

Scoring Criteria for the Third Grade Report Card

A Reference Guide for Parents



Dear Parents,

The report card will give you a general picture of your child's progress to date in reading, mathematics, writing, communication, science, social studies, PE, and music. It also includes scores for effort in all areas as well as in the social/learning skills and art.

The attached scoring criteria (rubrics) are used by your child's teacher for determining scores on the report card. We have included the scoring criteria for parents as a reference only, to give more detailed information about grade level expectations and to help you more clearly understand your child's level of performance.

Please note that a child's level of performance (noted as 1, 2, 3 or 4 for the reporting period) is not an "averaging" of scores, but an indication of current performance level. So, for instance, if six evaluations were completed during the grading period with scores of 1, 1, 1, 3, 3, 3, the student would be noted as performing now at a "3" level since the last three indicators remained at that level.

Reading Rubric for Report Card (3rd Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard;

2 = Approaches Standard – Needs Additional Practice and Support;

1 = Below Standard – Area of Concern;

NA = Not Assessed at This Time

Understands and Applies Different Skills and Strategies to Read	Understands the Meaning of What is Read	Reads Different Materials for a Variety of Purposes
<ul style="list-style-type: none"> Builds on previous phonic skills to decode unknown words. Uses meaning, structure, context, and visual cues when reading. Reads both familiar and unfamiliar texts with fluency and expression. Understands and identifies story elements (e.g., plot and character). Locates and uses text features (e.g., table of contents paragraphs, captions). 	<ul style="list-style-type: none"> Comprehends important ideas and details. Makes connections with previous experiences, knowledge, and text when reading. Makes inferences and predictions. Compares and contrasts different texts. Uses a logical sequence to accurately retell text. Separates fact from opinion. 	<ul style="list-style-type: none"> Reads to learn new information. Reads to perform a task. Reads a variety of text.

The student

4=Exceeds Standard	consistently and independently uses a variety of skills and strategies to read unfamiliar materials that are one of more years above grade level.	consistently reads and shows complete understanding of texts that are one or more years above grade level.	consistently and effectively self selects and uses appropriate text for a given purpose.
3=Meets Standard	usually uses skills and strategies to read grade level material independently.	usually reads and understands text appropriate to grade level.	usually selects and uses appropriate text for a given purpose with limited teacher guidance.
2=Approaches Standard	sometimes uses skills and strategies to read with teacher guidance.	sometimes reads and understands text appropriate to grade level with teacher guidance.	sometimes selects and uses text for a given purpose with teacher guidance.
1=Below Standard	seldom uses skills or strategies to read, even with teacher guidance.	reads and understands only simple or familiar text.	needs considerable assistance selecting and using text for a given purpose.

Effort (personal best)

- Reads independently.
- Demonstrates interest/enjoyment in reading.
- Shows interest in improving reading skills.

The student

4=Exceeds Standard	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates effort.

Writing Rubric for Report Card (3rd Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Writes Clearly and Effectively	Understands and Uses Conventions	Spells Correctly in Context
<ul style="list-style-type: none"> • Writes with increasing elaboration and detail (ideas and word choice). • Uses a variety of sentence patterns (sentence fluency). • Organizes with a main idea, beginning, middle, and end (organization). • Begins to reflect personality in writing (voice). • Begins to use dialogue correctly. • Organizes related sentences into paragraphs. 	<ul style="list-style-type: none"> • Uses correct punctuation. • Uses correct capitalization. • Uses complete sentences with subject verb agreement. 	<ul style="list-style-type: none"> • Spells correctly in written work. • Uses strategies to spell (e.g., sounding out, word families, memorization).

The student

4=Exceeds Standard	consistently demonstrates exceptionally clear and effective writing skills independently.	consistently uses accurate and complex conventions to enhance meaning and style of text.	consistently spells words accurately in written work. Challenges self with difficult words.
3=Meets Standard	usually demonstrates clear and effective writing skills independently.	usually uses appropriate conventions with few errors; errors do not detract from the meaning of the text.	usually spells words accurately in written work.
2=Approaches Standard	sometimes demonstrates clear and effective writing skills.	sometimes uses basic conventions but frequent errors detract from the meaning of the text.	sometimes spells words accurately in written work.
1=Below Standard	seldom demonstrates clear and effective writing skills even with teacher assistance.	seldom uses appropriate conventions, limiting the reader's understanding of the text.	seldom spells words accurately in written work.

