

### 3<sup>rd</sup> Grade Report Card Rubric

#### Reading

#### Marking Period 2

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard Non-Fiction / Informational	4 Exceeding Standard
<b>BASED ON THE GRADE-LEVEL READING BENCHMARK</b>			
<p>The student rarely meets the expectations for this marking period.</p>	<p>The student is able to sometimes meet the expectations for this marking period.</p>	<p><b><u>Determines key ideas and details of text</u></b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</li> <li>• Determines the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• 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</li> </ul> <hr/> <p><b><u>Recognizes craft and structure of text</u></b></p> <ul style="list-style-type: none"> <li>• Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i></li> <li>• Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> </ul> <hr/> <p><b><u>Analyzes text for inferential meaning</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Compares and contrast the most important points and key details presented in two texts on the same topic</li> </ul> <hr/> <p><b><u>Demonstrates fluency</u></b></p> <ul style="list-style-type: none"> <li>• Reads grade-level text with purpose and understanding</li> <li>• Uses context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>The student exceeds the grade-level expectations.</p>

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
<b>BASED ON THE INDEPENDENT READING LEVEL</b>			
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b><u>Demonstrates word attack skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifies and knows the meaning of the most common prefixes and derivational suffixes</li> <li>• Decodes multi-syllable words</li> <li>• Reads grade-appropriate irregularly spelled words</li> </ul> <hr/> <p><b><u>Demonstrates vocabulary acquisition</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates grade level expectations on vocabulary lists of novel words</li> <li>• Demonstrates proper application of multi-meaning and multi-purpose words</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b><u>Demonstrates Reading Stamina</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates interest and comprehension in reading</li> <li>• Reads with focus for 20 minutes</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations for this marking period.	The student is able to sometimes meet the expectations for this marking period.	<p><b><u>Constructs meaningful responses to literature &amp; nonfiction texts</u></b></p> <ul style="list-style-type: none"> <li>• Gives specific evidence to justify interpretations of the text</li> <li>• Includes specific examples that make clear reference to the text</li> <li>• Adequately supports examples with relevant information from the text</li> </ul>	The student exceeds the grade-level expectations.