

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: English/Language Arts

Rubric for Grade: 3

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Fluency				
Reads with accuracy, fluency, and expression Term I: 90 WCPM Term II: 115 WCPM Term III: 120 WCPM WCPM: Words Correct Per Minute	Beginning to read word by word or in short phrases with miscues and little expression	Developing the ability to read in longer phrases with few miscues and some expression	Reads with accuracy, fluency and expression consistently	Exceeds expectations by reading text that is above grade level with accuracy, fluency and expression
Comprehension				
Identifies story elements and retells a story in grade level text	Beginning to identify story elements and retell a story	Developing the ability to identify story elements and retell a story	Mastered the ability to identify story elements and retell a story accurately	Exceeds expectations by identifying all story elements and retells a story accurately, making strong predictions and connections to other literature and genres
Demonstrates the use of comprehension skills and strategies and applies them to grade level text	Beginning to demonstrate the use of comprehension skills and strategies and applying them to grade level text	Developing the ability to use comprehension skills and strategies and can apply them to grade level text	Mastered the ability to use comprehension skills and strategies and can apply them to grade level text	Exceeds expectations by demonstrating mastery of the comprehension skills and strategies, applying them to grade level text consistently, and comprehending the inferential meaning of the text
Understands the elements of different genres	Beginning to identify the elements of different genres	Developing the ability to identify and understand different genres	Mastered the ability to identify and understand different genres	Exceeds expectations of identifying and understanding the characteristics of different genres

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Vocabulary				
Understands and uses new vocabulary	Beginning to identify story vocabulary using structural analysis and context clues	Developing the ability to identify and utilize story vocabulary using structural analysis and context clues	Mastered the ability to understand and use grade appropriate reading vocabulary in the context of reading and writing	Exceeds expectations of using complex reading vocabulary in the context of reading and writing. Often uses above grade level vocabulary
Phonics				
Uses appropriate phonics strategies with unfamiliar words and applies them in reading and writing	Beginning to use appropriate phonics strategies	Developing the ability to use appropriate phonics strategies and applies them in reading and writing	Mastered the ability to use appropriate phonics strategies and applies them in reading and writing	Exceeds expectations by using appropriate phonics strategies with unfamiliar words in reading and writing
Grammar, Usage and Mechanics				
Understands and correctly applies grammatical concepts	Beginning to understand and correctly apply grammatical concepts	Developing the ability to understand and correctly apply grammatical concepts	Mastered the ability to understand and correctly apply grammatical concepts	Exceeds expectations of understanding and correctly applying grammatical concepts
Writing				
Applies knowledge of spelling rules and patterns to formal and informal writing	Beginning to apply knowledge of spelling rules and patterns to formal and informal writing	Developing the ability to apply knowledge of spelling rules and patterns to formal and informal writing	Mastered the ability to apply knowledge of grade level spelling rules and patterns to formal and informal writing	Exceeds expectations by applying knowledge of unfamiliar spelling rules and patterns to formal and informal writing
Writes an organized piece with purpose, clarity and details	Beginning to write an organized piece with purpose, clarity, and details	Developing the ability to write an organized piece with purpose, clarity, and details	Mastered the ability to write an organized piece with purpose, clarity, and details	Exceeds expectations in writing an organized piece with purpose, clarity, and many relevant details
Oral Language				
Communicates ideas orally with clarity using grammatically correct language	Beginning to communicate ideas orally with clarity using grammatically correct language	Developing the ability to communicate ideas orally with clarity using grammatically correct language	Mastered the ability to communicate ideas orally with clarity using grammatically correct language	Exceeds expectations by communicating ideas orally with clarity using grammatically correct language and vivid vocabulary

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: Mathematics

Rubric for Grade: 3

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Creates, describes, extends and explains geometric patterns and addition and subtraction patterns (frames & arrows, number grid, What's My Rule?)	Creates, describes, extends and explains geometric patterns and addition and subtraction patterns with teacher assistance	Creates, describes, extends and explains geometric patterns and addition and subtraction patterns with minimal teacher assistance	Creates, describes, extends and explains geometric patterns and addition and subtraction patterns	Creates, extends, and explains geometric, addition and subtraction and multiplication and division patterns
Computes elapsed time for less than one hour by the minute	Tells time to minute between hour to half hour, and to quarter hour	Tells time accurately to the minute	Computes elapsed time for less than one hour by the minute	Computes elapsed time for more than one hour by the minute
Demonstrates an understanding of the value of coins and accurately makes change	Demonstrates an understanding the value of coins and accurately makes change with teacher assistance	Demonstrates an understanding the value of coins and accurately makes change with minimal teacher assistance	Demonstrates an understanding the value of coins and accurately makes change	Makes change in amounts beyond \$100.00
Demonstrates knowledge of basic facts Term I: addition and subtraction facts, single digits Term II: Term I and multiplication facts, single digits Term III: Term I, II and division facts, single digits	Demonstrates knowledge of basic facts with teacher assistance	Demonstrates knowledge of basic facts with minimal teacher assistance	Demonstrates knowledge of basic facts	Demonstrates knowledge of basic facts with automaticity
Solves four digit addition and subtraction problems with regrouping Term I, Term II	Solves four digit addition and subtraction problems with teacher assistance	Solves four digit addition and subtraction problems with minimal teacher assistance	Solves four digit addition and subtraction problems	Solves addition and subtraction problems with more than four digits accurately
Solves two digit by one digit multiplication problems accurately Term I, Term II	Solves two digit by one digit multiplication problems accurately with teacher assistance	Solves two digit by one digit multiplication problems accurately with minimal teacher assistance	Solves two digit by one digit multiplication problems accurately	Solves multi-digit problems accurately and efficiently