Writing Rubric for Report Card (3rd Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Understands and Uses the Writing Process	Writes in a Variety of Forms for Different Purposes	Uses Legible Handwriting
<ul style="list-style-type: none"> • Uses prewriting strategies such as graphic organizers, pictures, background knowledge, etc.. • Creates a draft with a focus on meaning and purpose. • Revises to clarify meaning, improve organization, elaborate on ideas and respond to feedback. • Edits for capitals, ending marks, spelling, apostrophes, commas, and subject-verb agreement. • Creates a final draft. 	<ul style="list-style-type: none"> • Uses appropriate form (e.g. letter, poem, essay) based on topic and purpose (e.g. expository, narrative). 	<ul style="list-style-type: none"> • Uses correct size and shape for letters in daily written work.

The student

4=Exceeds Standard	consistently shows exceptional use of all the elements of the writing process with some teacher guidance.	consistently writes with exceptional skill in a specific form for a purpose with some teacher guidance.	consistently writes legibly and neatly.
3=Meets Standard	usually uses the elements of the writing process with teacher guidance.	usually writes in a specific form for a purpose with some teacher guidance.	usually writes legibly and neatly.
2=Approaches Standard	sometimes uses the elements of the writing process with teacher guidance.	sometimes writes in a specific form for a purpose with some teacher guidance.	sometimes writes legibly and neatly.
1=Below Standard	seldom uses the elements of the writing process effectively, even with teacher guidance.	seldom writes in a specific form for a purpose even with some teacher guidance.	seldom writes legibly or neatly.

Effort (personal best)

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| <ul style="list-style-type: none"> • Writes independently. • Demonstrates interest in writing experiences. • Shows interest in improving writing skills. |
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The student . . .

4=Exceeds Standard	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates effort.

Mathematics Rubric for Report Card (3rd Grade)
Scale 1-4

4 = Exceeds Standard;

3 = Meets Standard;

2 = Approaches Standard – Needs Additional Support and Practice;

1 = Below Standard – Area of Concern;

NA = Not Assessed at This Time

Number Sense
<ul style="list-style-type: none"> • Knows subtraction facts through 20. • Identifies, represents, and compares numbers through the 1000's place. • Understands numbers and numeration (whole numbers and simple fractions). • Uses appropriate strategies to solve problems using addition, subtraction, or multiplication. • Writes number sentences for situations representing addition, subtraction or multiplication. • Compares common fractions at the concrete level. • Makes estimates to determine if solution is reasonable.

Measurement	Geometric Sense
<ul style="list-style-type: none"> • Uses appropriate measurement tools. • Uses standard units of measure (length, area, volume, perimeter, mass/weight, money and time) to describe or compare objects. • Makes reasonable approximations to predict or determine when measurements are reasonable. 	<ul style="list-style-type: none"> • Names, sorts and classifies two and three-dimensional figures. • Uses geometric terms and concepts appropriately (e.g., congruent, similar, symmetry, parallel, etc.).
Probability and Statistics	Algebraic Sense (Patterns and Relationships)
<ul style="list-style-type: none"> • Collects, organizes, and interprets data using graphs, tables, and written explanation. • Based on data, makes predictions or draws conclusions. • States likelihood of an event • Lists possible outcomes of a simple event. 	<ul style="list-style-type: none"> • Recognizes, describes, extends, and creates patterns with number sentences, tables, and graphs. • Uses patterns to predict or make a generalization. • Uses standard notation to write simple open number sentences.

The student . . .

4=Exceeds Standard	consistently shows complete and exceptional understanding of number operations, concepts, and procedures using a variety of strategies; consistently computes accurately.
3=Meets Standard	usually shows clear understanding of number operations, concepts, and procedures; usually computes accurately.
2=Approaches Standard	sometimes shows understanding of number operations, concepts, and procedures; sometimes computes accurately.
1=Below Standard	seldom shows understanding of number operations, concepts, and procedures; seldom computes accurately.

The student . . .

consistently shows complete and exceptional understanding; accurately applies mathematical concepts and properties.
usually shows understanding and applies mathematical concepts and properties.
sometimes shows understanding and applies mathematical concepts and properties.
seldom shows understanding and application of mathematical concepts, properties, and applications.

Mathematics Rubric for Report Card (3rd Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Problem Solving/Reasoning	Communicating Mathematically	Effort (personal best)
Problem Solving <ul style="list-style-type: none"> • Identifies elements of the problem. • Uses a variety of strategies. • Organizes information. • Draws accurate conclusions. Reasoning <ul style="list-style-type: none"> • Predicts solutions or makes conjectures. • Checks for reasonableness of results. • Verifies or justifies results. 	<ul style="list-style-type: none"> • Collects, organizes, and interprets information. • Expresses mathematical ideas in a variety of ways using numbers, charts, graphs, words, or mathematical symbols. 	<ul style="list-style-type: none"> • Perseveres. • Demonstrates flexibility and willingness to try different approaches. • Participates in a variety of math experiences.

