

3rd Grade Report Card Rubric

Reading

Marking Period 3

*= 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 ● Determines the main idea of a text; recount the key details and explain how they support the main idea ● Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect 	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 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"> ● Uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) ● Compares and contrasts the most important points and key details presented in two texts on the same topic 	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>Demonstrates fluency</u> (based on 3rd grade benchmark)</p> <ul style="list-style-type: none"> ● Reads grade-level text with purpose and understanding 	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"> ● Uses context to confirm or self-correct word recognition and understanding, rereading as necessary 	
Student rarely meets the expectations for this marking period.	Student sometimes meets the expectations for this marking period.	<p><u>Demonstrates word attack skills</u> (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><u>Demonstrates vocabulary acquisition</u> (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><u>Demonstrates Reading Stamina</u> (based on independent level)</p> <ul style="list-style-type: none"> ● Demonstrates interest and comprehension in reading ● Reads with focus for 20 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><u>Constructs meaningful responses to literature & nonfiction texts</u> (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.