

# Third Grade Literacy Rubric

Third Grade Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
<b>Fluency</b>				
Read grade-level text orally with accuracy, appropriate rate, and expression to support	Reading at or below a level 28/M <ul style="list-style-type: none"> <li>• Rate = &lt; 80 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	Reading at a level 30/N-38/P, with inconsistent demonstration of the following: <ul style="list-style-type: none"> <li>• Rate = 80-110 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	Consistently reads at a level 40/Q-T <ul style="list-style-type: none"> <li>• Rate = &gt;110 WPM</li> <li>• Accuracy = &gt;95%</li> <li>• Expression</li> </ul>	
<b>Reading Comprehension: Literature</b>				
Identifies key ideas & details in a grade level literature text and understands how author's use craft and structure to communicate a message	Requires teacher support to answer literal and inferential questions; summarize a text; identify the theme; use evidence to support thinking; Interpret words and phrases as they are used in a text; identify structural elements of a text; compare/contrast themes, events, and points of view within and across texts	Inconsistently answers literal and inferential questions; summarizes a text; identifies the theme; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts themes, events, and points of view within and across texts	Consistently answers literal and inferential questions; summarizes a text; identifies the theme; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts themes, events, and points of view within and across texts	Mastery of grade level standards with application of knowledge and skills consistently above grade level
<b>Reading Comprehension: Informational</b>				
Identifies key ideas & details in a grade level informational text and understands how author's use craft and structure to communicate a message	Requires teacher support to answer literal and inferential questions; summarize a text; identify the main idea and key details of a text; use evidence to support thinking; interpret words and phrases as they are used in a text; identify structural elements of a text; compare/contrast firsthand and secondhand accounts of an event or topic	Inconsistently answers literal and inferential questions; summarizes a text; identifies the main idea and key details of a text; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts firsthand and secondhand accounts of an event or topic	Consistently answers literal and inferential questions; summarizes a text; identifies the main idea and key details of a text; uses evidence to support thinking; interprets words and phrases as they are used in a text; identifies structural elements of a text; compares/contrasts firsthand and secondhand accounts of an event or topic	Mastery of grade level standards with application of knowledge and skills consistently above grade level.

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<b>Writing</b>				
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	Completes a storyboard with a clear beginning, middle, end; attempts a narrative that may/may not reflect the storyboard	Writes a narrative that reflects the storyboard with a clear sequence for characters, setting, problem and resolution; provides a sense of closure	Writes a three paragraph narrative with a clear sequence for characters, setting, problem and resolution; provides a sense of closure; uses dialogue to describe actions/thoughts/ feelings; brings reader into the story by describing details; sentences include proper grammar and proper conventions	Writes a three or more paragraph narrative with a clear sequence for characters, setting, problem and resolution; provides a sense of closure; uses dialogue and voice to describe actions/thoughts/ feelings; brings reader into the story by describing details; sentences include proper grammar and proper conventions
Write informative/explanatory texts to examine a topic and convey ideas and information clearly	Writes an informative/explanatory text in which the writer includes factual information about the topic	Writes an informative/explanatory text in which the writer introduces the topic; organizes information about the topic; and provides a conclusion	Writes an informative/explanatory text in which the writer uses his/her own words to introduce the topic; organizes information clearly; develops the topic with facts, definitions, and/or details; use linking words, and provide a concluding statement; sentences include proper grammar and proper conventions	Writes an informative/explanatory text in which the writer introduces the topic; organizes information clearly; thoroughly develops the topic with facts, definitions, details, and/or quotations; and provides a concluding section; sentences include proper grammar and proper conventions
Write opinion pieces on topics or texts, supporting a point of view with reasons	Writes an opinion piece that states a personal opinion, includes general reasons to support opinion	Writes an opinion piece that states a personal opinion, includes two pieces of evidence; provides a concluding statement	Writes an opinion piece that clearly states a personal opinion; creates an organizational two paragraph structure that includes two pieces of evidence with two relevant explanations to support opinion; conclusion restates opinion in a different way; sentences include proper grammar and proper conventions	Writes an opinion piece that clearly states a personal opinion; creates a three paragraph organizational structure that includes an introductory paragraph, two or more pieces of evidence with two relevant explanations to support opinion; conclusion restates opinion in a different way; sentences include proper grammar and proper conventions