The student

4=Exceeds Standard	consistently demonstrates a thorough understanding of the concepts and process of problem solving, reasoning, and communication, showing exceptional insight and using effective procedures.	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates a clear understanding of the concepts and process of problem solving, reasoning, and communication.	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	seldom demonstrates effort.

Communication Rubric for Report Card (3rd Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Uses Listening and Observational Skills to Gain Understanding	Communicates Clearly and Effectively in Presentations	Communicates Clearly and Effectively with Others
<ul style="list-style-type: none"> • Focuses attention. • Asks appropriate questions. • Listens to entire instruction before beginning task. 	<ul style="list-style-type: none"> • Speaks with clarity and organization. • Uses projection and expression. • Demonstrates correct posture and eye contact. • Uses appropriate grammar. 	<ul style="list-style-type: none"> • Uses appropriate conversation skills. • Takes turns listening and speaking. • Works in assigned roles within a group. • Demonstrates conflict resolution skills.

The student

4=Exceeds Standard	consistently focuses attention while others are talking; appropriately asks and answers questions and can paraphrase information, demonstrating exceptional understanding.	consistently presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; uses good posture and eye contact.	consistently demonstrates appropriate conversation skills which show respect for others; is able to identify and share different ideas and points of view; consistently seeks mutually acceptable solution when conflict arises.
3=Meets Standard	usually focuses attention while others are talking; asks appropriate questions, is able to give the main idea, and clearly answer some questions regarding the topic.	usually presents information that is clear and well organized; projects voice and uses expression and appropriate grammar; usually uses good posture and eye contact.	usually demonstrates appropriate conversation skills which show respect for others' ideas and points of view; usually shares relevant ideas; usually looks for a solution when conflict arises.
2=Approaches Standard	sometimes focuses attention on speaker and on class discussion; sometimes interrupts; asks and answers some appropriate questions regarding the given topic.	sometimes presents information that is clear and shows some organization; sometimes projects voice, speaks with some expression and most grammar is appropriate; sometimes uses good posture and eye contact.	sometimes uses respectful conversation; shares some ideas; needs some teacher guidance to solve problems.
1=Below Standard	seldom focuses attention on speaker; often interrupts and is seldom able to ask or answer questions regarding the given topic.	seldom presents information that is clear or organized; needs to improve volume, expression, and/or grammar; inappropriate posture and eye contact.	seldom responsive to others' feelings during conversation; has difficulties expressing ideas and opinions; requires teacher assistance to solve problems.

Participates in Discussions

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| <ul style="list-style-type: none"> • Participates in conversations and discussions. • Demonstrates an interest in communication. |
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The student

4=Exceeds Standard	consistently demonstrates interest in topics, with appropriate and significant participation in discussions.
3=Meets Standard	usually demonstrates interest in topics and appropriate participation in discussions.
2=Approaches Standard	sometimes demonstrates interest in topics and appropriate participation in discussions.
1=Below Standard	seldom demonstrates interest in topics and appropriate participation in discussions.

Science Rubric for Report Card (3rd Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Science/Health Concepts and Principles	Effort (personal best)
<ul style="list-style-type: none"> • Understands concepts and principles. • Applies the scientific method. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of science topics and explorations. • Motivated to improve skills.

The student . . .

4=Exceeds Standard	consistently demonstrates an exceptional understanding of scientific concepts and principles, including scientific method.	consistently demonstrates exceptional interest and effort in discussions; completes written assignments by due date.
3=Meets Standard	usually demonstrates a clear understanding of scientific concepts and principles, including scientific method.	usually demonstrates interest and effort in discussions; completes written assignments by due date.
2=Approaches Standard	sometimes demonstrates an understanding of scientific concepts and principles, including scientific method.	sometimes demonstrates interest and effort in discussions; sometimes completes written assignments by due date.
1=Below Standard	seldom demonstrates an understanding of scientific concepts and principles, including scientific method.	seldom demonstrates interest and effort in discussions; rarely completes written assignments by due date.

Social Studies Rubric for Report Card (3rd Grade)
Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
 1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Social Studies Concepts and Skills	Effort (personal best)
<ul style="list-style-type: none"> • Demonstrates an accurate knowledge of information presented. • Exhibits an awareness of the relationship between people, environment, and culture. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of social studies topics and activities. • Motivated to improve skills.