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates an understanding of place value through 9,999 and rounds to nearest 10, 100, 1000 Term II, Term III	Demonstrates an understanding of place value through 9,999 with teacher assistance	Demonstrates an understanding of place value through 9,999 with minimal teacher assistance	Demonstrates an understanding of place value through 9,999 and rounds numbers to appropriate place	Demonstrates an understanding of place value through 1,000,000 and extending to hundredths decimal place
Identifies and uses appropriate metric and customary units and tools (ruler, scale, thermometer) to estimate, measure, and solve problems involving length, area, weight, and temperature	Identifies and uses appropriate metric and customary units and tools to estimate, measure, and solve problems involving length, area, weight, and temperature with teacher assistance	Identifies and uses appropriate metric and customary units and tools to estimate, measure, and solve problems involving length, area, weight, and temperature with minimal teacher assistance	Identifies and uses appropriate metric and customary units and tools to estimate, measure, and solve problems involving length, area, weight, and temperature	Identifies and uses appropriate metric and customary units and tools to estimate, measure, and solve problems involving length, area, weight, and temperature, volume and capacity
Identifies, classifies, and compares attributes of 2-dimensional figures and 3-dimensional solids Term II only	Identifies, classifies, and compares attributes of 2-dimensional figures and 3-dimensional solids with teacher assistance	Identifies, classifies, and compares attributes of 2-dimensional figures and 3-dimensional solids with minimal teacher assistance	Identifies, classifies, and compares attributes of 2-dimensional figures and 3-dimensional solids	Extends analysis of attributes of 2-dimensional shapes and 3 dimensional solids
Identifies angles as right angles, less than right angles and greater than right angles Term II only	Identifies angles as right angles, less than right angles and greater than right angles with teacher assistance	Identifies angles as right angles, less than right angles and greater than right angles with minimal teacher assistance	Identifies angles as right angles, less than right angles and greater than right angles	Identifies angles as right angles, less than right angles and greater than right angles, and describes and applies techniques such as reflections (flips), rotations (turns), and translations (slides)

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Identifies and draws parallel, perpendicular, and other intersecting lines, rays, and line segment; locates points on a grid Term II only	Identifies and draws parallel, perpendicular, and other intersecting lines, rays, and line segments with teacher assistance	Identifies and draws parallel, perpendicular, and other intersecting lines, rays, and line segments with minimal teacher assistance	Identifies and draws parallel, perpendicular, and other intersecting lines, rays, and line segment; locates points on a grid using ordered pairs	Compares and contrasts various lines in different 2-dimensional situations
Identifies and draws lines of symmetry in 2-dimensional shapes Term II only	Identifies and draws lines of symmetry in 2-dimensional shapes with teacher assistance	Identifies and draws lines of symmetry in 2-dimensional shapes with minimal teacher assistance	Identifies and draws lines of symmetry in 2-dimensional shapes	Extends analysis of attributes of 2-dimensional shapes
Identifies, writes and compares fractions; adds and subtracts fractions with like denominators Term II, Term III	Identifies, writes and compares fractions; adds and subtracts fractions with like denominators with teacher assistance	Identifies, writes and compares fractions; adds and subtracts fractions with like denominators with minimal teacher assistance	Identifies, writes and compares fractions; adds and subtracts fractions with like denominators	Identifies, writes and compares fractions; adds and subtracts fractions with like and unlike denominators
Collects and organizes data using observation, measurements, surveys or experiments and identifies an appropriate way to display data Term II, Term III	Collects and organizes data using observation, measurements, surveys or experiments and identifies an appropriate way to display data with teacher assistance	Collects and organizes data using observation, measurements, surveys or experiments and identifies an appropriate way to display data with minimal teacher assistance	Collects and organizes data using observation, measurements, surveys or experiments and identifies an appropriate way to display data	Collects and organizes data using observation, measurements, surveys or experiments and identifies a variety of appropriate ways to display data
Constructs and draws conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies and bar graphs Term II, Term III	Constructs and draws conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies and bar graphs with teacher assistance	Constructs and draws conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies and bar graphs with minimal teacher assistance	Constructs and draws conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies and bar graphs	Constructs and draws conclusions from representations of data sets in the form of tables, line plots, pictographs, tallies and bar graphs using correct vocabulary (maximum, minimum, range, mean, median, mode, etc)

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Understands and uses appropriate strategies to solve problems using correct vocabulary	Uses appropriate strategies to solve problems with teacher assistance	Uses appropriate strategies to solve problems with minimal teacher assistance	Consistently applies and uses appropriate strategies to solve problems using the correct vocabulary	Uses a variety of independent strategies to solve problems in different ways and extends mathematical thinking

