

3rd Grade Report Card Rubric

As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - The students is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.
- NA - Not assessed
- M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding S+ - Very Good S - Satisfactory N - Needs Improvement

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Reading Literature and Informational Text

AREA OF ASSESSMENT: Determines the central message through key details in the text (theme/main idea)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently compare theme/main idea, cite a minimum of 2 relevant pieces of evidence, and grow ideas in <u>above benchmark texts</u> .	Student can consistently and independently compares theme/main idea <u>across 2 texts</u> , cite a minimum of 2 relevant pieces of evidence, grow ideas, and <u>develops deeper theories</u> grounded in the text and their own ideas in <u>above benchmark texts</u> .	
3	Student can consistently determine the theme/main idea in <u>benchmark texts</u> .	Student can consistently determine the theme/main idea, <u>cite 2-3 pieces of evidence</u> , and <u>grows ideas</u> in <u>benchmark texts</u> .	Student can consistently determine the theme/main idea, cite 2-3 pieces of evidence, and grows ideas <u>across two benchmark texts</u> .
2	With prompting and support , student can cite 1 piece of evidence for a predetermined theme in <u>benchmark or below benchmark texts</u> .	With prompting and support , student can <u>apply</u> a predetermined theme/main idea and <u>cite 2-3 pieces of evidence</u> in <u>benchmark or below benchmark texts</u> .	With prompting and support , student can determine the theme/main idea, cite 2-3 pieces of evidence, and <u>grow ideas</u> <u>benchmark texts</u> .
1	With consistent prompting and support , student has difficulty citing text evidence for a predetermined theme in <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>applying</u> a predetermined theme/main idea and citing text evidence in <u>benchmark or below benchmark texts</u> .	With consistent prompting and support , student has difficulty determining the theme/main idea or citing evidence in <u>benchmark texts</u> .

AREA OF ASSESSMENT: Compares and contrasts characters, themes, settings, and plots of stories across texts

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences.	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts</u> .	Student can consistently and independently compare and contrast story elements across <u>benchmark or above benchmark texts</u> , identifying key similarities and differences. Student can elaborate on them by citing evidence from the texts <u>and explain how elements influence characters' thoughts and/or actions</u> .
3	Student can consistently <u>identify</u> story elements across <u>benchmark texts</u> .	Student can consistently <u>compare and contrast</u> story elements across <u>benchmark texts</u> , <u>identifying key similarities and differences</u> .	Student can consistently compare and contrast story elements across <u>benchmark texts</u> , identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts</u> .
2	With prompting and support , student attempts to identify story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student attempts to <u>compare and contrast</u> story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student can compare and contrast story elements across <u>benchmark texts</u> , <u>identifying key similarities and differences</u> .
1	With consistent prompting and support , student has difficulty identifying story elements across <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>identifying, comparing, and contrasting</u> story elements across <u>below benchmark texts</u> .	

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Reading Literature and Informational Text

AREA OF ASSESSMENT: Identifies characters, their motivation, traits, and how they contribute to the story

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey.	Student can consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey and <u>grow evidence-based theories to discuss these changes</u> .
3		Student can consistently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> .	Student can consistently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from <u>benchmark text</u> . Student can recognize and explain how these attributes can change throughout a character's journey.
2		With prompting and support , student attempts to identify character(s) feelings, traits, motivations, and relationships from <u>benchmark text</u> with minor errors/misconceptions. Text evidence is cited with prompting and support.	With prompting and support , student can identify character(s) feelings, traits, motivations, and relationships from <u>benchmark text</u> with minor errors/misconceptions. <u>Limited or brief</u> text evidence is cited.
1		With consistent prompting and support , student has difficulty identifying character(s) feelings, traits, motivations, and relationships with text evidence from <u>benchmark or below benchmark text</u> .	

