

3rd Grade Report Card Rubric

Reading

Marking Period 2

*= 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 ● Describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events ● Determines the main idea of a text; recounts the key details and explains how they support the main idea 	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"> ● 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 ● Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area ● Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently 	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"> ● 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) ● Uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate 	Student exceeds the grade-level expectations.

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		<p>understanding of the text (e.g., where, when, why, and how key events occur)</p> <ul style="list-style-type: none"> ● Compares and contrasts the most important points and key details presented in two texts on the same topic 	
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 25 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.