Woodland Park School District

Building the Road to Success

Third Grade Report Card Rubric

4- Exceeding Expectations – Student consistently and independently demonstrates and applies knowledge that exceeds grade level expectations.

3- Meeting Expectations – GRADE LEVEL EXPECTATIONS – Student independently meets grade level expectations (refer to rubric below for clarification)

2 – Approaching Expectations – Student demonstrates partial knowledge of grade level expectations

1 – Not Meeting Expectations – Student does not meet grade level expectations

3 **Meeting Expectations** (The following are grade level expectations; contact teacher for standards taught in a particular marking period.)
Language Arts

Reading – Literature/Informational
• Reads grade level texts
  o Student can fluently read and comprehend books on a third grade level.
• Asks and answers questions by referring to the text
• Determines central message, lesson or moral using supporting details
• Identifies main idea and recounts key details
• Draws inferences using text evidence
  o Student can use clues from text and prior knowledge to make educated guesses about text
• Describes a character, setting, or event using text evidence
• Summarizes text and determines theme
• Compares and contrasts similar themes/topics within and across texts
• Uses text features and search tools to locate information
• Integrates information from two texts on the same topic
• Uses writing to effectively respond to text

Foundational Skills
• Applies grade level phonics and word analysis
• Reads with fluency (expression, phrasing, rate, accuracy)
• Demonstrates stamina during independent reading
  o Student can read independently for 30 minutes by the end of trimester 1.
  o Student can read independently for 45 minutes by the end of trimester 2.
  o Student can read independently for 55-60 minutes by the end of trimester 3.

Writing
• Follows the structure of the genre: Opinion
  o Student can write opinion pieces on topics or texts supporting a point of view with reasons.
• Follows the structure of the genre: Informative/Explanatory
  o Student can write informative/explanatory texts to examine a topic and convey ideas and information clearly; include text features (illustrations, diagrams, captions, etc.) to support comprehension.
  o Develop topic with facts, definitions, and details.
• Follows the structure of the genre: Narrative
  o Student can write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  o Establish a situation and introduce a narrator/characters; develop plot
  o Use dialogue and describe actions, thoughts, and feelings to develop experiences and events of a character.
• Strengthens writing by planning, revising, and editing
• Draws evidence from literary/informational texts
  o Student can utilize text evidence to support claim in writing.
• Uses research to build and present knowledge

- Student can gather information from multiple print and digital sources to integrate information.
- Demonstrates stamina during independent writing
  - Student can write on topic for an extended period of time.

Language

- Demonstrates command of conventions of grammar and usage
  - Student can explain the function of parts of speech in particular sentences.
  - Student can form and use regular, irregular, plural and abstract nouns.
  - Student can form and use regular and irregular verbs and tenses.
  - Student can ensure subject-verb and pronoun-antecedent agreement.
  - Student can form and use comparative and superlative adjectives and adverbs.
  - Student can use coordinating and subordinating conjunctions.
  - Student can produce simple, compound, and complex sentences.
- Demonstrates command of capitalization and punctuation
  - Student can capitalize appropriate words in titles.
  - Student can use commas in addresses and quotation marks and dialogue.
  - Student can form and use possessives.
  - Student can use conventional spelling for high-frequency and other studied words.
  - Student can use spelling patterns and generalizations when writing words.
- Demonstrates the meaning of unknown and multiple-meaning words and phrases
- Demonstrates the understanding of figurative language, word relationships, and nuances in word meaning
- Learns, understands, and utilizes new vocabulary across the curriculum

Speaking and Listening

- Clearly express ideas and builds on the ideas of others
- Participates in collaborative discussions about topics/texts
- Paraphrases information presented in various formats
- Reports on a topic/text, tells a story, or recounts an experience with facts and details

3

Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Math

Operations and Algebraic Thinking

- Demonstrates fluency and accuracy with addition and subtraction facts
- Demonstrates fluency and accuracy with multiplication and division facts
- Understands and applies the properties of multiplication and division
  - Student can apply Commutative, Associative, and Distributive Property of Multiplication.
  - Student can understand and apply Properties of Multiplication and relationship between multiplication and division.
- Uses the four operations with whole numbers to solve word problems
- Identify and explain arithmetic patterns

Numbers and Operations Base Ten

- Uses place value understanding to round whole numbers
- Performs operations with multi-digit whole numbers

Numbers and Operations – Fractions

- Represents and explains fractions on a number line
- Explains and compares fractions and their equivalents

Measurement and Data

- Reads, writes, and solves problems involving time
- Solves problems using metric measure involving liquid, volume, and mass
- Represents and interprets data using graphs and line plots
- Understands concepts of perimeter and area

Geometry

- Categorizes shapes by their attributes
  - Student can understand that shapes in different categories may share attributes (having four sides) and that the shared attributes can define a larger category (quadrilaterals).

3

Meeting Expectations

(The following are grade level expectations; contact teacher for standards taught in a particular marking period.)

Science

Life Science

- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
  - **Clarification Statement:** Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
  - **Assessment Boundary:** Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
  - **Clarification Statement:** Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
  - **Clarification Statement:** Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
  - **Assessment Boundary:** Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Earth and Space Science

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
  - **Clarification Statement:** Examples of data could include average temperature, precipitation, and wind direction.
  - **Assessment Boundary:** Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.
- Obtain and combine information to describe climates in different regions of the world
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard
  - **Clarification Statement:** Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Physical Science

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
  - **Clarification Statement:** Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
  - **Assessment Boundary:** Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

    - **Clarification Statement:** Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
    - **Assessment Boundary:** Assessment does not include technical terms such as period and frequency.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
    - **Clarification Statement:** Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
    - **Assessment Boundary:** Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.
- Define a simple design problem that can be solved by applying scientific ideas about magnets.
    - **Clarification Statement:** Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.