AREA OF ASSESSMENT: Draws conclusions from information gathered across nonfiction texts

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently analyze information gathered from across nonfiction texts, grow ideas, and elaborate on them using <u>benchmark texts</u> .	Student can consistently and independently analyze information gathered from across nonfiction texts, grow ideas/theories, and elaborate on them using <u>above benchmark texts</u> . Student <u>theories initiate further independent research</u> .
3		Student can consistently <u>explain</u> information gathered from across nonfiction texts using <u>benchmark texts</u> .	Student can consistently <u>analyze</u> information gathered from across nonfiction texts and <u>grow ideas/theories</u> using <u>benchmark text</u> .
2		With prompting and support , student attempts to <u>explain</u> information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Explanations may include <u>minor</u> errors and/or misconceptions.	With prompting and support , student attempts to <u>analyze</u> information gathered from across nonfiction texts and <u>attempts to</u> <u>grow ideas</u> using <u>benchmark or below benchmark texts</u> . Ideas may be <u>limited</u> or include <u>minor</u> errors and/or misconceptions.
1		With consistent prompting and support , student has difficulty explaining information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Explanations may include <u>significant</u> errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing information gathered from across nonfiction texts using <u>benchmark or below benchmark texts</u> . Ideas may be <u>limited</u> or include <u>significant</u> errors and/or misconceptions.

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Foundational Skills: Fluency

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently read at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
3	Student can consistently read at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.		
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word recognition and understanding.		

Language and Writing

AREA OF ASSESSMENT: Writes grade level pieces across the curriculum (narrative, informational, and opinion)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. Student can accurately cite outside sources, when applicable. Student voice is used to convey the emotion or tone of their writing through description, phrases, dialogue, and thoughts. (Trimester 1- narrative, Trimester 2- narrative <u>and informational</u> , Trimester 3- narrative, informational, <u>and opinion</u>)		
3	Student can consistently write an engaging lead/conclusion and provide key details in a logical sequence in writing based on the current unit of study. (narrative)	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. (narrative and informational)	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs and use transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable.</u> (narrative, informational, and opinion)
2	With prompting and support , student attempts to write an engaging lead/conclusion and provide key details in a logical sequence in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative)	With prompting and support , student attempts to write an engaging lead/conclusion, provide key details in a logical sequence, <u>accurately use paragraphs, and use transition words</u> in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative and informational)	With prompting and support , student can write an engaging lead/conclusion, provide key details in a logical sequence, accurately use paragraphs, and use transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable.</u> Revision requires teacher prompting/support. (narrative, informational, and opinion)
1	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion and providing key details in a logical sequence in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, <u>using accurate paragraphs, and using transition words</u> in writing based on the current unit of study. Revision requires teacher prompting/support. (narrative and informational)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, using accurate paragraphs, and using transition words in writing based on the current unit of study. <u>Student accurately cites outside sources when applicable with support.</u> Revision requires teacher prompting/support. (narrative, informational, and opinion)

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Language and Writing

AREA OF ASSESSMENT: Conducts short and sustained research projects to demonstrate understanding across content areas

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources.	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>	Student can consistently and independently provide key details and examples as well as research to support a topic from multiple sources. <u>Student synthesize information from multiple sources and accurately cite the source.</u>
3	Student can consistently provide key details and examples as well as research to support a topic from <u>one source.</u>	Student can consistently provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can consistently provide key details and examples as well as research to support a topic from multiple sources. <u>Student can cite the source of the information.</u>
2	With prompting and support , student can provide key details and examples as well as research to support a topic from <u>one source.</u>	With prompting and support , student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>	Student can provide key details and examples as well as research to support a topic from <u>multiple sources.</u>
1	With consistent prompting and support , student has difficulty providing key details and examples as well as researching to support a topic from <u>one source.</u>		

Conventions of Standard English

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling when writing

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently capitalize all proper nouns and beginning of sentences, accurately apply punctuation (including end marks, commas, dialogue), and <u>exceeds grade appropriate spelling skills.</u>		
3	Student can consistently capitalize names and beginning of sentences, and accurately apply end marks and grade appropriate spelling skills.	Student can consistently apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills.	
2	With prompting and support , student attempts to capitalize names and beginning of sentences, and attempts to apply end marks and grade appropriate spelling skills with minor errors.	With prompting and support , student attempts to apply <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and grade appropriate spelling skills with minor errors.	
1	With consistent prompting and support , student has difficulty capitalizing names and beginning of sentences, or applying end marks. Student has difficulty using grade appropriate spelling, making significant errors.	With prompting and support , student has difficulty applying <u>capitalization rules, punctuation</u> (including end marks, commas, dialogue), and in using grade appropriate spelling skills, making significant errors.	

