

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Rubric Index:

- [For Literacy Indicators](#)
- [For Writing Indicators](#)
- [For Mathematic Indicators](#)
- [For Special Areas Indicators](#)
- [For Social/Emotional Learning Indicators](#)
- [For Work Habit Indicators](#)
- [For Science Indicators](#)
- [For Social Studies Indicators](#)
- [For Digital Citizenship, Library & Coding](#)
- [For World Languages Indicators](#)
- [For English as a Second Language Indicators](#)

Literacy Indicators

Foundational Reading and Fluency

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none">• Identify the most common prefixes.• Decode single syllable words.	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none">• Identify the most common prefixes.• Decode single syllable words.• Read some grade-appropriate irregularly spelled words.	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none">• Identify and know the meaning of the most common prefixes and derivational suffixes.• Decode multisyllable words.• Read grade-appropriate irregularly spelled words.	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none">• Identify and know the meaning of the most common prefixes and derivational suffixes.• Decode multisyllable words.• Read grade-appropriate

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

		<ul style="list-style-type: none"> • Decode words with common Latin suffixes. 	<p>irregularly spelled words.</p> <ul style="list-style-type: none"> • Decode words with common Latin suffixes.
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Reading Comprehension

Analysis of key ideas and details

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Ask and answer questions about a text. • Describe the characters in a story. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Ask and answer questions, and make relevant connections to demonstrate understanding of a text. <ul style="list-style-type: none"> • Determine the central message/theme, lesson, or moral. • Describe the characters in a story (i.e. feelings). <ul style="list-style-type: none"> • Describe a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • Describe the characters in a story 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • Describe the

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

		<p>(e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <ul style="list-style-type: none"> Using language that pertains to time, sequence, or cause/effect, describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	<p>characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <ul style="list-style-type: none"> Using language that pertains to time, sequence, and cause/effect, describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Reading Comprehension

Craft and Structure -- Analyze author's use of language, specific structure of text, and point of view

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text. Refer to parts of stories, dramas, and poems when speaking about a text. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text. Refer to parts of stories, dramas, and poems when speaking about a text, using 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text relevant to a grade 3 topic or subject area. Refer to parts of stories, 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text relevant to a grade 3 topic or subject area. Refer to parts of stories,

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<ul style="list-style-type: none"> • Use some text features and search tools. 	<p>terms such as chapter, scene, and stanza.</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator. • Use some text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. 	<p>dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator, those of the characters, or from that of the author and text. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator, those of the characters, or from that of the author and text. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
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Reading Comprehension

Integration of Knowledge and Ideas -- Explain relationships and comparisons within and across texts

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain how a text's illustrations contribute to what is conveyed by the words in a story. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<ul style="list-style-type: none"> • Compare or contrast the settings and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>). • Compare or contrast the most important points and key details presented in two texts on the same topic. • Identify information gained from text features. • Describe the logical connection between particular sentences in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>). 	<p>words in a story (e.g., aspects of a character).</p> <ul style="list-style-type: none"> • Compare and contrast the settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • Compare and contrast the most important points and key details presented in two texts on the same topic. • Use information gained from text features to demonstrate understanding of the text. • Describe the logical connection between particular sentences or paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<p>words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <ul style="list-style-type: none"> • Compare, contrast and reflect on the central messages (theme lesson/moral), settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • Compare, contrast and reflect on the most important points and key details presented in two texts on the same topic. • Use information gained from text features and the words in a text to demonstrate understanding of the text. • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<p>story (e.g., create mood, emphasize aspects of a character or setting).</p> <ul style="list-style-type: none"> • Compare, contrast and reflect on the central messages (theme lesson/moral), settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • Compare, contrast and reflect on the most important points and key details presented in two texts on the same topic. • Use information gained from text features and the words in a text to demonstrate understanding of the text • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Vocabulary

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word and/or phrase. • Distinguish the literal meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

		<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	<p>use (e.g., describe people who are friendly or helpful).</p> <ul style="list-style-type: none"> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
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Writing Indicators

