

## Standards Based Report Card Rubric Third Grade

**RL. 3.1, RI 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer**

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RL) <i>Rarely</i> asks and answers questions and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text	(RL) <i>Sometimes</i> , asks and answers questions and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text <i>with limited success</i>	(RL) Asks and answers questions and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text, <i>with success</i>	(RL) <i>Consistently and independently</i> asks and answers questions and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

## Standards Based Report Card Rubric Third Grade

**RL. 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine central message/theme, lesson, or moral and explain how it is revealed through key details in the text**

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	(RL) <i>Rarely</i> recounts different genres of stories; has difficulty determining the central message/theme, lesson, or moral, and does not use key details from the text	(RL) <i>Sometimes</i> , recounts different genres of stories; determines the central message/theme, lesson, or moral, and does not use key details from the text, <i>with limited success</i>	(RL) Recounts different genres of stories; determines the central message/theme, lesson, or moral, and uses key details from the text, <i>with success</i>	(RL) <i>Consistently and independently</i> recounts different genres of stories; determines the central message/theme, lesson, or moral, and uses key details from the text, <i>with great success</i>

Teacher Notes	
<b>1st</b> <b>Marking Period</b>	
<b>2nd</b> <b>Marking Period</b>	
<b>3rd</b> <b>Marking Period</b>	
<b>4th</b> <b>Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RI) <i>Rarely</i> determines the main idea of a text; rarely recounts the key details and cannot explain how they support the main idea	(RI) <i>Sometimes</i> determines the main idea of a text; <i>sometimes</i> recounts the key details and <i>sometimes</i> explains how they support the main idea, <i>with limited success</i>	(RI) Determines the main idea of a text; recounts the key details and explains how they support the main idea, <i>with success</i>	(RI) <i>Consistently and independently</i> determines the main idea of a text; recounts the key details and explains how they support the main idea, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

## Standards Based Report Card Rubric Third Grade

**RL. 3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot**

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	(RL) <i>Rarely</i> describes the characters or explains how their actions contribute to the plot in a story	(RL) <i>Sometimes</i> describes the characters or explains how their actions contribute to the plot in a story, <i>with limited success</i>	(RL) Describes the characters or explains how their actions contribute to the plot in a story, <i>with success</i>	(RL) <i>Consistently and independently</i> describes the characters or explains how their actions contribute to the plot in a story, <i>with great success</i>

Teacher Notes	
<b>1st</b> <b>Marking Period</b>	
<b>2nd</b> <b>Marking Period</b>	
<b>3rd</b> <b>Marking Period</b>	
<b>4th</b> <b>Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

**RI. 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively**

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	(RI) <i>Rarely</i> uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively	(RI) <i>Sometimes</i> uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively, <i>with limited success</i>	(RI) Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively <i>with success</i>	(RI) <i>Consistently and independently</i> uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively, <i>with great success</i>

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### RL. 3.6 Distinguish their own point of view from that of a narrator, author, or characters

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	(RL) <i>Rarely</i> distinguishes their own point of view from that of a narrator, author, or characters	(RL) <i>Sometimes</i> distinguishes their own point of view from that of a narrator, author, or characters, <i>with limited success</i>	(RL) Distinguishes their own point of view from that of a narrator, author, or characters, <i>with success</i>	(RL) <i>Consistently and independently</i> distinguishes their own point of view from that of a narrator, author, or characters, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

## Standards Based Report Card Rubric Third Grade

**RL. 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)**

Marking Period	NS	AS	MS	ES
<b>2nd 3rd 4th</b>	(RL) <i>Rarely</i> explains how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	(RL) <i>Sometimes</i> explains how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting), <i>with limited success</i>	(RL) Explains how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting), <i>with success</i>	(RL) <i>Consistently and independently</i> explains how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting), <i>with great success</i>

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

**RI. 3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur)**

Marking Period	NS	AS	MS	ES
<b>1st 3rd 4th</b>	(RI) <i>Rarely</i> uses information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur)	(RI) <i>Sometimes</i> uses information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur), <i>with limited success</i>	(RI) Uses information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur), <i>with success</i>	(RI) <i>Consistently and independently</i> uses information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur), <i>with great success</i>

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	



## Standards Based Report Card Rubric Third Grade

**RI. 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second third in a sequence) to support specific points the author makes in a text**

