

Jenks Public Schools 3rd Grade Report Card Rubrics

Reading/Language Arts

Standard	3 – Consistently Successful 85% to 100% of the time	2 – Progressing 70% to 84% of the time	1 – Area of Concern Less than 70% of the time
Reads with fluency and expression	Consistently reads with fluency and expression. Reading flows smoothly with consistent use of punctuation cues (ending marks, comma pauses).	Reads line by line with some fluency and inflection; inconsistently uses punctuation cues.	Choppy reading; substitutes and misses words. Seldom uses punctuation cues.
Uses comprehension strategies	Consistently demonstrates, through oral discussion and/or written responses, use of a wide variety of thinking strategies for comprehension.	Inconsistently demonstrates, through oral discussion and/or written responses, use of a wide variety of thinking strategies for comprehension.	Rarely demonstrates, through oral discussion and/or written responses, use of a wide variety of thinking strategies for comprehension.
Understands and applies word study strategies	Consistently uses word parts, context clues, and word reference materials.	Inconsistently uses word parts, context clues, and word reference materials.	Rarely uses word parts, context clues, and word reference materials.
Demonstrates research skills	Consistently identifies topic and key words, locates and uses a variety of sources extracting important information and communicating it in an organized format.	Needs occasional teacher direction to identify topic and key words, locate and use a variety of sources, extract important information and communicate it in an organized format.	Needs constant teacher direction to identify topic and key words, locate and use a variety of sources, extract important information and communicate it in an organized format.
Organizes and expresses ideas verbally	Effectively integrates oral expression skills i.e., speaks clearly and distinctly, makes good word choices, uses eye contact, gestures, and appropriate volume.	Shows attention to oral expression skills i.e., speaks clearly and distinctly, makes good word choices, uses eye contact, gestures, and appropriate volume.	Shows some attention to eye contact and volume.
Writes legibly/forms cursive letters correctly	Consistently writes legibly in daily work and forms cursive letters correctly.	Inconsistent in forming cursive letters correctly and in writing legibly in daily work.	Struggles to form cursive letters and write legibly in daily work.
Listens critically to all forms of oral communication	Consistently demonstrates listening skills i.e., focuses on the speaker, makes eye contact, asks/answers questions about information from the speaker (offering appropriate elaboration and detail), shows respect.	Sometimes needs reminders about listening skills i.e., focusing on the speaker, making eye contact, asking/answering questions about information from the speaker, showing respect.	Rarely demonstrates listening skills i.e., focus, eye contact, asking/answering questions, showing respect.

*Suggested Assessment Tools: teacher observations, checklists, completion of tasks, manipulatives, journals, and portfolios.

Revised June 2011

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Standard	3 – Consistently Successful 85% to 100% of the time	2 – Progressing 70% to 84% of the time	1 – Area of Concern Less than 70% of the time
Uses the writing process to communicate through a variety of written forms.	<p>Consistently uses the stages of the writing process:</p> <ol style="list-style-type: none"> 1. Pre-writes: uses a variety of strategies to collect and organize ideas. 2. Composes rough draft: writes with fluency. 3. Revises: <ul style="list-style-type: none"> • begins to develop voice • uses different words to make writing more interesting and descriptive • writes complete sentences and uses a variety of sentence structures • shows evidence of a beginning, middle, and end • writes a clear paragraph with supporting details 4. Edits: <ul style="list-style-type: none"> • applies grammar skills • corrects spelling errors • uses correct punctuation, capitalization and indention skills 5. Publishes: uses a variety of tools and shares with an audience. 	<p>Needs some assistance in using the stages of the writing process:</p> <ol style="list-style-type: none"> 1. Pre-writes: uses some strategies. 2. Composes rough draft: writes with some fluency. 3. Revises: <ul style="list-style-type: none"> • begins to develop voice • writes complete sentences; sometimes has sentence fragments • attempts to write stories with a beginning, middle, and end • shows understanding of paragraph structure 4. Editing: <ul style="list-style-type: none"> • inconsistently applies grammar skills • inconsistently uses spelling strategies • inconsistently uses punctuation, capitalization and indention skills 5. Publishes: uses some tools. 	<p>Struggles with the stages of the writing process:</p> <ol style="list-style-type: none"> 1. Pre-writes: rarely uses a strategy. 2. Composes rough draft: struggles with fluency. 3. Revises: <ul style="list-style-type: none"> • struggles with voice • writes incomplete and run-on sentences • shows lack of order in stories 4. Edits: <ul style="list-style-type: none"> • lacks understanding of grammar skills • consistently misspells grade level words • struggles with punctuation, capitalization and indention 5. Publishes: often fails to finish a writing piece.

