

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				
<p>Reads with accuracy, fluency, and expression</p> <p>Term I: 95 WCPM Term II: 105 WCPM Term III: 120 WCPM WCPM: Words Correct Per Minute</p>	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

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Content Area: Mathematics

Rubric for Grade: 3

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Uses place value understanding to round whole numbers to the nearest 10 or 100</p> <p>Standard 3.NBT.1</p>	<p>Beginning to use place value understanding to round whole numbers to the nearest 10</p>	<p>Developing the understanding of place value to round whole numbers to the nearest 10 and 100</p>	<p>Uses place value understanding to round whole numbers to the nearest 10 and 100</p>	<p>Uses place value understanding to round multi-digit whole numbers to any place</p>
<p>Fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>Standard 3.NBT.2</p>	<p>Beginning to add and subtract without regrouping within 1000</p>	<p>Developing the ability to add and subtract with regrouping within 1000</p>	<p>Fluently adds and subtracts with regrouping within 1000</p>	<p>Independently adds and subtracts with regrouping beyond 1000</p>
<p>Understands properties of multiplication and identifies and explains patterns in multiplication</p> <p>Standards 3.NBT.3, 3.OA.1 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.9</p>	<p>Beginning to understand multiplication as repeated addition</p>	<p>Developing the understanding of multiplication as repeated addition, arrays, and patterns including multiples of 10</p>	<p>Understands properties of multiplication and multiplies using repeated addition, arrays, and patterns including multiples of 10</p>	<p>Illustrates and explains multiplication calculations by using appropriate math vocabulary, equations, arrays, patterns, and other models</p>
<p>Solves two-step problems using addition, subtraction, and multiplication using a variety of strategies</p> <p>Standards 3.OA.3, 3.OA.8</p>	<p>Beginning to solve two-step word problems using addition, subtraction, and multiplication</p>	<p>Developing the ability to accurately solve two-step word problems using three operations (+, -, x), and uses strategies, such as estimation, to justify answers some of the time</p>	<p>Accurately solves two-step word problems using three operations (+, -, x), and uses strategies, such as estimation, to justify answers on a consistent basis.</p>	<p>Solves two-step word problems using three operations (+, -, x) Justifies answers and uses equations with a variable representing the unknown quantity</p>

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Fluently multiplies two one-digit numbers</p> <p>Standard 3.OA.7</p>	<p>Students beginning to accurately multiply all products of two one-digit numbers</p>	<p>Students developing the ability to accurately multiply all products of two one-digit numbers</p>	<p>Fluently and accurately multiplies all products of two one-digit numbers</p>	<p>Fluently and accurately multiplies from memory all products of two one-digit numbers</p>
<p>Represents and solves problems involving division expressed as sharing or partitioning into equal groups</p> <p>Standard 3.OA.2</p>	<p>Beginning to interpret whole-number quotients as sharing or partitioning into equal groups</p>	<p>Developing the ability to interpret whole-number quotients as sharing or partitioning into equal groups</p>	<p>Interprets whole-number quotients as sharing or partitioning into equal groups</p>	<p>Interprets whole-number quotients as sharing or partitioning into equal groups with remainders</p>
<p>Understands the relationship between multiplication and division and uses this relationship to determine the unknown whole number in a multiplication or division equation</p> <p>Standards 3.OA.4, 3.OA.6, 3.OA.7</p>	<p>Beginning to use the relationship between multiplication and division to create fact families</p>	<p>Developing the ability to use the relationship between multiplication and division as a strategy to solve unknown-factor problems</p>	<p>Able to use the relationship between multiplication and division as a strategy to solve unknown-factor problems</p>	<p>Illustrates and explains the relationship between multiplication and division using appropriate math vocabulary, equations, arrays, and other models</p>
<p>Tells and writes time to the nearest minute and measures elapsed time</p> <p>Standard 3.MD.1</p>	<p>Beginning to tell and write time to the nearest minute</p>	<p>Developing the ability to tell and write time to the nearest minute and measures elapsed time in minutes</p>	<p>Tells and writes time to the nearest minute and measures elapsed time in minutes</p>	<p>Solves word problems involving elapsed time</p>

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Understands fractions as the quantity formed when a whole is partitioned into equal parts of a region, set, or number line</p> <p>Standards 3.NF.1, 3.NF.2</p>	<p>Beginning to understand and identify fractions as an equal part of a whole region</p>	<p>Developing the ability to identify and represent fractions as an equal part of whole regions and sets</p>	<p>Identifies and represents fractions as an equal part of whole regions or sets, and locates and represents common fractions on a number line</p>	<p>Demonstrates and explains the understanding of addition and subtraction of fractions as joining and separating parts referring to the same whole</p>
<p>Compares fractions by reasoning about their size</p> <p>Standard 3.NF.3d</p>	<p>Compares two fractions with the same denominator using a visual fraction model and the symbols $>$, $=$, $<$</p>	<p>Compares two fractions with the same denominator or the same numerator using a visual fraction model and the symbols $>$, $=$, $<$</p>	<p>Compares two fractions with the same denominator or the same numerator by reasoning about their size, using the symbols $>$, $=$, $<$, and justifying the conclusions</p>	<p>Compares two fractions with different numerators and different denominators by creating common denominators or numerators</p>
<p>Explains equivalence of fractions</p> <p>Standards 3.NF.3a-c</p>	<p>Beginning to identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line</p>	<p>Developing the ability to recognize and generate simple equivalent fractions by using a visual fraction model</p>	<p>Able to recognize, generate, and explain simple equivalent fractions and to express whole numbers as equivalent fractions</p>	<p>Uses whole number fractions (a/a) and multiplication to generate equivalent fractions</p>
<p>Solves two-step problems involving the four operations using a variety of strategies</p> <p>Standards 3.OA.3, 3.OA.8</p>	<p>Beginning to solve two-step word problems involving the four operations</p>	<p>Developing the ability to accurately solve two-step word problems involving the four operations, and uses strategies, such as estimation, to justify answers some of the time</p>	<p>Accurately solves two-step word problems involving the four operations, and uses strategies, such as estimation, to justify answers on a consistent basis</p>	<p>Constructs viable arguments and critiques the reasoning of others when solving multi-step word problems involving the four operations and uses equations with a variable representing the unknown quantity</p>