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	(RI) <i>Rarely</i> describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second third in a sequence) to support specific points the author makes in a text	(RI) <i>Sometimes</i> describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second third in a sequence) to support specific points the author makes in a text, <i>with limited success</i>	(RI) Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second third in a sequence) to support specific points the author makes in a text, <i>with success</i>	(RI) <i>Consistently and independently</i> describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second third in a sequence) to support specific points the author makes in a text, <i>with great success</i>

Teacher Notes	
<b>1st</b> <b>Marking Period</b>	
<b>2nd</b> <b>Marking Period</b>	
<b>3rd</b> <b>Marking Period</b>	
<b>4th</b> <b>Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

**RL. 3.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, plots of stories, written by the same author about the same or similar characters (e.g., in books from a series)**

Marking Period	NS	AS	MS	ES
<b>1st 2nd 3rd 4th</b>	(RL) <i>Rarely</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, plots of stories, written by the same author about the same or similar characters (e.g., in books from a series)	(RL) <i>Sometimes</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/ theme, lesson, and/or moral, settings, plots of stories, written by the same author about the same or similar characters (e.g., in books from a series), <i>with limited success</i>	(RL) <i>Compares, contrasts and reflects on</i> (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/ theme, lesson, and/or moral, settings, plots of stories, written by the same author about the same or similar characters (e.g., in books from a series), <i>with success</i>	(RL) <i>Consistently and independently</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/ theme, lesson, and/or moral, settings, plots of stories, written by the same author about the same or similar characters (e.g., in books from a series), <i>with great success</i>

Teacher Notes	
<b>1st/2nd MP</b>	
<b>3rd/4th MP</b>	

## Standards Based Report Card Rubric Third Grade

**RI. 3.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details**

Marking Period	NS	AS	MS	ES
<b>2nd 3rd 4th</b>	(RI) <i>Rarely</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details	(RI) <i>Sometimes</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details, <i>with limited success</i>	(RI) Compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details, <i>with success</i>	(RI) <i>Consistently and independently</i> compares, contrasts and reflects on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details, <i>with great success</i>

Teacher Notes	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

**RL. 3.10, RI. 3.10 Read at grade level**

Marking Period	NS	AS	MS	ES
Marking Period 1	K or below	L, M	N	O or above
Marking Period 2	L or below	M, N	O	P or above
Marking Period 3	M or below	N	O	P or above
Marking Period 4	N or below	O	P	Q or above

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### RF. 3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> knows and applies grade-level phonics and word analysis skills in decoding and encoding words	<i>Sometimes</i> knows and applies grade-level phonics and word analysis skills in decoding and encoding words, <i>with limited success</i>	Knows and applies grade-level phonics and word analysis skills in decoding and encoding words, <i>with success</i>	<i>Consistently and independently</i> knows and applies grade-level phonics and word analysis skills in decoding and encoding words, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

## Standards Based Report Card Rubric Third Grade

### RF. 3.4 Read with sufficient accuracy and fluency to support comprehension

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> reads with sufficient accuracy and fluency to support comprehension	<i>Sometimes</i> reads with sufficient accuracy and fluency to support comprehension, <i>with limited success</i>	Reads with sufficient accuracy and fluency to support comprehension <i>with success</i>	<i>Consistently and independently</i> reads with sufficient accuracy and fluency to support comprehension, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	
4th Marking Period	

## Standards Based Report Card Rubric Third Grade

### W. 3.1 Write opinion pieces on topics/text, supporting a point of view with reasons

Marking Period	NS	AS	MS	ES
<b>3rd 4th</b>	<i>Rarely</i> writes opinion pieces on topics or text, supporting a point of view with reasons	<i>Sometimes</i> writes opinion pieces on topics or text, supporting a point of view with reasons, <i>with limited success</i>	Writes opinion pieces on topics or text, supporting a point of view with reasons <i>with success</i>	<i>Consistently and independently</i> writes opinion pieces on topics or text, supporting a point of view with reasons, <i>with great success</i>

Teacher Notes	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### W. 3.2 Write Informative/Explanatory texts to examine a topic and convey ideas and information clearly

Marking Period	NS	AS	MS	ES
1st 2nd 3rd	<i>Rarely</i> writes Informative/Explanatory texts to examine a topic and convey ideas and information clearly	<i>Sometimes</i> writes Informative/Explanatory texts to examine a topic and convey ideas and information clearly, <i>with limited success</i>	Writes Informative/Explanatory texts to examine a topic and convey ideas and information clearly <i>with success</i>	<i>Consistently and independently</i> writes Informative/Explanatory texts to examine a topic and convey ideas and information clearly, <i>with great success</i>