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Content Area: Science

Rubric for Grade: 3

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of science concepts and content	Follows class discussion and locates scientific information in text with teacher assistance	Locates scientific evidence in text to support oral or written response with minimal teacher assistance	Locates and cites scientific evidence from text to support oral or written response	Uses text and other primary sources to extend response with relevant examples
Makes skillful predictions and observations	Makes scientific predictions and observations with teacher assistance	Makes scientific observations and skillful predictions with some teacher assistance	Makes skillful scientific predictions and observations	Extends predictions and makes connections using scientific observations with relevant examples
Uses scientific instruments and processes to collect and organize data	Uses scientific equipment and processes properly with teacher assistance	Uses scientific equipment and processes properly with minimal teacher assistance	Uses scientific equipment and processes to collect and organize data	Uses scientific equipment and processes to extend responses and create new or similar experiments
Draws appropriate conclusions from collected data	Follows class discussions and draws limited scientific conclusions with teacher assistance	Draws scientific conclusions using evidence from collected data; requires some teacher assistance	Draws appropriate scientific conclusions using evidence from collected data	Extends an appropriate conclusion using evidence from collected data and other primary sources
Communicates scientific thinking using correct vocabulary orally and in writing	Explains some scientific procedure/thinking and uses some vocabulary correctly orally and in writing with teacher assistance	Explains scientific procedures thinking and correctly uses vocabulary orally and in writing with minimal teacher assistance	Clearly explains the scientific procedure/thinking, including correct vocabulary orally and in writing	Extends the problem, making connections and creating new or similar problems using scientific vocabulary

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Content Area: Social Studies

Rubric for Grade: 3

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of social studies concepts and content	Follows class discussion and locates information in text with teacher assistance	Locates some evidence in text to support parts of oral or written response with some teacher assistance	Locates and cites evidence from text to support oral or written response	Uses the text and other primary sources to extend response with relevant examples
Interprets and constructs data from maps, charts and tables	Follows class discussions and interprets maps, charts and tables with teacher assistance	Constructs data using maps, charts and tables with minimal teacher assistance	Accurately interprets maps, charts and tables; clearly constructs data	Extends data and makes connections using maps, charts and tables
Communicates understanding of social studies concepts using correct vocabulary orally and in writing	Explains some of the social studies concepts and uses some vocabulary correctly orally and in writing with teacher assistance	Explains social studies concepts and correctly uses vocabulary orally and in writing with minimal teacher assistance	Clearly explains the social studies concepts, including correct vocabulary orally and in writing	Consistently extends response and makes connections using correct vocabulary

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Rubric for Effort

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Effort	Puts forth minimal effort	Puts forth some effort; needs teacher assistance	Consistently puts forth good effort	Completes all tasks with outstanding effort and is a role model for others

Rubric for Conduct

Grades: K-5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Conduct	Has difficulty following rules; frequent teacher intervention is needed	Follows rules most of the time, but requires some reminders	Consistently follows rules	Demonstrates exemplary behavior and is a role model for others

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Content Area: Work Habits and Social Development

Rubric for Grade: 3

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates consistent effort in all areas	Often has difficulty maintaining a consistent effort in all areas; requires teacher assistance and encouragement	Maintains effort in all areas with minimal teacher assistance	Maintains consistent effort in all areas	Extends effort in all areas; seeks and completes extra assignments
Follows classroom rules and routines	Often does not follow classroom rules and routines or exhibit self-control; requires teacher assistance	Self-monitors and follows classroom rules and routines with some teacher assistance	Follows classroom rules and routines consistently	Always follows classroom rules and routine and is a role model for other students
Uses time efficiently and completes work in a timely manner	Often does not use time efficiently or complete work in a timely manner; requires numerous redirections to refocus and complete work	Uses time efficiently and completes work in a timely manner; requires minimal redirection to refocus and complete work	Consistently uses time efficiently and completes work in a timely manner	Uses time efficiently to complete work in a timely, consistent and conscientious manner and is a role model for other students
Completes and returns homework assignments on time	Often does not complete or return homework assignments school on time	Completes and returns homework assignments on time most of the time	Completes and returns homework assignments on time consistently	Extends class assignments and completes extra credit work. Shows attention to detail and completes and returns homework assignments on time
Interacts and works cooperatively with peers and adults	Rarely interacts or works cooperatively with peers and/or adults in the classroom environment	Interacts and works cooperatively with peers and adults in all school settings some of the time	Consistently interacts and works cooperatively with peers and adults in all school settings	Consistently demonstrates leadership qualities when interacting with peers and adults in all school settings and sets a positive example for others
Presents neat and careful work	Presents neat and careful work only with teacher assistance	Often presents neat and careful work with minimal teacher assistance	Consistently presents neat and careful work consistently	Always presents neat and careful work and is a role model for others
Follows oral and/or written directions	Often has difficulty following oral and/or written directions; requires teacher direction and encouragement	Follows oral and/or written directions most of the time	Consistently follows oral and/or written directions	Always follows oral and/or written directions and is a role model for others