

Korn School Grade 3 Rubrics

Language Arts

Uses a variety of strategies for reading unfamiliar words

- 4 Selects and applies all strategies fluently to read new words including multi-syllable words
- 3 Uses a variety of strategies for reading unfamiliar words
- 2 Sometimes selects and applies appropriate strategies to read unfamiliar words
- 1 Rarely selects or employs strategies to read new words, may make guesses irrelevant to context or based upon phonetic errors

Reads a variety of books at grade level

- 4 Reads and comprehends a wide variety of appropriate and challenging text
- 3 Reads and comprehends grade level text
- 2 Reads and comprehends easier text
- 1 Reads significantly below grade level

Applies strategies for comprehending fiction

- 4 Compares, evaluates, analyzes, generalizes, and draws conclusions based on challenging text
- 3 Applies appropriate strategies to comprehend fiction
- 2 Sometimes applies strategies to comprehend fiction
- 1 Needs assistance to apply strategies

Identifies and discusses story elements

- 4 Identifies all story elements; understands and explains the relationship of these elements
- 3 Identifies and discusses all story elements; supports discussion of general information with specific details from story
- 2 Identifies some story elements; may have misconceptions or gaps in comprehension
- 1 Needs assistance to identify story elements

Applies selected strategies for comprehending non-fiction

- 4 Applies strategies for gaining meaning; is familiar with text organization; may require assistance with vocabulary
- 3 Applies selected strategies for gaining meaning; is developing familiarity with text organization; can distinguish fact from opinion; may require assistance with vocabulary
- 2 Sometimes applies selected strategies to gain meaning and distinguish fact from opinion
- 1 Needs assistance to apply selected strategies to gain meaning

Responds to reading in oral and written form

- 4 Responds to reading using information or evidence from challenging text in a unique and creative way
- 3 Responds to reading; bases responses on information or evidence from text, self, or other text
- 2 Sometimes responds to reading using information or evidence from text, self, or other text
- 1 Rarely responds to reading using information or evidence from text, self, or other text

Identifies main idea; begins to summarize

- 4 Identifies main idea from a variety of fiction and non-fiction; can generalize information and relate it succinctly
- 3 Identifies main idea, begins to summarize
- 2 Can sometimes identify main idea; may include some extraneous details or omit key details
- 1 Rarely identifies main idea; often includes extraneous details or omits key details

Writes a clear, organized and complete narrative

- 4 Writes a clear, organized, and complete narrative; all key events elaborated; uses rich language; demonstrates control of the story
- 3 Writes a clear, organized, and complete narrative; has a clear focus; has a well-balanced beginning, middle, and end; has specific and general detail
- 2 Writes a narrative around a focused idea; organization may be weak; may lack specific details
- 1 Writes a narrative that contains unfocused ideas, weak organization and few specific details

Elaborates key ideas with supporting details

- 4 Elaborates all key ideas with supporting details
- 3 Elaborates most key ideas with supporting details; includes a balance of general and specific details to clarify and expand an idea
- 2 Elaborates some key ideas with supporting details
- 1 Elaborates key ideas with adult assistance (writing is generally a list of events with some general details)

Edits for grammar, capitalization, and punctuation with assistance

- 4 Uses editing skills in rough and final drafts; all written work shows application of editing skills
- 3 Edits writing with assistance (capital letters, punctuation, grammar)
- 2 Sometimes uses editing skills to check work before preparing a final copy
- 1 Rarely uses editing skills

Uses standards spelling of grade 3 words

- 4 Uses standard spelling of all 265 high frequency words in all written work
- 3 Uses standard spelling of priority words (1-50) in all written work and can spell high frequency words to 265 in isolation
- 2 Inconsistent spelling of priority words (1-50) in written work and high frequency words to 265 in isolation
- 1 Misspells many priority words (to 50)