# Third Grade Math Rubric

Third Grade Math Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Multiplication</b>			
Represents and <u>solves multiplication problems</u> through the context of picture and bar graphs that represent categorical data.	Understanding is limited when representing and solving multiplication problems; requires significant teacher support.	Inconsistently represents and solves multiplication problems.	Consistently represents and solves multiplication problems.
<b>Area and Multiplication</b>			
<u>Solves area problems by relating to multiplication and addition.</u>	Understanding is limited when solving area problems; requires significant teacher support.	Inconsistently solves area problems.	Consistently solves area problems.
<b>Addition and Subtraction within 1,000</b>			
<u>Uses place value understanding to round whole numbers, add, and subtract</u> within 1,000. (MN to 10,000)	Understanding is limited when rounding whole numbers, adding, and subtracting; requires significant teacher support.	Inconsistently applies understanding of rounding whole numbers, adding, and subtracting.	Consistently applies understanding of rounding whole numbers, adding, and subtracting.
Represents and <u>solves two-step word problems using addition, subtraction, and multiplication</u> and assess the reasonableness of answers.	Understanding is limited when solving two-step word problems using addition, subtraction, and multiplication; requires significant teacher support.	Inconsistently solves two-step word problems using addition, subtraction, and multiplication.	Consistently solves two-step word problems using addition, subtraction, and multiplication.
<b>Relating Multiplication to Division</b>			
Uses the relationship between multiplication and division, place value understanding, and the properties of operations to <u>multiply and divide whole numbers within 100.</u>	Understanding is limited when multiplying and/or dividing whole numbers within 100; requires significant teacher support.	Inconsistently multiplies and/or divides whole numbers within 100.	Consistently multiplies and divides whole numbers within 100.
Represents and <u>solves two-step word problems using the four operations.</u>	Understanding is limited when solving two-step word problems using the four operations; requires significant teacher support.	Inconsistently solves two-step word problems using the four operations.	Consistently solves two-step word problems using the four operations.
<b>Fractions as Numbers</b>			
Develops an <u>understanding of fractions as numbers and of fraction equivalence</u> by representing fractions on diagrams and number lines, generating fractions, and comparing fractions.	Limited understanding of fractions and fraction equivalence; requires significant teacher support.	Inconsistently shows understanding of fractions and fraction equivalence.	Consistently shows understanding of fractions and fraction equivalence.

# Third Grade Math Rubric

Measuring Length, Volume, and Weight			
Generates and <u>represents length measurement data in halves and fourths of an inch on line plots.</u>	Understanding is limited when generating and representing length measurement data in halves and fourths of an inch on line plots; requires significant teacher support.	Inconsistently generates and represents length measurement data in halves and fourths of an inch on line plots.	Consistently generates and represents length measurement data in halves and fourths of an inch on line plots.
Estimates relative units of <u>measure including weight, liquid volume, and time, and uses the four operations</u> to solve problems involving measurement.	Understanding is limited when estimating relative units of measure including weight, liquid volume, and time. Using the four operations to solve problems involving measurement; requires significant teacher support.	Inconsistently estimates relative units of measure including weight, liquid volume, and time. Inconsistently uses the four operations to solve problems using measurement.	Consistently estimates relative units of measure including weight, liquid volume, and time, and uses the four operations to solve problems using measurement..
Two-dimensional Shapes and Perimeter			
<u>Demonstrates knowledge of shapes and their attributes</u> , with a focus on quadrilaterals.	Limited understanding of shapes and their attributes; requires significant teacher support.	Inconsistently shows understanding of shapes and their attributes.	Consistently shows understanding of shapes and their attributes.
<u>Solves problems involving the perimeter and area of shapes.</u>	Understanding is limited when solving problems involving the perimeter and area of shapes; requires significant teacher support.	Inconsistently solves problems involving the perimeter and area of shapes.	Consistently solves problems involving the perimeter and area of shapes.

# Third Grade Science Rubric

<b>Third Grade Science Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>
<b>Earth Science: Sun, Moon, &amp; Stars</b>			
<u>Organize and electronically present</u> collected data to identify and describe patterns in the amount of daylight.	<p>With support, collects data and/ or presents in an organized manner.</p> <p>With support, demonstrates strengths and/or weaknesses of their structure based on the patterns of daylight.</p>	<p>Partially collects data and/or presents it in an organized manner.</p> <p>Partially demonstrates strengths and weaknesses of their structure based on the patterns of daylight.</p>	<p>Collects relevant data and presents it in an organized manner.</p> <p>Demonstrates strengths and weaknesses of their structure based on the patterns of daylight.</p>
<b>Life Science: Life Cycles &amp; Survival</b>			
<u>Construct an explanation using evidence from various sources</u> for how the variations in characteristics among individuals of the same species may provide advantages in surviving.	With support, uses evidence from models or observations to create and explain a bee habitat.	Partially uses evidence from models or observations to create and explain a bee habitat.	Uses evidence from models or observations to create and explain a bee habitat.
<b>Life Science: Variation of Traits</b>			
Construct or support an argument that traits can be influenced by different environments. Emphasis of the practice is on <u>using evidence, data and/or a model to support an argument.</u>	<p>With support, uses evidence from models or observations to create and explain variations of traits in the new species.</p> <p>With support, describes advantages for survival in their argument.</p>	<p>Partially uses evidence from models or observations to create and explain variations of traits in the new species.</p> <p>Partially describes advantages for survival in their argument.</p>	<p>Uses evidence from models or observations to create and explain variations of traits in the new species.</p> <p>Describes advantages for survival in their argument.</p>
<b>Physical Science: Vision &amp; Light</b>			
<u>Develop a model to describe</u> that light reflecting from objects and entering the eye allows objects to be seen.	With support, develops a vision and light model and explains some components.	Partially develops a vision and light model and explains some components.	Develops a vision and light model and explains all components.