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Speaking and Listening

AREA OF ASSESSMENT: Engages in collaborative conversations expressing their ideas and building on the ideas of others

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, <u>and encourage others to participate.</u>	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, <u>and change perspective when warranted.</u>	Student can consistently and independently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, and change perspective when warranted. <u>Student can take on the role of discussion moderator, facilitating conversations when necessary.</u>
3	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, and explain his/her own ideas.	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, <u>and encourage others to participate.</u>	Student can consistently engage in collaborative conversations (one-on-one, small group, and whole group) build on other's ideas, explain his/her own ideas, encourage others to participate, <u>and change perspective when warranted.</u>
2	When prompted/invited by others , can engage in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas.	When prompted/invited by others , can engage in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, and <u>build on other's ideas.</u>	
1	When prompted/invited by others , student has difficulty engaging in collaborative conversations (one-on-one, small group, and whole group) or explaining his/her own ideas.	When prompted/invited by others , the student can engage in some collaborative conversations (one-on-one, small group, and whole group) and <u>explain his/her own ideas.</u>	When prompted/invited by others , the student can engage in some in collaborative conversations (one-on-one, small group, and whole group), explain his/her own ideas, <u>and build on other's ideas.</u>

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Operations and Algebraic Thinking

AREA OF ASSESSMENT: Solves problems involving the four operations

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently use addition, subtraction, and multiplication strategies to accurately solve one and multi-step problems; use inverse operations to self-assess and correct when necessary.	Student can consistently and independently use addition, subtraction, multiplication <u>and division</u> strategies to accurately solve one and multi-step problems; use inverse operations to self-assess and correct when necessary.	
3	Student can consistently use addition, subtraction, and multiplication strategies to accurately solve one and/or multi-step problems.	Student can consistently use addition, subtraction, multiplication, <u>and division</u> strategies to accurately solve one and/or multi-step problems.	
2	With teacher support , student can use addition, subtraction, and multiplication strategies to solve one and/or multi-step problems.	With teacher support , student can use addition, subtraction, multiplication <u>and division</u> strategies to solve one and/or multi-step problems.	
1	With consistent teacher support , student has difficulty using addition, subtraction, and multiplication strategies to solve one and/or multi-step problems.	With consistent teacher support , student has difficulty using addition, subtraction, multiplication <u>and division</u> strategies to solve one and/or multi-step problems.	

AREA OF ASSESSMENT: Fluently multiply and divide within 100 using strategies

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently use strategies to fluently multiply within 100.	Student can consistently use strategies to fluently multiply <u>beyond</u> 100 (10x10) and <u>divide within one hundred</u> .	Student can consistently use strategies to multiply <u>and divide beyond one hundred</u> .
3	Student can use strategies to multiply within 100, fluently multiplying with zero, one, two, four, five and ten.	Student can use strategies to fluently <u>multiply within one hundred</u> .	Student can use strategies to fluently multiply <u>and divide</u> within one hundred.
2	Student attempts to use strategies to multiply within 100 with little or no fluency .	Student can use strategies to multiply within 100, <u>fluently multiplying with zero, one, two, four, five and ten</u> .	Student can use strategies to fluently multiply within one hundred and attempts to divide within 100 with little or no fluency.
1	Student can use repeated addition to multiply within 100.		Student can use repeated addition <u>and subtraction</u> to multiply <u>and divide</u> within 100.

By the end of Grade 3, student should know from memory all products of two one-digit numbers.