Uses the writing process

- 4 Uses the writing process independently
- 3 Plans and drafts independently; revises and edits with assistance
- 2 Often needs assistance with the writing process
- 1 Rarely works on the same piece of writing from one day to the next; sees no need to improve the writing

Expresses ideas and opinions clearly

- 4 Extends discussions with connecting comments and/or new ideas
- 3 Makes comments relevant to discussions
- 2 Sometimes makes comments relevant to discussions
- 1 Rarely contributes to discussions

Mathematics**Explains problem-solving strategies and solutions clearly in math language**

- 4 Gives a clear, effective explanation detailing how the problem is solved; precise and appropriate use of mathematical vocabulary; may generate multiple solutions and/or strategies
- 3 Explains problem-solving strategies and solutions clearly in math language; gives a clear written explanation of the solution with appropriate mathematical vocabulary; chooses effective strategies
- 2 Gives clear explanation of solution and strategy, orally or visually; gives partial explanation in written form
- 1 Gives no explanation of the solution or explanation cannot be understood; needs assistance to choose an effective strategy

Adds accurately with regrouping

- 4 Consistently adds numbers greater than 2 digits
- 3 Consistently adds 2-digit numbers
- 2 Sometimes adds 2-digit numbers
- 1 Adds 2-digit numbers with manipulatives

Subtracts accurately with regrouping

- 4 Consistently subtracts numbers greater than 2 digits
- 3 Consistently subtracts 2-digit numbers
- 2 Sometimes subtracts 2-digit numbers
- 1 Subtracts 2-digit numbers with manipulatives

Uses practical math skills (extends pictorial and numerical patterns, money to a dollar, time to 1/4 hour, elapsed time, standard and non-standard units of measure)

- 4 Uses this math skill extended to a higher level of understanding and difficulty
- 3 Demonstrates appropriate and correct use of this skill
- 2 Demonstrates partial use of this math skill
- 1 Little evidence of use of this math skill

Uses place value concepts in standard and expanded form

- 4 Identifies and writes numbers beyond three digits
- 3 Consistently identifies and writes 3-digit numbers
- 2 Sometimes identifies and writes 3-digit numbers
- 1 Rarely identifies and writes 3-digit numbers

Constructs bar and pictographs from given data

- 4 Constructs pictographs and bar graphs that clearly and accurately represent complex data; labels all parts of the graph and includes a key
- 3 Constructs bar and pictographs that clearly and accurately represent data; labels all parts of the graph and includes a key
- 2 Sometimes constructs bar and pictographs that clearly and accurately represent data
- 1 Constructs a graph that does not represent the data

Interprets graphs and tables

- 4 Initiates use of graphs and tables to extend learning
- 3 Interprets graphs and tables accurately
- 2 Partially interprets graphs and tables
- 1 Misinterprets graphs and tables

Draws and explains properties of geometric shapes

- 4 Demonstrates this math skill extended to a higher level of understanding and difficulty
- 3 Identifies, recognizes and draws 2-dimensional geometric shapes and figures, including number of angles and sides of polygons
- 2 Demonstrates partial use of this math skill
- 1 Limited evidence of this math skill

Makes reasonable quantitative estimates to solve and check problems

- 4 Makes reasonable quantitative estimates to solve and check problems
- 3 Begins to makes reasonable quantitative estimates to solve and check problems
- 2 Can make reasonable estimates with assistance
- 1 Does not yet make reasonable estimates

Shows initial understanding of fractional values

- 4 Can identify equivalent fractions
- 3 Shows initial understanding of fractional values; identifies and writes fractions to represent parts of whole and sets (halves, thirds, fourths, sixths, eighths)
- 2 Sometimes identifies and writes fractions; groups concrete materials into fractional parts
- 1 Rarely identifies and writes fractions; rarely able to group concrete materials into fractional parts

Knows addition facts to 18

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

Knows subtraction facts from 18

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

Knows multiplication facts 0, 1,2,5,10

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

Knows division facts 0, 1,2,5,10

- 4 Knows facts with accuracy and speed
- 3 Knows facts with accuracy
- 2 Knows some facts
- 1 Requires manipulatives to do facts

