

3rd Grade Report Card Rubric

Reading

Marking Period 1

* = Benchmark (where we want students to be)

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Determines key ideas and details</u> (based on 3rd grade benchmark)</p> <ul style="list-style-type: none"> ● Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers ● Recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text ● Describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Recognizes craft and structure of text</u> (based on 3rd grade benchmark)</p> <ul style="list-style-type: none"> ● Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language ● Refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections ● Distinguishes their own point of view from that of the narrator or those of the characters 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Analyzes text for inferential meaning</u> (based on 3rd grade benchmark)</p> <ul style="list-style-type: none"> ● 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) 	Student exceeds the grade-level expectations.

1 Not Meeting Standard	2 Approaching Standard	3* Meeting Standard	4 Exceeding Standard
		<ul style="list-style-type: none"> Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) 	
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p>Demonstrates fluency (based on 3rd grade benchmark)</p> <ul style="list-style-type: none"> Reads grade-level text with purpose and understanding Uses context to confirm or self-correct word recognition and understanding, rereading as necessary 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p>Demonstrates word attack skills (based on independent level)</p> <ul style="list-style-type: none"> Identifies and knows the meaning of the most common prefixes and derivational suffixes Decodes multi-syllable words Reads grade-appropriate irregularly spelled words 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p>Demonstrates vocabulary acquisition (based on independent level)</p> <ul style="list-style-type: none"> Demonstrates grade level expectations on vocabulary lists of novel words Demonstrates proper application of multi-meaning and multi-purpose words 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p>Demonstrates Reading Stamina (based on independent level)</p> <ul style="list-style-type: none"> Demonstrates interest and comprehension in reading Reads with focus for 15 minutes 	Student exceeds the grade-level expectations.
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p>Constructs meaningful responses to literature & nonfiction texts (based on independent level)</p> <ul style="list-style-type: none"> Gives specific evidence to justify interpretations of the text Includes specific examples that make clear reference to the text Adequately supports examples with relevant information from the text 	Student exceeds the grade-level expectations.