Writing Expression

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce the topic or an opinion. Use linking words to connect ideas and information. Develop the topic with facts. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce the topic or an opinion and create an organizational structure, and provide a reason to support the opinion. Use linking words and phrases to connect opinions and ideas and to connect information. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce the topic they are writing about, state an opinion, create an organizational structure, provide reasons that support the opinion, and include text features to support comprehension. 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> In informational or opinion text, introduce the topic they are writing about, state an opinion, create an organizational structure, provide reasons that support the opinion, and include text features to support comprehension.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<ul style="list-style-type: none">• In narrative text, orient the reader by establishing a situation.• In narrative, use description to develop experiences and/or events.• Provide a sense of closure.	<ul style="list-style-type: none">• Develop the topic with facts and definitions.• In narrative text, orient the reader by establishing a situation and/or introducing characters.• In narrative, begin to use dialogue and description to develop experiences and events.• Begin to use temporal words and phrases to signal event order.• Provide a conclusion.	<ul style="list-style-type: none">• Use linking words and phrases to connect opinions to reasons and to connect ideas within categories of information.• Develop the topic with facts, definitions, and/or details.• In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events.• In narrative, use dialogue and description to develop experiences and events or show the responses of characters to situations.• Use temporal words and phrases to signal event order.• Provide a conclusion clearly related to the opinion, information, or narrated experience presented.	<ul style="list-style-type: none">• Use linking words and phrases to connect opinions to reasons and to connect ideas within categories of information.• Develop the topic with facts, definitions, and details.• In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events.• In narrative, use dialogue and description to develop experiences and events or show the responses of characters to situations.• Use temporal words and phrases to signal event order.• Provide a conclusion clearly related to the opinion, information, or narrated experience presented.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Writing Conventions

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of nouns, verbs, and adjectives. • Form and use regular, plural nouns. • Form and use regular verbs. • Form and use comparative and superlative adjectives. • Produce simple sentences. • Capitalize appropriate words in titles. • Use conventional spelling for high-frequency words. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs. • Form and use regular, and irregular plural nouns. • Form and use regular, and/or irregular verbs. • Ensure subject-verb or pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs. • Produce simple and compound sentences. • Capitalize appropriate words in titles. Use commas in addresses. 	<p>A 3rd grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular, irregular plural, and abstract nouns. • Form and use regular, irregular verbs and simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs. • Use coordinating or subordinating conjunctions. 	<p>A 3rd grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular, irregular plural, and abstract nouns. • Form and use regular, irregular verbs and simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them in writing. • Use coordinating and subordinating conjunctions.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

	<ul style="list-style-type: none">• Begin to form and use possessives.• Use conventional spelling for high-frequency and other studied words.	<ul style="list-style-type: none">• Produce simple, compound, and complex sentences.• Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue.• Form and use possessives.• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	<ul style="list-style-type: none">• Produce simple, compound, and complex sentences.• Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue.• Form and use possessives.• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words use spelling patterns and generalizations in writing words.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Mathematics Indicators

Math

Unit 1: Developing Strategies for Addition and Subtraction

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting the end of year grade level standards	3: Progress toward meeting the end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A third-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none">● add <i>or</i> subtract within 1000 using models.● represent and solve one-step word problems using addition and subtraction within 100.● show <i>or</i> explain reasoning skills.	<p>A third-grade student at this level:</p> <ul style="list-style-type: none">● adds <i>or</i> subtracts within 1000 using models.● represents and solves one-step word problems using addition and subtraction within 100.● shows <i>or</i> explains reasoning skills.	<p>A third-grade student at this level:</p> <ul style="list-style-type: none">● adds and subtracts within 1000 using models.● represents and solves two-step word problems using addition and subtraction within 100.● rounds whole numbers to the nearest 10 or 100.● shows <i>or</i> explains reasoning skills.	<p>A third-grade student at this level:</p> <ul style="list-style-type: none">● fluently adds and subtracts within 1000.● represents and solves two-step word problems using addition and subtraction within 1000.● rounds whole numbers to the nearest 10 and 100.● shows and explains reasoning skills.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Math