Science, Social Studies, Information Literacy**Shows understanding of science concepts and results of investigations**

- 4 Extends and applies understanding of science studies and investigations
- 3 Shows understanding of science studies and investigations
- 2 Sometimes shows understanding of science concepts and understandings
- 1 Needs assistance to understand science concepts and investigations

Follows directed lab procedures/experiments

- 4 Takes initiative during laboratory activities
- 3 Follows directed lab procedure/experiment
- 2 Sometimes follows directed lab procedure/experiment
- 1 Needs assistance to perform lab procedures and experiments

Shows understanding of social studies concepts

- 4 Extends and applies understanding of social studies concepts.
- 3 Shows understanding of social studies concepts
- 2 Sometimes shows understanding of social studies concepts .
- 1 Needs assistance to understand social study concepts .

Uses reference tools (dictionary, encyclopedia, maps and atlases, table of contents, index)

- 4 Independently selects and uses reference tool appropriate for the task
- 3 Uses reference tools (dictionary, encyclopedia, maps and atlases, table of contents, index)
- 2 Sometimes uses reference tools (dictionary, encyclopedia, maps and atlases, table of contents, index)
- 1 Rarely uses reference tools (dictionary, encyclopedia, maps and atlases, table of contents, index)

Chooses appropriate print, non-print, and multimedia sources to access information

- 4 Chooses appropriate print, non-print, and multimedia sources to access information; uses more than one source to research a question
- 3 Chooses appropriate print, non-print, and multimedia sources to access information; begins to use more than one source to research a question
- 2 Sometimes needs assistance to choose appropriate sources
- 1 Relies on teacher direction to choose sources

Lifelong Learning/Core Ethical Values

- | | | |
|---|-------------|---|
| 4 | Exemplary: | Performance exceeds expectations |
| 3 | Proficient: | Consistently meets expectations |
| 2 | Developing: | Making progress toward meeting expectations |
| 1 | Emerging: | Beginning to meet expectations |

Demonstrates responsibility

- Demonstrates self-control
 - Controls impulsive behavior
 - Uses appropriate volume and tone of voice
 - Moves safely
 - Uses materials appropriately
 - Makes smooth transitions
 - Does not distract others
- Stays with task to completion
 - Makes appropriate choices to complete tasks and meet goals (seat choice, use of time); can plan his/her day
 - Makes good use of time
 - Completes tasks within time limit
 - Works without disturbing others
- Strives to produce quality work
 - Shows thoroughness
 - Demonstrates his/her best effort
 - Demonstrates legibility and neatness to his/her best ability
 - Willing to check and improve work when asked
 - Shows accuracy and care

Demonstrates respect

- Respects others' opinions and point of view
 - Recognizes that there are differences of opinion
 - Can identify a point of view other than his/her own
 - Is able to understand different opinions and points of view
- Listens and follows directions
 - Is focused and attentive during discussions
 - Maintains focus and attention on speaker
 - Makes relevant comments
 - Does not distract self or others
- Works cooperatively and productively with others
 - Stays on task during group work
 - Contributes to group work and discussion
 - Works cooperatively with a variety of classmates

Honesty

- Accepts responsibility for own actions and words
 - Takes ownership for behavior
 - Takes ownership for school work

Kindness

- Interacts positively with others
 - Is polite and courteous
 - Is mindful of others' feelings
 - Includes others and does not exclude
 - Is tolerant and accepting of differences
 - Honors accomplishments of others
- Helps others and makes positive contribution to the classroom
 - Assists others without being asked
 - Performs classroom and or school chores

Courage

- Takes responsible academic and social risks
 - Is able to take a thoughtful chance
 - Responsibly tries new things to move beyond his/her comfort level
 - Asks appropriately for help if needed
 - Defends what is known to be right