

Rubrics:

The rubrics for the report card outcomes on the following pages are in the same order as the outcomes are listed on the report cards.

Please Note:

At a meeting held on February 23rd, 2005, the Division’s Assessment & Evaluation Steering Committee made the following recommendation:

Combinations of numbers should not be used on the report cards (e.g. 1/2 - Meeting Outcomes/Developing Skills). Teachers should be able to use the rubrics to decide if a student is a 1, a 2, or a 3.

Grade 3 Reading Rubric

The references to the curriculum outcomes refer to the outcome numbers and page numbers found in the Foundation for Implementation documents.

Curriculum Outcomes – References	Outcome	Is Meeting Gr. 3 Outcomes 1	Developing Skills & Strategies 2	Is Not Meeting Gr. 3 Outcomes 3
2.1.1, pp.42-49 2.1.3, pp.60-65 2.1.4, pp.66-75 2.2.3, pp.90-95 3.2.5, pp.178-188	Understands what is read independently	Independently reads and comprehends grade 3 level texts	May require some assistance to read and comprehend grade 3 level texts	Needs on-going help to read and comprehend grade 3 level texts
2.1.2, pp.50-59 2.1.3, pp.60-65 3.2.2, pp.156-163 3.2.5, pp.178-181	Makes predictions, inferences, and conclusions through various strategies	Consistently and independently makes meaningful predictions, inferences, and conclusions based on gathered information	May require some assistance to make meaningful predictions, inferences, and conclusions based on gathered information	Needs on-going assistance to make meaningful predictions, inferences, and conclusions based on gathered information
2.3.2, pp.102-107 2.3.5, pp.122-123 3.3.1, pp.182-189 3.3.2, pp.190-197	Identifies the correct sequence of written text	Independently and accurately retells the main ideas in sequence (beginning, middle, end)	May require some assistance to retell 4-6 details in sequence	Needs on-going assistance to retell 2-3 details in sequence

2.3.2, pp.102-107 2.3.5, pp.122-123 3.3.2, pp.190-197	Identifies characters, time, and place in text	Independently and accurately can identify the characters, time, and place in texts with details	May require some assistance to identify characters, time, and place in texts with details	Needs on-going assistance to accurately identify characters, time, and place in text.
2.2.1, pp.76-83 2.2.2, pp.84-89 2.3.1, pp.96-101 2.3.5, pp.122-123 3.2.2, pp.156-163	Chooses a variety of texts (fiction, non-fiction, chapter books, novels, short stories, etc.)	Individually chooses to read 3 different types of text.	Individually chooses to read 2 different types of text.	Individually chooses to read only 1 type of text.
2.3.4, pp.116-121 2.3.5, pp.122-123	Recognizes the features of a variety of forms (poems, short stories, novels, plays)	Individually recognizes the distinguishing features of a variety of forms and genres.	May require some assistance to recognize the distinguishing features of a variety of forms and genres.	Needs on-going assistance to recognize the distinguishing features of a variety of forms and genres.
2.3.3, pp.105-115 2.3.5, pp.122-123	Uses a variety of strategies to build vocabulary.	Independently uses a variety of strategies to construct and confirm meaning of unknown words.	Requires some assistance to use a variety of strategies to construct and confirm meaning of unknown words.	Needs on-going help to use a variety of strategies to construct and confirm meaning of unknown words.
2.1.4, pp.66-75 4.4.1, pp.270-279 4.4.2, pp.280-283	Is a fluent, expressive reader	Independently reads fluently with expression and attends to punctuation.	Beginning to read fluently with some phrasing and expression; may attend to punctuation.	Word-by-word reading with little or no expression; rarely attends to punctuation.
3.2.1, pp.152-155 5.1.2, pp.300-305 5.1.3, pp.306-311	Makes connections between text and personal experience	Individually and confidently shares and makes connections between text and personal experience.	May need some encouragement to share and make connections between text and personal experience.	Needs on-going help and encouragement to share and make connections between text and personal experience.
3.1.1, pp.130-135 3.1.2, pp.136-139 3.1.3, pp.140-147 5.2.2, pp.322-325	Asks questions to clarify understanding	Consistently asks topic appropriate questions.	Occasionally asks topic appropriate questions.	Does not ask topic appropriate questions or asks inappropriate questions.
Listening: (Refer to page 327 in curriculum guide.)				
3.2.2, pp.156-163 4.4.3, pp.284-291	Uses active listening skills (eye contact, sits attentively, etc.)	Consistently uses active listening skills (eye contact, sits attentively, etc.)	Usually uses active listening skills.	Needs on-going reminders to use active listening skills.

