

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

Grade 3 Rubric for Literacy

	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Beginning Skills
Fluently reads grade level text	Student accurately reads text that is above grade level in larger, meaningful phrases. Reading is consistently smooth and expressive, guided by author's meaning and punctuation. Uses appropriate stress and rate with slowdowns when necessary for understanding.	Student accurately reads text that is on or above grade level in larger, meaningful phrases. Reading is mostly smooth and expressive, guided by author's meaning and punctuation. Uses appropriate stress and rate with only a few slowdowns.	Student accurately reads text on or below grade level in three- or four-word phrase groups. Student is working toward smooth and expressive reading guided by author's meaning and punctuation. Reads at a slow rate most of the time.	Student reads text that is below grade level in mostly word-by-word groups. Student reads at a slow rate and is not yet reading smoothly or using expression.
Comprehends grade level text independently	Student consistently demonstrates deep understanding of above grade level text when reading independently. Produces responses that accurately summarize important information and main ideas. Uses text evidence to make inferences.	Student consistently demonstrates understanding of on or above grade level text when reading independently. Produces responses that accurately summarize important information and main ideas. Uses text evidence to support responses.	Student demonstrates some understanding of on or below grade level text when reading independently. Produces responses that include important information and ideas but needs teacher support for other key understandings. Beginning to use text evidence to support responses.	Student demonstrates little understanding of grade level or below grade level text when reading independently. Produces responses that include a few facts but almost always needs teacher support for important information or ideas. Student does not yet support their responses with text evidence.
Demonstrates reading stamina	Student consistently reads appropriate texts for long periods of time without getting distracted or giving up.	Student usually reads appropriate texts for long periods of time without getting distracted or giving up.	Student is working toward reading appropriate texts for the expected period of time.	Student needs frequent teacher support and does not yet read for the expected period of time.
Uses appropriate grammar and punctuation	Student consistently uses correct grammar and punctuation while writing text. (Correct capitalization, end marks, quotations for dialogue, and complete, complex sentences that make sense)	Student usually uses correct grammar and punctuation while writing text. (Correct capitalization, end marks, and complete sentences that make sense)	Student inconsistently uses correct grammar and punctuation while writing text. (Correct capitalization, end marks, and complete sentences that make sense)	Student is beginning to use correct grammar and punctuation while writing text. (Correct capitalization, end marks, and complete sentences that make sense)
Expresses ideas clearly in written work	Student consistently generates ideas and writes focused text with a clear beginning, middle, and end. Uses details and describing words to verbally illustrate story. Student takes time to revise and edit work.	Student usually generates ideas and writes focused text with a clear beginning, middle, and end. Uses some details and describing words to enhance the story. Student takes time to revise and edit work.	Student generates ideas and writes text with some teacher support. Student is working toward creating a beginning, middle, and end to the story. Student revises and edits work with teacher support.	Student generates ideas and writes text with teacher support. Student is working toward expressing ideas in a story format. Student rarely revises and edits.

Demonstrates writing stamina	Student consistently writes for long periods of time without getting distracted or giving up. Student produces a substantial amount of writing.	Student usually writes for long periods of time without getting distracted or giving up. Student produces expected amount of writing.	Student is working toward writing for the expected period of time. Sometimes needs teacher support to produce the expected amount of writing.	Student needs frequent teacher support and does not yet produce the expected amount of writing.
Writes legibly	Manuscript writing never interferes with writing content. Student consistently uses correct size, shape, spacing and attends to the lines on paper.	Manuscript writing rarely interferes with writing content. Student usually uses correct size, shape, spacing and attends to the lines on paper.	Manuscript writing interferes with writing content. Student sometimes uses correct size, shape, spacing and attends to the lines on paper.	Manuscript writing interferes with writing content and requires frequent teacher support.
Participates and Cooperates	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.