Unit 2: Multiplication and Division Concepts

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A third-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> ● use strategies to multiply within 100. ● solve one-step word problems using the four operations (+, -, ×, ÷). ● adds <i>or</i> subtracts within 1000 using models. ● show <i>or</i> explain reasoning skills with support. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> ● uses strategies to multiply within 100. ● solves one-step word problems using the four operations (+, -, ×, ÷). ● adds <i>or</i> subtracts within 1000 using models. ● shows <i>or</i> explains reasoning skills with support. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> ● uses strategies to multiply <i>or</i> divide within 100. ● represents and solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● multiplies one-digit whole numbers by multiples of 10 in the range of 10 - 90 using models (ex: 5 × 30). ● identifies number patterns. ● adds and subtracts within 1000 using models. ● shows <i>or</i> explains reasoning skills. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> ● uses strategies to multiply and divide within 100. ● represents and solves two-step word problems using the four operations (+, -, ×, ÷). ● multiplies one-digit whole numbers by multiples of 10 in the range of 10 - 90 (ex: 5 × 30). ● identifies and explains number patterns. ● fluently adds and subtracts within 1000. ● shows and explains reasoning skills.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Math

Unit 3: Area and Data

1: Limited progress toward meeting end of year grade level standards with extensive support	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A third-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> • measure areas of squares and rectangles by counting unit squares. • Understand the meaning of multiplication • interprets basic information from given picture graphs and bar graphs. • add or subtract within 1000 using models. • multiply <i>or</i> divide within 100 using models. • solve one-step word problems using the four operations (+, -, ×, ÷). • show <i>or</i> explain reasoning skills. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> • measures areas of squares and rectangles by counting unit squares. • Understand the meaning of multiplication • interprets basic information from given picture graphs and bar graphs. • adds or subtracts within 1000 using models. • multiplies <i>or</i> divides within 100 using models. • solves one-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> • measures areas of squares and rectangles by counting unit squares <i>or</i> by multiplying side lengths. • solves problems involving area • creates <i>or</i> analyzes picture graphs and bar graphs to represent data sets. • adds and subtracts within 1000 using models. • multiplies and divides within 100 using models. • represents and solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> • measures areas of squares and rectangles by counting unit squares and by multiplying side lengths. • solves problems involving area • creates and analyzes picture graphs and bar graphs to represent data sets. • fluently adds and subtracts within 1000. • fluently multiplies and divides within 100. • represents and solves two-step word problems using the four operations (+, -, ×, ÷). • shows and explains reasoning skills.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Math

Unit 4: Understanding Unit Fractions

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A third-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> recognizes <i>halves, thirds, fourths</i>. identify fractions on a number line. use models to identify equivalent fractions (ex: $1/2 = 2/4$). Identify equivalent fractions measure objects to the nearest $\frac{1}{2}$ inch. add <i>or</i> subtract within 1000 using models. multiply <i>or</i> divide within 100 using models. solve one-step word problems using the four 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> recognizes <i>halves, thirds, fourths</i>. identifies fractions on a number line. uses models to identify equivalent fractions (ex: $1/2 = 2/4$) Identify equivalent fractions measures object to the nearest $\frac{1}{2}$ inch. adds <i>or</i> subtracts within 1000 using models. multiplies <i>or</i> divides within 100 using models. solves one-step word problems using the four 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> writes whole numbers as fractions <i>or</i> fractions as whole numbers. identifies <i>or</i> represents fractions on a number line. identifies <i>or</i> writes simple equivalent fractions (ex: $1/2 = 2/4$). uses models to compare fractions with the same denominator or same numerator models. measures object to the nearest $\frac{1}{2}$ <i>or</i> $\frac{1}{4}$ inch and create a line plot using the data. adds and subtracts within 1000 using models. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> Writes and explains that a fraction is a whole divided into some number of equal parts. identifies and represents fractions on a number line. identifies and writes simple equivalent fractions (ex: $1/2 = 2/4$). uses symbols ($<$, $>$, $=$) to record the results of compare fractions with the same denominator or same numerator measures object to the nearest $\frac{1}{2}$ and $\frac{1}{4}$ inch and create a line plot using the data. fluently adds and subtracts

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>operations (+, -, \times, \div).</p> <ul style="list-style-type: none"> show <i>or</i> explain reasoning skills. 	<p>operations (+, -, \times, \div).</p> <ul style="list-style-type: none"> shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> multiplies and divides within 100 using models. represents and solves one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). shows <i>or</i> explains reasoning skills. 	<p>within 1000.</p> <ul style="list-style-type: none"> fluently multiplies and divides within 100. represents and solves two-step word problems using the four operations (+, -, \times, \div). shows and explains reasoning skills.
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Math