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Operations and Algebraic Thinking

AREA OF ASSESSMENT: Understands properties of multiplication and the relationships between multiplication and division

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently demonstrate understanding that multiplication and division are inverse operations and can apply this understanding to numbers <u>within 100</u> .	Student can consistently and independently demonstrate understanding that multiplication and division are inverse operations and can apply this understanding to numbers <u>beyond 100</u> .
3		Student can consistently use multiple strategies (repeated addition, drawing a picture, arrays) and properties of multiplication to multiply within one hundred. Student can apply understanding of multiplication to divide.	Student can consistently multiply and divide <u>demonstrating the knowledge that they are inverse operations</u> .
2		With prompting and support , student can use multiple strategies (repeated addition, drawing a picture, arrays) and properties of multiplication to multiply within one hundred. (May include minor errors and/or misconceptions. Student struggles with a conceptual understanding of division and its relationship to multiplication.)	With prompting and support , student can use <u>appropriate strategies</u> (repeated subtraction, drawing a picture, arrays, inverse operations) to <u>divide</u> within one hundred.
1		With consistent prompting and support , student has difficulty demonstrating the foundational skills necessary to use multiplication strategies (repeated addition, drawing a picture, arrays) and therefore, demonstrating understanding of division.	With consistent prompting and support , student has difficulty demonstrating the foundational skills necessary to use multiplication <u>and division strategies</u> (repeated addition/ subtraction, drawing a picture, arrays and inverse operations).

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Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to perform multi-digit arithmetic

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently apply place value concepts to <u>add and subtract beyond 1000</u> , round to beyond nearest hundred, and use strategies to multiply whole numbers by multiples of ten.		
3	Student can consistently apply place value concepts to <u>add and subtract within 1000</u> , round to the nearest tens/hundreds.		
2	With prompting and support , student can add and subtract within 1000, round to nearest ten/hundred.		
1	With consistent prompting and support , student has difficulty add and subtract within 1000.		

Numbers and Operations in Fractions

AREA OF ASSESSMENT: Develops understanding of, represents, and compares fractions as part of a whole (with denominators 2, 3, 4, 6, & 8)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently compare fractions with <u>different numerators and denominators</u> and explain the strategy/reasoning used.	
3		Student can consistently demonstrate understanding that a fraction represents a part of a whole, compare two fractions with the <u>same numerator and/or denominator</u> (using greater than, less than, and equal to), represent whole numbers as a fraction, represent fractions on the number line, and explain his/her thinking.	
2		With prompting and support as well as visual aids/manipulatives , student can demonstrate understanding that a fraction represents a part of a whole; <u>has difficulty</u> comparing two fractions, representing whole numbers as a fraction, representing fractions on the number line, and explaining his/her thinking.	
1		With consistent prompting and support as well as visual aids/manipulatives , student has difficulty demonstrating understanding that a fraction represents a part of a whole, comparing two fractions, representing whole numbers as a fraction, representing a fraction on the number line, and in explaining his/her thinking.	

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Measurement and Data

AREA OF ASSESSMENT: Solves problems involving measurement and intervals of time

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently tell/write time to the nearest minute, calculate elapsed time/intervals of time beyond an hour , and measure and estimate liquid volumes and masses using metric units.
3			Student can consistently tell/write time to the nearest minute, calculate elapsed time/intervals of time within an hour , and measure and estimate liquid volumes and masses using metric units.
2			With prompting and support , student can tell/write time to the nearest minute, calculate elapsed time within an hour, and measure and estimate liquid volumes and masses using metric units.
1			With consistent prompting and support , student has difficulty telling time, measuring intervals of time, and in measuring liquid volumes and masses.

AREA OF ASSESSMENT: Represents and interprets data

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently use visual representation of collected data to draw conclusions, compare data and analyze trends, and create and solve multi-step problems involving the data represented.		
3	Student can consistently create and analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph), and solve <u>one-step</u> problems using information in the representation.	Student can consistently generate data, create, and analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot involving wholes, halves, and quarters of an inch, and picture graph), and solve <u>one and two-step</u> problems using information presented in the representation.	
2	With prompting and support , student can create or analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph).	With prompting and support , student can create or analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph) <u>and solve problems using information represented.</u>	
1	With consistent prompting and support , student has difficulty creating and analyzing visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graphs).	With consistent prompting and support , student has difficulty creating and analyzing visual representations of collected data (tally chart, frequency table, bar graph line plots and picture graph) <u>and in solving problems using information represented.</u>	

