 	<ul style="list-style-type: none"> I consistently present information with clear ideas and details while speaking clearly at an understandable pace. 	<ul style="list-style-type: none"> NO EXCEEDS
R.2.A.b: Describe the personality traits of characters from their thoughts, words, and actions (e.g., their traits, motivations, or feelings)	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely describe the personality traits of characters from a text. 	<ul style="list-style-type: none"> I sometimes describe the personality traits of characters from a text and provide supporting text evidence. 	<ul style="list-style-type: none"> I consistently describe the personality traits of characters and provide supporting text evidence. 	<ul style="list-style-type: none"> NO EXCEEDS
3.R.2.A.f: Explain cause-and-effect relationships	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely explain cause-and-effect relationships from the text. 	<ul style="list-style-type: none"> I sometimes can explain cause-and-effect relationships from the text. 	<ul style="list-style-type: none"> I consistently explain cause-and-effect relationships with text evidence. 	<ul style="list-style-type: none"> NO EXCEEDS
3.R.3.A.b: Explain using details or facts that support the main idea	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely explain the main idea with supporting details or facts with prompting. 	<ul style="list-style-type: none"> I sometimes explain the main idea with supporting details or facts with prompting. 	<ul style="list-style-type: none"> I consistently explain the main idea with supporting details or facts. 	<ul style="list-style-type: none"> NO EXCEEDS
3.RF.4.A.a: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	<ul style="list-style-type: none"> I consistently read below grade level appropriate texts with fluency, purpose, and comprehension. All four quarters this would be DRA 0-8 	<ul style="list-style-type: none"> I consistently read below grade level appropriate texts with fluency, purpose, and comprehension. All four quarters this would be DRA 10-18 	<ul style="list-style-type: none"> I consistently read below grade level appropriate texts with fluency, purpose, and comprehension. All four quarters this would be DRA 20-28 	<ul style="list-style-type: none"> I consistently read grade level appropriate texts independently with fluency, purpose, and comprehension. 1st Qtr – DRA 28 2nd Qtr. – DRA 30 3rd Qtr. – DRA 34 4th Qtr. – DRA 38 	<ul style="list-style-type: none"> I consistently read above grade level appropriate texts with fluency, purpose, and comprehension. All four quarters this would be above a DRA 38
3.L.1.B.a: Write legibly (print or cursive)	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I rarely write legibly. 	<ul style="list-style-type: none"> I sometimes write legibly. 	<ul style="list-style-type: none"> I consistently write legibly. 	<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
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Math					
3.GM.B.7: Measure or estimate length, liquid volume and weight of objects using customary measurements	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I attempt to measure or estimate length, liquid volume and weight of objects using customary measurements , but am unsuccessful 	<ul style="list-style-type: none"> I can measure or estimate length, liquid volume and weight of objects using customary measurements with inconsistent accuracy. 	<ul style="list-style-type: none"> I can measure or estimate length, liquid volume and weight of objects using customary measurements with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3.GM.B.7: Measure or estimate length, liquid volume and weight of objects using metric measurements	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I attempt to measure or estimate length, liquid volume and weight of objects using metric measurements, but am unsuccessful 	<ul style="list-style-type: none"> I can measure or estimate length, liquid volume and weight of objects using metric measurements with inconsistent accuracy. 	<ul style="list-style-type: none"> I can measure or estimate length, liquid volume and weight of objects using metric and metric measurements with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3. DS.A.2: Solve one and two-step problems using information presented in bar and/or picture graphs. (how many more and how many less)	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I attempt to solve one and two step problems using information presented in bar and/or picture graphs, but am unsuccessful. 	<ul style="list-style-type: none"> I can solve one and two step problems using information presented in bar and/or picture graphs with inconsistent accuracy. 	<ul style="list-style-type: none"> I can solve one and two step problems using information presented in bar and/or picture graphs with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3.RA.C.7: Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I attempt to multiply and divide within 100, but am unsuccessful. 	<ul style="list-style-type: none"> I can multiply and divide within 100 with inconsistent accuracy. 	<ul style="list-style-type: none"> I can multiply and divide within 100 with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3.GM.C.12: Multiply the whole number side lengths to solve problems involving the area of rectangles	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can multiply the sides of a rectangle to find its area with but am unsuccessful.. 	<ul style="list-style-type: none"> I can multiply the sides of a rectangle to find its area with inconsistent accuracy. 	<ul style="list-style-type: none"> I can multiply the sides of a rectangle to find its area with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
3. GM.D.15: Solve problems involving perimeters and polygons. A) real world and mathematical problems including finding the perimeter given the side lengths and finding the unknown side lengths	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can solve problems involving perimeters of but am unsuccessful. 	<ul style="list-style-type: none"> I can solve problems involving perimeters of polygons with inconsistent accuracy. 	<ul style="list-style-type: none"> I can solve problems involving perimeters of polygons with accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS

Science					
3. ESS2.D.2: Obtain and combine information to describe climates in different regions of the world.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to research to find relevant information on climates around the world, but is unsuccessful even with support. 	<ul style="list-style-type: none"> Students can research to find relevant information on climates around the world with prompting and support. 	<ul style="list-style-type: none"> Students can research to find relevant information on climates around the world. 	<ul style="list-style-type: none"> NO EXCEEDS

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
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.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student attempts to come up with a possible solution 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

Social Studies

EC.4.A.3.1: Identify and explain public goods and services	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can identify and explain public goods and services with 60-69% accuracy. 	<ul style="list-style-type: none"> I can identify and explain public goods and services with 70-79% accuracy. 	<ul style="list-style-type: none"> I can identify and explain public goods and services with 80-100% accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS
EC.4.A.3.2: Distinguish among natural, capital, and human resources.	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> I can distinguish among natural, capital, and human resources with 60-69% accuracy. 	<ul style="list-style-type: none"> I can distinguish among natural, capital, and human resources with 70-79% accuracy. 	<ul style="list-style-type: none"> I can distinguish among natural, capital, and human resources with 80-100% accuracy. 	<ul style="list-style-type: none"> NO EXCEEDS