Teacher Notes	
1st Marking Period	
2nd Marking Period	
3rd Marking Period	



## Standards Based Report Card Rubric Third Grade

### W. 3.3 Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences

Marking Period	NS	AS	MS	ES
<b>1st 2nd</b>	<i>Rarely</i> writes narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences	<i>Sometimes</i> writes narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences, <i>with limited success</i>	Writes narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences <i>with success</i>	<i>Consistently and independently</i> writes narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences, <i>with great success</i>

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### W. 3.5 With guidance and support from peers and adults, develop and strengthen writing

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	<i>Rarely with guidance and support from peers and adults, develops and strengthens writing</i>	<i>Sometimes with guidance and support from peers and adults, develops and strengthens writing, with limited success</i>	<i>With guidance and support from peers and adults, develops and strengthens writing, with success</i>	<i>Consistently and independently with guidance and support from peers and adults, develops and strengthens writing, with great success</i>

Teacher Notes	
<b>1st MP</b>	
<b>2nd MP</b>	
<b>3rd MP</b>	
<b>4th MP</b>	

## Standards Based Report Card Rubric Third Grade

**SL. 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly**

Marking Period	NS	AS	MS	ES
1st 2nd 3rd 4th	<i>Rarely</i> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly	<i>Sometimes</i> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly, <i>with limited success</i>	Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly, <i>with success</i>	<i>Consistently and independently</i> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly, <i>with great success</i>

Teacher Notes	
1st MP	
2nd MP	
3rd MP	
4th MP	

## Standards Based Report Card Rubric Third Grade

**SL. 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace**

Marking Period	NS	AS	MS	ES
<b>1st 2nd 3rd 4th</b>	<i>Rarely</i> reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	<i>Sometimes</i> reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace, <i>with limited success</i>	Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace <i>with success</i>	<i>Consistently and independently</i> reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace, <i>with great success</i>

Teacher Notes	
<b>1st/2nd MP</b>	
<b>3rd/4th MP</b>	

## Standards Based Report Card Rubric Third Grade

### L. 3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	<i>Rarely</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking	<i>Sometimes</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking, <i>with limited success</i>	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking <i>with success</i>	<i>Consistently and independently</i> demonstrates command of the conventions of standard English grammar and usage when writing or speaking, <i>with great success</i>

Teacher Notes	
1st/2nd MP	
3rd/4th MP	

## Standards Based Report Card Rubric Third Grade

### L. 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	<i>Rarely</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	<i>Sometimes</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing, <i>with limited success</i>	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing <i>with success</i>	<i>Consistently and independently</i> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing, <i>with great success</i>

Teacher Notes	
<b>1st Marking Period</b>	
<b>2nd Marking Period</b>	
<b>3rd Marking Period</b>	
<b>4th Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### L. 3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	<i>Rarely</i> determines or clarifies the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies	<i>Sometimes</i> determines or clarifies the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies, <i>with limited success</i>	Determines or clarifies the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies <i>with success</i>	<i>Consistently and independently,</i> determines or clarifies the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies <i>with great success</i>

Teacher Notes	
<b>1st</b> <b>Marking Period</b>	
<b>2nd</b> <b>Marking Period</b>	
<b>3rd</b> <b>Marking Period</b>	
<b>4th</b> <b>Marking Period</b>	

## Standards Based Report Card Rubric Third Grade

### L. 3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings

Marking Period	NS	AS	MS	ES
<b>1st</b> <b>2nd</b> <b>3rd</b> <b>4th</b>	<i>Rarely</i> demonstrates understanding of figurative language, word relationships and nuances in word meanings	<i>Sometimes</i> demonstrates understanding of figurative language, word relationships and nuances in word meanings, <i>with limited success</i>	Demonstrates understanding of figurative language, word relationships and nuances in word meanings <i>with success</i>	<i>Consistently and independently</i> demonstrates understanding of figurative language, word relationships and nuances in word meanings, <i>with great success</i>

Teacher Notes	
<b>1st</b> <b>Marking Period</b>	
<b>2nd</b> <b>Marking Period</b>	
<b>3rd</b> <b>Marking Period</b>	
<b>4th</b> <b>Marking Period</b>	