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Measurement and Data

AREA OF ASSESSMENT: Geometric measurement: Understands concepts of perimeter and area & relates to multiplication and addition

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently distinguish between the concepts of perimeter and area and understand the concept of a unit square, applying it to explain the formula for area.	
3		Student can consistently distinguish between the concept of perimeter and area, find the area of a figure composed of rectangles by breaking it apart and combining the areas of the rectangles, find the unknown length of a rectangle, and recognize that two rectangles can have the same perimeter and different areas <i>or</i> different perimeters and the same area.	
2		With prompting and support as well as visual aids (such as grids), student can distinguish between perimeter and area, find the area of a figure composed of rectangle by breaking it apart and combining the rectangles, and find the unknown length and/or the area of a shape.	
1		With consistent prompting and support as well as visual aids (such as grids), student has difficulty distinguishing between the concept of perimeter and area, and in finding the unknown length or the area of a shape.	

Geometry

AREA OF ASSESSMENT: Identifies and classifies shapes based by their attributes

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).
3			Student can consistently identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).
2			With prompting and support , student can identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral)
1			With consistent prompting and support , student has difficulty identifying and categorizing shapes by their attributes.

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Science

With 2017-2018 being the first year of implementation of the NJ Student Learning Standards for Science/Next Generation Science Standards at the elementary level, the report card indicators for science have been written with more detail already provided in them and with the majority of content indicators being taught during one or two trimesters. Based on teacher experience implementing and assessing student progress toward accomplishing these standards this year, rubrics to further outline expectations in science may be established for 2018-2019 as appropriate.

Social Studies

AREA OF ASSESSMENT: Understands the rights and responsibilities of an American citizen

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can understand and explain that the rights and responsibilities of an American citizen are the right to vote, the responsibility to pay taxes, and the responsibility to obey laws. <u>Student can explain the impact these rights have upon the USA.</u>		
3	Student can <u>understand and explain</u> that the rights and responsibilities of an American citizen are the right to vote, the responsibility to pay taxes, and the responsibility to obey laws.		
2	Student can <u>understand</u> that the rights and responsibilities of an American citizen are the right to vote, the responsibility to pay taxes, and the responsibility to obey laws.		
1	With prompting and support , student has difficulty understanding the rights and responsibilities of an American citizen are the right to vote, the responsibility to pay taxes, and the responsibility to obey laws.		

AREA OF ASSESSMENT: Demonstrates understanding of how the regions of the USA are impacted by their environment

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently apply their knowledge to draw conclusions about how regions of the USA are impacted by their environment.	
3		Students can <u>explain</u> how the regions of the USA are impacted by its environmental factors.	
2		Students can explain how the regions of the USA are impacted by its environmental factors. <u>May include minor errors and/or misinterpretations.</u>	
1		With prompting and support , student has difficulty explaining how the region is impacted by its environmental factors. May include <u>significant</u> errors and/or misinterpretations.	

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Social Studies

AREA OF ASSESSMENT: Recognizes the importance of traditions, values, and beliefs

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <u>make connections</u> between their own life and how it was impacted by immigration. Student can <u>reflect upon</u> how the USA is a melting pot of cultures.
3			Student can <u>recognize</u> the importance of traditions, values, and beliefs in society today. Student can <u>recognize</u> that immigrants left their homelands in order to keep these values a part of their life. Student can <u>explain</u> the hardships immigrants faced, and face today, in creating a new life in the USA.
2			Student can <u>retell</u> the hardships immigrants faced during immigration, and can attempt to recognize how immigration impacted the USA today.
1			With prompting and support , the student can <u>retell</u> the hardships immigrants faced during immigration, and has difficulty recognizing how immigration impacted the USA today.

AREA OF ASSESSMENT: Comprehends the economic impact of supply and demand

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can understand the concept of supply and demand and the impact it has on the economy of the USA. <u>Student can provide specific real world examples illustrating the concepts.</u>
3			Student can understand the concept of supply and demand and the impact it has on the economy of the USA.
2			Student attempts to understand the concept of supply and demand as well as understand the impact it has on the economy of the USA.
1			With prompting and support , student has difficulty understanding the concept of supply and demand and in understanding the impact it has on the economy of the USA.