The student

4=Exceeds Standard	consistently demonstrates an exceptional and accurate knowledge of material presented and the relationship between people, environment, and culture.	consistently demonstrates exceptional interest and effort in discussions; completes written assignments by due date.
3=Meets Standard	usually demonstrates accurate knowledge of material presented and the relationship between people, environment, and culture.	usually demonstrates interest and effort in discussions; completes written assignments by due date.
2=Approaches Standard	sometimes demonstrates knowledge of material presented and is sometimes aware of the relationship between people, environment, and culture.	sometimes demonstrates interest and effort in discussions; sometimes completes written assignments by due date.
1=Below Standard	seldom demonstrates knowledge of material; is seldom aware of the relationship between people, environment, and culture.	seldom demonstrates interest and effort in discussions; rarely completes written assignments by due date.

PE, Music, Art Rubrics for Report Card (3rd Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard; 1 = Below Standard; NA = Not Assessed at This Time

Physical Education Rubric

	Concepts and Skills	Effort (personal best)
	The student . . .	
4=Exceeds Standard	consistently and independently demonstrates exceptional ability in applying sports/fitness skills and concepts in familiar and unfamiliar activities.	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually and independently demonstrates sports/fitness skills and concepts in familiar activities.	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes demonstrates sports/fitness skills and concepts with some assistance.	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom demonstrates sports/fitness skills and concepts.	seldom stays on task, follows directions or contributes positively.

Music Rubric

	Concepts and Skills	Effort (personal best)
4=Exceeds Standard	consistently and independently demonstrates exceptional ability in applying music concepts in familiar and unfamiliar music.	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually and independently demonstrates understanding of concepts in familiar music.	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes applies musical concepts in familiar music with some assistance or as a member of a group.	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom demonstrates understanding of musical concepts.	seldom stays on task, follows directions or contributes positively.

Art Rubric

	Effort (personal best)
	The student . . .
4=Exceeds Standard	consistently stays on task, follows directions and works cooperatively with teacher and others.
3=Meets Standard	usually stays on task, follows directions and works cooperatively with teacher and others.
2=Approaches Standard	sometimes stays on task, follows directions and works cooperatively with teacher and others.
1=Below Standard	seldom stays on task, follows directions or works cooperatively with teacher and others.

Social/Learning Skills Rubric for Report Card (3rd Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;

1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Respects Rights and Feelings of Others	Accepts Responsibility	Follows Class and School Rules
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The student

4=Exceeds Standard	consistently works to achieve positive relationships with others.	consistently takes responsibility for own learning and behavior.	consistently follows class and school rules.
3=Meets Standard	usually works to achieve positive relationships with others.	usually takes responsibility for own learning and behavior.	usually follows class and school rules.
2=Approaches Standard	sometimes works to achieve positive relationships with others.	sometimes takes responsibility for own learning and behavior.	sometimes follows class and school rules.
1=Below Standard	seldom works to achieve positive relationships with others.	seldom takes responsibility for own learning and behavior.	seldom follows class and school rules.

Cooperates With Others	Uses Time Wisely	Follows Directions
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The student

4=Exceeds Standard	consistently works cooperatively with others.	consistently works quietly and independently; consistently stays on task.	consistently understands and applies written and oral directions.
3=Meets Standard	usually works cooperatively with others.	usually works quietly and independently; usually stays on task.	usually understands and applies written and oral directions.
2=Approaches Standard	sometimes works cooperatively with others.	sometimes works quietly and independently; sometimes stays on task.	sometimes understands and applies written and oral directions.
1=Below Standard	seldom works cooperatively with others.	seldom works quietly and independently; seldom stays on task.	seldom understands and applies written and oral directions.

Demonstrates Organizational Skills	Exhibits Positive Attitude	Completes Assignments on Time
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The student

4=Exceeds Standard	consistently has materials ready and organized; consistently has a neat and orderly workspace.	consistently demonstrates a positive attitude towards learning.	consistently completes assignments and meets deadlines; frequently extends assignments.
3=Meets Standard	usually has materials ready and organized; usually has a neat and orderly workspace.	usually demonstrates a positive attitude towards learning.	usually completes assignments on time and meets deadlines.
2=Approaches Standard	sometimes has materials ready and organized; sometimes has a neat and orderly workspace.	sometimes demonstrates a positive attitude towards learning.	sometimes completes assignments and meets deadlines.
1=Below Standard	seldom has materials ready and organized; seldom has a neat and orderly workspace.	seldom demonstrates a positive attitude towards learning.	seldom completes assignments or meets deadlines.