Unit 5: Measurement and Shapes

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A third-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> tell and write time to the nearest five minutes. measure liquid volume and masses using grams, kilograms, and liters. identify quadrilaterals. Add the sides to find the perimeter divides shapes into parts with unequal areas. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> tells and writes the time to the nearest five minutes. measures liquid volume and masses using grams, kilograms, and liters. identifies quadrilaterals. Add the sides to find the perimeter. divides shapes into parts with unequal areas. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> tells <i>or</i> writes the time to the nearest minute. measures <i>or</i> estimates the liquid volume and masses using grams, kilograms, and liters. recognizes that shapes can be categorized based on their characteristics. identifies <i>or</i> draws quadrilaterals. 	<p>A third-grade student at this level:</p> <ul style="list-style-type: none"> tells and writes the time to the nearest minute. solves problems involving elapsed time. measures and estimates the liquid volume and masses using grams, kilograms, and liters. solve one-step word problems involving mass or volume using the four operations.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<ul style="list-style-type: none"> • solves problems involving perimeter. • add <i>or</i> subtract within 1000 using models. • multiply <i>or</i> divide within 100 using models. • solve one-step word problems using the four operations (+, -, ×, ÷). • show <i>or</i> explain reasoning skills. 	<ul style="list-style-type: none"> • solves problems involving perimeter. • adds <i>or</i> subtracts within 1000 using models. • multiplies <i>or</i> divides within 100 using models. • solves one-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> • Add or subtract the lengths to find the perimeter or side of a shape given the perimeter • divides shapes into parts with equal areas. • solves problems involving area <i>or</i> perimeter. • adds and subtracts within 1000 using models. • multiplies and divides within 100 using models. • represents and solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> • classifies shapes into different categories based on shared characteristics. • identifies and draws quadrilaterals. • finds the perimeter of various plane shapes and irregular shapes side lengths. • finds the unknown side length given the perimeter and other side lengths. • divides shapes into parts with equal areas and names the fractional part of the whole. (ex: A rectangle divided into thirds is labeled as $\frac{1}{3}$). • solves problems involving area and perimeter. • fluently adds and subtracts within 1000. • fluently multiplies and divides within 100. • represents and solves two-step word problems using the four operations (+, -, ×, ÷). • shows and explains reasoning skills.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Special Areas Indicators

Art

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at 3rd grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to 	<p>A student at this level needs support to do the following at 3rd grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art. 	<p>A student at this level can do the following at 3rd grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art. 	<p>A student at this level can consistently do the following at a 3rd grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Create varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. • Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self evaluate and critique various works of art.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

self-evaluate and critique various works of art.			
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Dance

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at the 3rd grade level:</p> <ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. • Able to identify and utilize the Elements of Dance. • Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. • Collaborate with others in small groups. • Apply developmentally 	<p>A student at this level needs support to do the following at the 3rd grade level:</p> <ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. • Able to identify and utilize the Elements of Dance. • Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. • Collaborate with others in small groups. • Apply developmentally appropriate kinesthetic 	<p>A student at this level can do the following at the 3rd grade level:</p> <ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. • Able to identify and utilize the Elements of Dance. • Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. • Collaborate with others in small groups. • Apply developmentally appropriate kinesthetic 	<p>A student at this level at this level can consistently do the following at the 3rd grade level:</p> <ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. • Able to identify and utilize the Elements of Dance. • Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. • Collaborate with others in small groups. • Apply developmentally

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>appropriate kinesthetic principles.</p> <ul style="list-style-type: none"> • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. • Assess yourself and others using the elements of dance and style-specific dance terminology. 	<p>principles.</p> <ul style="list-style-type: none"> • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. • Assess yourself and others using the elements of dance and style-specific dance terminology 	<p>principles.</p> <ul style="list-style-type: none"> • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. • Assess yourself and others using the elements of dance and style-specific dance terminology 	<p>appropriate kinesthetic principles.</p> <ul style="list-style-type: none"> • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. • Assess yourself and others using the elements of dance and style-specific dance terminology
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General Music