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Social Studies

Standard	3 – Consistently Successful 85% to 100% of the time	2 – Progressing 70% to 84% of the time	1 – Area of Concern Less than 70% of the time
Demonstrates knowledge of communities	Demonstrates through activities and/or class discussions an understanding of concepts being taught. Demonstrates curiosity; initiates exploration and discovery; transfers previous knowledge.	Demonstrates through activities and/or class discussions an inconsistent understanding of the concepts taught; shows an interest regarding concepts being taught; explores through teacher direction; transfers some previous knowledge.	Struggles with understanding concepts being taught.
Demonstrates knowledge of geography	Demonstrates through activities and/or class discussions an understanding of concepts being taught. Demonstrates curiosity; initiates exploration and discovery; transfers previous knowledge.	Demonstrates through activities and/or class discussions an inconsistent understanding of the concepts taught; shows an interest regarding concepts being taught; explores through teacher direction; transfers some previous knowledge.	Struggles with understanding concepts being taught.
Demonstrates an understanding of historical people and events	Demonstrates through activities and/or class discussions an understanding of concepts being taught. Demonstrates curiosity; initiates exploration and discovery; transfers previous knowledge.	Demonstrates through activities and/or class discussions an inconsistent understanding of the concepts taught; shows an interest regarding concepts being taught; explores through teacher direction; transfers some previous knowledge.	Struggles with understanding concepts being taught.

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Science

Standard	3 – Consistently Successful 85 to 100% of the time	2 – Progressing 70 to 84% of the time	Area of Concern Less than 70% of the time
Understands and uses scientific processes	Consistently uses scientific processes and tools i.e., observes, classifies, questions, predicts, explores and investigates, draws conclusions, communicates, follows safety procedures.	Inconsistently uses scientific processes and tools of observation, classification, questioning, predicting, exploring and investigating, drawing conclusions, communicating, and following safety procedures; sometimes needs assistance.	Rarely, even with assistance, uses scientific processes and tools of observation, classification, questioning, predicting, exploring and investigating, drawing conclusions, communicating, and following safety procedures.
Communicates understanding of concepts and content	Consistently uses unifying concepts and key ideas when contributing to class discussions, participating in group and individual investigations, and completing oral and written communication tasks.	Inconsistently uses unifying concepts and key ideas when contributing to class discussions, participating in group and individual investigations, and completing oral and written communication tasks.	Rarely, contributes to class discussions; struggles participating in group and individual investigations, and completing oral and written communication tasks.

Mathematics

Standard	3 – Consistently Successful 85% to 100% of the time	2 – Progressing 70% to 84% of the time	1 – Area of Concern Less than 70% of the time
Demonstrates skill in problem solving	Consistently applies mathematical strategies to real-life situations, using a variety of strategies (manipulatives, pictures, numbers, words) and clearly explaining the strategies used.	Inconsistently applies mathematical strategies to real-life situations, using some strategies and attempting to explain the strategies used.	Rarely applies mathematical strategies to real-life situations. Struggles to use and explain a strategy.
Demonstrates number sense and numeration skills	Consistently demonstrates understanding of and skill in whole number, fraction, decimal operations and computation and in estimation.	Inconsistently demonstrates understanding of and skill in whole number, fraction, decimal operations and computation and in estimation; needs occasional support.	Rarely demonstrates understanding of and skill in whole number, fraction, decimal operations and computation and in estimation; needs assistance.

*Suggested Assessment Tools: teacher observations, checklists, completion of tasks, manipulatives, journals, and portfolios.

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Demonstrates algebraic reasoning skills	Consistently shows skill in identifying and solving problems using associative, commutative and distributive properties.	Inconsistently shows skill in identifying and solving problems using associative, commutative and distributive properties; needs occasional support.	Rarely shows skill in identifying and solving problems using associative, commutative and distributive properties; needs assistance.
Demonstrates data analysis skills	Consistently shows skill in collecting, organizing, recording, and interpreting data from graphs.	Inconsistently shows skill in collecting, organizing, recording, and interpreting data from graphs; needs occasional support.	Rarely shows skill in collecting, organizing, recording, and interpreting data from graphs; needs assistance.
Demonstrates measurement skills	Consistently selects the appropriate unit of measurement and successfully uses/applies measurement when solving problems.	Inconsistently selects the appropriate unit of measurement and inconsistently uses/applies measurement when solving problems; needs occasional support.	Rarely selects the appropriate unit of measurement and rarely uses/applies measurement when solving problems; needs assistance.
Demonstrates geometry skills	Consistently recognizes, defines, and classifies geometric shapes and shows skill in geometric applications.	Inconsistently recognizes, defines, and classifies geometric shapes, and inconsistently shows skill in geometric applications; needs occasional support.	Rarely recognizes, defines, and classifies geometric shapes. Rarely shows skill in geometric application; needs assistance.

Technology

Standard	3 – Consistently Successful 85 to 100% of the time	2 – Progressing 70 to 84% of the time	Area of Concern Less than 70% of the time
Demonstrates keyboarding skills.	Consistently uses appropriate posture, finger positions, and key stroking; demonstrates skill in keeping eyes on the screen.	Is inconsistent with posture, finger positions, and key stroking; developing skill in keeping eyes on the screen.	Uses one or two fingers and searches the keyboard to find the correct key.
Uses various technologies to find, evaluate, organize and present information.	Demonstrates skill with input and output devices i.e., scanner, in producing PowerPoint presentations (timing, animation, and sound), in navigating and evaluating bookmarked Internet sites, and in listening to/developing an audio pod cast.	Occasionally needs assistance with input and output devices i.e., scanner, in producing PowerPoint presentations (timing, animation, and sound), in navigating and evaluating bookmarked Internet sites, and in listening to/developing an audio pod cast.	Must have assistance with input and output devices i.e., scanner, in producing PowerPoint presentations (timing, animation, and sound), in navigating and evaluating bookmarked Internet sites, and in listening to/developing an audio pod cast.

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