# Third Grade Other Subjects Rubric

<b>Third Grade Other Subjects Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Social Studies</b>				
Citizenship and Government	Score of 0-49%: Identifies the three branches of government; identifies services provided by the government; demonstrates understanding of unit vocabulary; explains what it means to be a responsible citizen	Score of 50%-79%: Identifies the three branches of government; identifies services provided by the government; demonstrates understanding of unit vocabulary; explains what it means to be a responsible citizen	Score of 80%-100% Identifies the three branches of government; identifies services provided by the government; demonstrates understanding of unit vocabulary; explains what it means to be a responsible citizen	
Economics	Develops a business plan that may include a budget; may use specific vocabulary to explain success of business plan; may reflect on strengths/weaknesses of project	Develops a business plan that includes a budget; uses specific vocabulary to explain success of business plan; reflects on strengths/weaknesses of project	Develops a business plan that includes a budget; uses specific vocabulary to explain success of business plan; reflects on strengths/weaknesses of project; demonstrates understanding of economic concepts through personal reflection	
Geography	Creates an Island Map using some components of TODALS; may include water features, physical features, man-made features, and/or a legend	Creates an Island Map using some components of TODALS; includes water features, physical features, man-made features, and a legend; describes island	Creates an Island Map using TODALS; includes water features, physical features, man-made features, and a legend; describes island using specific vocabulary. Map is clear and easy to read	
History	Creates a matrix representing daily life, communication, environment, and influences on the world for different civilizations	Creates matrix and analyzes similarities and differences between different civilizations	Creates matrix and analyzes similarities and differences between different civilizations, and explains influences on present time	
<b>Health</b>				
Human Development	Score of 0%-49%: Compares and contrasts infectious and noninfectious diseases; explains how to prevent spreading illness; demonstrates understanding of how to live a healthy lifestyle	Score of 50%-79%: Compares and contrasts infectious and noninfectious diseases; explains how to prevent spreading illness; demonstrates understanding of how to live a healthy lifestyle	Score of 80%-100%: Compares and contrasts infectious and noninfectious diseases; explains how to prevent spreading illness; demonstrates understanding of how to live a healthy lifestyle	

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<b>Health</b>				
Nutrition	Score of 0%-49%: Demonstrates understanding of how portion and serving sizes impact health; identifies ways to stay healthy	Score of 50%-79%: Demonstrates understanding of how portion and serving sizes impact health; identifies ways to stay healthy	Score of 80%-100%: Demonstrates understanding of how portion and serving sizes impact health; identifies ways to stay healthy	
Chemical Health	Requires teacher support to differentiate between legal & illegal drugs; differentiate between over-the-counter and prescription medicine; and explain safety rules for taking medicine	Inconsistently differentiates between legal & illegal drugs; between over-the-counter and prescription medicine; and explains safety rules for taking medicine	Consistently differentiates between legal & illegal drugs; differentiates between over-the-counter and prescription medicine; and explain safety rules for taking medicine	
<b>Art – assess quarters 2 and 4</b>				
Create: Plan, create and revise original artwork	Student needs significant teacher support to demonstrate understanding	Student is progressing towards independently creating original artwork	Student is able to independently create original artwork reflecting a unique personal idea or theme	Student is able to create original artwork based on an extended theme and collaboratively reflect on artwork's intended meaning
Connect: Use personal experiences to connect to artistic work	Student needs significant teacher support to personally connect to artwork	Student is able to, with prompts, identify how art reflects personal experiences	Student is able to identify how art reflects personal experiences and/or culture and traditions	Student is able to identify how art reflects personal interests, changing times, traditions, resources, and cultural uses
Present: Share art and explain artistic meaning	Students needs significant teacher support to present art	Student is able to prepare and present artwork with teacher support	Student is able to independently prepare and present artwork	Student is able to prepare and present artwork to articulate the meaning behind their artistic selection(s)
Respond: Analyze, evaluate, and interpret artistic work	Student needs significant teacher support to respond to artwork	Student is able to, with prompts, respond to artwork	Student is able to identify how different people show what they value through their artwork	Student is able to compare different interpretations of a work of art and analyze ways that images influence an audience
<b>Music - assess quarters 2 and 4</b>				
Demonstrate and describe expressive qualities	Student does not demonstrate or describe expressive qualities	Student demonstrates or describes expressive qualities with guidance	Student demonstrates or describes expressive qualities independently	
Generate your own musical ideas	Student does not generate own musical ideas	Student generates own musical ideas with guidance	Student generates own musical ideas independently	
Performs appropriately	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	



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<b>Physical Education</b>				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Exhibits responsible personal and social behavior that respects self and others	Student does not exhibit responsible personal and social behavior that respects self and others	Student exhibits responsible personal and social behavior that respects self and others with occasional teacher reminders	Student consistently exhibits responsible personal and social behavior that respects self and others without teacher reminders	
Engages in the activities of physical education class without teacher prompting	Student engages inconsistently during skills and/or activity assigned	Student engages in skills and activities with occasional reminders	Student engages fully in all skills and activities	
<b>Media is NOT graded. Student progress will be documented through SeeSaw.</b>				