<p>1: Limited progress toward meeting end of year grade level standards</p>	<p>2: Basic progress toward meeting end of year grade level standards with increased support</p>	<p>3: Progress toward meeting end of year grade level standards</p>	<p>4: Met end of year grade level standards and may be ready to work at greater depth</p>
<p>A student at this level needs consistent support to do the following at a 3rd grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes. Understands and reads melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. 	<p>A student at this level needs consistent support to do the following at a 3rd grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes. Understands and reads melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works cooperatively with others to 	<p>A student at this level needs consistent support to do the following at a 3rd grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes. Understands and reads melodic patterns of la, sol, mi, re, and do. Knows the names of lines and spaces on the treble staff. Works 	<p>A student at this level needs consistent support to do the following at a 3rd grade level:</p> <ul style="list-style-type: none"> • Understands and reads rhythmic patterns of quarter notes, eighth notes, quarter rests, half notes and sixteenth notes. Understands and reads melodic patterns of la, sol, mi, re, and do. Knows the names of lines

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>Works cooperatively with others to play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none">• Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues.• Listens to, learns about, and sings music of a variety of cultures.• Understands that music can express ideas and emotions.	<p>play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none">• Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues.• Listens to, learns about, and sings music of a variety of cultures.• Understands that music can express ideas and emotions.	<p>cooperatively with others to play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none">• Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues.• Listens to, learns about, and sings music of a variety of cultures.• Understands that music can express ideas and emotions.	<p>and spaces on the treble staff. Works cooperatively with others to play singing games, take turns, and participate in music-making.</p> <ul style="list-style-type: none">• Accurately sings in unison and two parts in age appropriate vocal register. Using handheld percussion, xylophones, and voices, performs rhythmic and melodic ostinato patterns as accompaniment to songs or rhymes. Follows the teacher's conducting cues.• Listens to, learns about, and sings music of a variety of cultures.• Understands that music can express ideas and emotions.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle. • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none">• Participate in moderate to vigorous age-appropriate	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none">• Participate in moderate to vigorous age-appropriate activities that address each	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none">• Participate in moderate to vigorous age-appropriate activities that address each	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none">• Participate in moderate to vigorous age-appropriate

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>activities that address each component of health related and skill-related fitness.</p> <ul style="list-style-type: none">• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	<p>component of health related and skill-related fitness.</p> <ul style="list-style-type: none">• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	<p>component of health related and skill-related Fitness.</p> <ul style="list-style-type: none">• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).	<p>activities that address each component of health related and skill-related fitness.</p> <ul style="list-style-type: none">• Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer.• Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Social/Emotional Learning Indicators

Regulates own emotions and behaviors

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Manages feelings	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Follows limits and expectations	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Takes care of own needs appropriately	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Establishes and sustains positive relationships

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Forms relationships with adults	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

				behavior.
Responds to emotional cues	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Interacts with peers	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Makes friends	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Participates cooperatively and constructively in group situations

	1: SEL Competencies Emerging	2: SEL Competencies Developing With Support/Reminders	3: SEL Competencies Progressing	4: SEL Competencies Demonstrated Consistently Without Support
Balances needs and rights of self and others	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Solves social problems	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Work Habit Indicators

Work Habits

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Listens attentively and follows directions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Is prepared for class	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Shows independence in tasks and routines	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Completes tasks in a timely manner	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Participates in discussion	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Science Indicators

Science Content

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
Does not yet use science vocabulary appropriately. Cannot identify cause and effect.	Demonstrates a weak understanding of science vocabulary. Inconsistently attributes the proper causes to effects.	Demonstrates a strong understanding of science vocabulary. Correctly attributes the proper causes to effects.	Uses the appropriate science vocabulary in oral responses and written work. Is able to make predictions based on a proper understanding of cause and effects.