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Understands and categorizes 2- dimensional shapes by their attributes and partitions shapes into parts with equal areas</p> <p>Standards 3.G.1, 3.G.2</p>	<p>Beginning to identify and categorize 2- dimensional shapes by their attributes</p>	<p>Developing the ability to describe and categorize 2- dimensional shapes by their attributes, and to partition shapes to create new polygons</p>	<p>Describes, analyzes, classifies, and compares attributes of 2- dimensional shapes, and partitions shapes into equal parts, and expresses the area of each as a fraction</p>	<p>Analyzes and compares attributes of 2- dimensional shapes using properties such as having parallel sides, perpendicular sides, angle measures, and symmetry</p>
<p>Recognizes perimeter as an attribute of polygons and solves real-world and mathematical problems involving perimeter of polygons</p> <p>Standard 3.MD.8</p>	<p>Beginning to find the perimeter of a polygon given the length of all sides</p>	<p>Finds the perimeter of a polygon given the side lengths, and developing the ability to find the perimeter of a polygon with an unknown side length</p>	<p>Finds the perimeter of a polygon and solves real-world and mathematical problems involving perimeter of polygons</p>	<p>Solves real-world and mathematical problems involving perimeter of polygons, and justifies answers using the perimeter formulas</p>
<p>Recognizes area as an attribute of polygons and understands concepts of area measurement.</p> <p>Standards 3.MD.5a, b, 3.MD.6, 3.MD.8</p>	<p>Beginning to understand and measure area by counting unit squares</p>	<p>Developing the ability to understand and measure area by counting unit squares</p>	<p>Finds the area of a polygon, and constructs rectangles with the same perimeter and different areas or the same area and different perimeters</p>	<p>Uses square units and fractional reasoning to find the area of irregular shapes</p>
<p>Relates area to the operations of multiplication and addition</p> <p>Standards 3.MD.5b, 3.MD.7 a-d</p>	<p>Beginning to relate tiling area to area found by multiplying side lengths</p>	<p>Developing the ability to relate tiling area to area in square units found by multiplying side lengths</p>	<p>Multiplies side lengths to find area; recognizes area as additive by using area models to represent the distributive property</p>	<p>Solves real-world and mathematical problems involving area of polygons, using the area formulas to find an unknown factor</p>

Standard	1-Beginning	2-Developing	3-Secure	4-Exceeds
<p>Solves problems involving estimation and measurement of liquid volumes and masses of objects</p> <p>Standard 3.MD.2</p>	<p>Beginning to choose appropriate units and tools to measure and estimate liquid volumes and masses of objects</p>	<p>Developing the ability to choose appropriate units and tools to measure and estimate liquid volumes and masses of objects</p>	<p>Measures, estimates, and solves one-step word problems involving masses or volumes using the four operations</p>	<p>Solves word problems involving masses or volumes including problems involving simple fractions</p>
<p>Represents and interprets data</p> <p>Standard 3.MD.3</p>	<p>Beginning to draw scaled picture graphs and bar graphs to represent data</p>	<p>Developing the ability to draw scaled picture graphs and bar graphs to represent data, and solves comparative one-step problems using scaled bar graphs</p>	<p>Draws scaled picture graphs and bar graphs to represent data, and solves comparative two-step problems using scaled bar graphs</p>	<p>Constructs scaled graphs, and draws conclusions involving landmark data (maximum, minimum, range, mode, median)</p>
<p>Generates and represents measurement data on a line plot using rulers marked with halves and fourths of an inch</p> <p>Standard 3.MD.4</p>	<p>Beginning to represent measurement data on a line plot</p>	<p>Developing the ability to generate and represent measurement data on a line plot</p>	<p>Able to generate and represent measurement data on a line plot</p>	<p>Constructs line plots and draws conclusions involving landmark data (maximum, minimum, range, mode, median)</p>
<p>Solves two-step problems involving area, perimeter, time, and measurement using a variety of strategies</p> <p>Standards 3.OA.3, 3.OA.8</p>	<p>Beginning to solve two-step word problems</p>	<p>Developing the ability to accurately solve two-step word problems using a variety of strategies, and to justify answers some of the time</p>	<p>Accurately solves two-step word problems using a variety of strategies, and justifies answers on a consistent basis</p>	<p>Constructs viable arguments and critiques the reasoning of others when solving multi-step word problems</p>

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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