Social Studies Indicators

Social Studies Content

Content: Students expresses appropriate content knowledge orally and in writing

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.</p>	<p>Student sometimes demonstrates understanding of key concepts in social studies but may have difficulty applying them. A student performing at this level can:</p> <ul style="list-style-type: none">• Correctly identify Vocabulary.• Provide examples of how Franklin Township has changed over time.• Identify key events in the civil rights movement.• Identify rights and responsibilities of a citizen.• Differentiate between supply and demand.	<p>Student frequently demonstrates understanding of key concepts in social studies. A student performing at this level can:</p> <ul style="list-style-type: none">• Correctly identifying and applying vocabulary.• Compare and contrast political and physical maps.• Determine how Franklin Township has been impacted by changes in transportation, communication, and/or Immigration.• Describe how the actions of civil rights leaders resulted in social change in America.• Explain the rights and responsibilities of a citizen.• Describe how the rights guaranteed in the Constitution improve the lives of Americans.• Describe how supply and demand affects price.• Defining and providing	<p>Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social studies.</p>
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

		<p>examples of opportunity cost.</p> <ul style="list-style-type: none"> • Describing how scarcity impacts the choices people make. 	
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Social Studies Content

Skills: Students demonstrate appropriate skills for social studies skills orally and in writing.

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.</p>	<p>Student sometimes demonstrates understanding of key concepts in social studies but may have difficulty applying them. A student performing at this level can:</p> <ul style="list-style-type: none"> • Categorize. • Identify features on a map. • Identify main ideas. • Identify causes and effects. • Describe economic principles. 	<p>Student frequently demonstrates understanding of key concepts in social studies. A student performing at this level can:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Utilizing maps to answer questions relating to the 5 themes of geography. • Identifying main ideas and supporting details. • Analyzing the causes and effects of different historical events. • Applying economic 	<p>Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social studies.</p>

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

		principles to authentic situations.	
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Digital Citizenship, Library & Coding

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at 3 – 5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level needs support to do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level is can do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage. 	<p>A student at this level at this level can consistently do the following at 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

World Language Indicators

Interpretive Mode

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not identify basic information or has not retained any memorized words or phrases. Is not able to identify sentence structure. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty deciphering between similar terms and expressions. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Identify most vocabulary on basic information and familiar topics. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Identify basic information on familiar topics by recognizing memorized words, phrases, and simple sentences contained in authentic spoken and written materials.

Interpersonal Mode

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Cannot request or provide basic information. • Cannot express basic needs on familiar 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Has difficulty requesting and providing basic information orally and in writing. • Has difficulty expressing basic needs on familiar 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Request and provide information but may have difficulty doing so either orally or in writing. • Student can express basic needs related to familiar 	<p>A student at the novice mid-level can consistently:</p> <ul style="list-style-type: none"> • Request and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

topics/everyday activities.	topics and everyday activities.	and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	<p>memorized words, phrases, and simple sentences.</p> <ul style="list-style-type: none"> • Can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
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Presentational Mode

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not present information about themselves, their interests or their activities on familiar everyday Topics. • Cannot express their likes or dislikes. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty presenting information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Has difficulty expressing their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Most of the time present information about themselves, their interests, their activities on familiar topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can sometimes express their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at the novice mid-level can consistently:</p> <ul style="list-style-type: none"> • Present information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can also express their likes and dislikes on very familiar and everyday topics of interest.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

English as a Second Language Indicators

English Proficiency Standards

The student's English Proficiency Level in the usage of Social and Instructional Language is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Language Arts is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

The student's English Proficiency Level in the usage of Language of Mathematics is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Science is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

The student's English Proficiency Level in the usage of Language of Social Studies is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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English as a Second Language Domains

Proficiency Level – Listening

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>A student at this level generally can understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures or illustrations 	<p>A student at this level <u>generally can</u> understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequencing information presented orally 	<p>A student at this level <u>generally can</u> understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people or situations from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<ul style="list-style-type: none"> Follow one-step oral directions Show agreement or disagreement with oral statements 	<ul style="list-style-type: none"> using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally 	<ul style="list-style-type: none"> Identify the causes and effects of events or situations discussed orally Classify pros and cons of issues in discussions 	<ul style="list-style-type: none"> Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions 	<ul style="list-style-type: none"> Recall key information and details about processes or concepts discussed orally Identify examples and reasons that support an opinion or viewpoint 	<ul style="list-style-type: none"> Create models or visuals to represent detailed information presented orally Identify strengths and limitations of different points of view
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Proficiency Level - Speaking

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level <u>generally can</u> communicate orally in English using gestures and language that may contain a few words, for example:	A student at this level <u>generally can</u> communicate ideas and information orally in English language that contains short sentences and	A student at this level <u>generally can</u> communicate ideas and details orally in English using several connected sentences and can participate in	A student at this level <u>generally can</u> communicate orally in English using language related to specific topics in school and can participate in class	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:	A student at this level <u>generally can</u> use English to communicate orally and participate in all academic classes, for example:

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

<p>Ask and answer simple questions about what, when, or where something happened</p> <p>Name familiar objects, people, pictures</p> <p>Show how to solve problems using words and gestures</p> <p>Express personal preferences</p>	<p>everyday words and phrases, for example:</p> <p>Share about what, when, or where something happened</p> <p>Compare objects, people, pictures, events</p> <p>Describe steps in cycles or processes</p> <p>Express opinions</p>	<p>short conversations and discussions in school, for example:</p> <p>Relate stories or events</p> <p>Share ideas and provide details</p> <p>Describe processes or procedures</p> <p>Give opinions with reasons</p>	<p>discussions, for example:</p> <p>Compare stories, issues, concepts</p> <p>Paraphrase and summarize information</p> <p>State ideas to show how or why with examples</p> <p>Give opinions supported by detailed reasons</p>	<p>Discuss the causes and impact of events</p> <p>Summarize and relate information</p> <p>Present and justify ideas showing how or why</p> <p>Express and defend opinions backed by examples and reasons</p>	<p>React and respond to multiple points of view</p> <p>Organize and present research-based information</p> <p>Clarify how or why something happens</p> <p>Persuade others based on opinions, examples and reasons</p>
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

Proficiency Level - Reading

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
<p>A student at this level <u>generally can</u> understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and 	<p>A student at this level <u>generally can</u> understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and events in 	<p>A student at this level <u>generally can</u> understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that 	<p>A student at this level <u>generally can</u> understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Distinguish view points and justifications described in editorials and other written texts • Identify main ideas and details 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and information 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Evaluate written information from various sources of information • Conduct research and synthesizing

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

	stories and	tells who, what,			
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<p>simple and familiar language</p> <ul style="list-style-type: none"> • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims 	<p>simple texts with pictures or graphs</p> <ul style="list-style-type: none"> • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements 	<p>when or where something happened</p> <ul style="list-style-type: none"> • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence 	<p>in informational and fictional texts</p> <ul style="list-style-type: none"> • Recognize biases and diverse perspectives in written text • Connect claims, evidence and examples in a variety of written sources 	<p>across various texts</p> <ul style="list-style-type: none"> • Identify causes, effects and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts 	<p>information from multiple sources</p> <ul style="list-style-type: none"> • Distinguish various processes based on details in written texts • Recognize different ideas and claims and evidence about a variety of issues
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Proficiency Level - Writing

<p>1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support</p>	<p>2: Emerging: Knows and uses some social English and general academic language with visual and graphic support</p>	<p>3: Developing: Developing social language and some specific academic language with visual and graphic support</p>	<p>4: Expanding: Knows and uses social English and some technical academic language</p>	<p>5: Bridging: Knows and uses social and academic language working with grade level material</p>	<p>6: Reaching: Knows and uses social and academic language at the highest level measured by this test</p>
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

A student at this level <u>generally can</u> communicate in	A student at this level <u>generally can</u> communicate in	A student at this level <u>generally can</u> communicate in	A student at this level <u>generally can</u> communicate in	A student at this level <u>generally can</u> communicate in	A student at this level <u>generally can</u> communicate in
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<p>writing using visuals, symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> • Express ideas or concepts using text and illustrations • Share personal experiences through drawings and words • Label steps in processes presented in graphs or short texts • State opinions or preferences 	<p>writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations 	<p>writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions 	<p>writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with 	<p>writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Create detailed opinion pieces about a variety of topics • Write summaries of various types of texts • Describe causes, effects and consequences of processes and events • Express and defend positions supported by 	<p>writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Produce clearly organized commentaries and editorials on various issues • Elaborate narratives with rich, descriptive language and complex organization • Create formal written reports on a variety of issues, ideas and information • Produce well organized
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 3

through text and illustrations		with reasons in a few short sentences	details	examples and reasons	persuasive essays using complex and technical language
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