Gr. 3 Writing Rubric

<i>Curriculum Outcomes - References</i>	<i>Outcome</i>	<i>Is Meeting Gr. 3 Outcomes 1</i>	<i>Developing Skills & Strategies 2</i>	<i>Is Not Meeting Gr. 3 Outcomes 3</i>
4.2.3, pp.236-239	Prints legibly	Consistently uses proper letter size and formation.	Demonstrates knowledge of, and uses but not consistently, proper letter size and formation.	Rarely uses proper letter size and formation (e.g. reversals, mixed upper and lower case).
4.2.3, pp.236-239	Writes legibly	Consistently writes legibly and fluently.	Writes legibly but not fluently or writes fluently but not legibly.	Beginning to use some cursive writing.
4.2.2, pp.232-235 4.3.1, pp.250-253 4.3.2, pp.254-265 4.3.3, pp.266-269	Edits for complete sentences, correct spelling, and proper end punctuation (. ! ?)	Consistently edits for complete sentences, correct spelling, and proper punctuation.	Beginning to edit for complete sentences, correct spelling, and proper punctuation.	Needs on-going help to edit for complete sentences, correct spelling, and proper punctuation.
4.2.2, pp.232-235 4.3.2, pp.254-265	Applies spelling strategies using various resources during the editing process	Consistently applies spelling strategies using various resources during the editing process.	Beginning to apply spelling strategies using various resources during the editing process.	Needs on-going help to apply spelling strategies using various resources during the editing process.
3.1.4, pp.148-151 3.2.3, pp.164-167 3.3.2, pp.190-197 3.3.3, pp.198-201 3.3.4, pp.202-205 4.1.1, pp.210-213 4.1.3, pp.220-223	Organizes information to develop ideas	Independently and consistently organizes information to develop ideas.	Requires some assistance to organize information to develop ideas.	Needs on-going assistance to organize information to develop ideas.
3.2.1, pp.152-155 3.2.4, pp.168-177 3.3.1, pp.182-189 3.3.3, pp.198-201 4.1.2, pp.214-219 4.2.5, pp.244-249 5.1.1, pp.296-299 5.1.4, pp.312-315	Writes organized paragraphs, stories, reports	Maintains topic focus with appropriate details and proper paragraph form.	Generally maintains topic focus but includes some irrelevant details; with some assistance uses proper paragraph form.	Needs assistance to maintain topic focus and include relevant details. Needs assistance to use proper paragraph form.

4.2.4, pp.240-243	Uses appropriate vocabulary and sentence variety	Independently uses grade appropriate vocabulary when writing a variety of sentences using both simple and compound sentences.	Beginning to use a variety of sentences and words but usually uses only simple sentences and a limited vocabulary.	Uses simple sentences and a limited vocabulary.
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Speaking:				
2.2.2, pp.84-89 3.2.1, pp.152-155 4.1.1, pp.210-213 4.2.5, pp.244-249 5.2.2, pp.322-325 5.2.3, pp.326-330	Uses spoken language to express feelings and ideas	Effectively expresses feelings and ideas using language appropriate to the situation.	Needs some assistance to clearly express feelings and ideas using language appropriate to the situation. (e.g. Asking the student, "Do you mean...?")	Does not effectively express feelings and ideas using language appropriate to the situation.
4.4.1, pp.270-279 4.4.2, pp.280-283	Speaks clearly and fluently	Consistently uses appropriate volume, phrasing, intonation and articulation. Uses appropriate stance, facial expression, and physical gestures to enhance presentations.	Inconsistently uses appropriate volume, phrasing, intonation or articulation. Inconsistently uses appropriate stance, facial expression, and physical gestures to enhance presentations.	Does not use appropriate volume, phrasing, intonation or articulation. Does not use appropriate stance, facial expression, and physical gestures to enhance presentations.
3.1.3, pp.140-147 5.1.2, pp.300-305 5.2.1, pp.316-321 5.2.2, pp.322-325 5.2.4, pp.332-339	Participates in group discussions	Regularly takes an active, appropriate role in discussions.	Inconsistently participates in discussions.	Needs specific prompts to participate in discussions.
2.2.2, pp.84-89 4.2.1, pp.224-231 4.2.5, pp.244-249 5.1.1, pp.296-299 5.1.4, pp.312-315 5.2.3, pp.326-330	Shares own writing and others' writing	Independently shares own and others' writing.	Needs encouragement to share own and others' writing.	Reluctant to share own and others' writing in class even when asked/encouraged.

Notes:

Grade 3 Numeracy Rubrics

<i>Curriculum Outcomes - references</i>	<i>Outcome</i>	<i>Is Meeting Grade 3 Outcomes 1</i>	<i>Developing Skills and Strategies 2</i>	<i>Is Not Meeting grade 3 Outcomes 3</i>
Number Sense:				
	Counts forwards and backwards from 0 to 1000 and by 5's, 10's, and 100's using different starting points	Independently and consistently counts forwards and backwards from 0 to 1000 using any starting point.	Student needs some assistance and/or has some errors in accomplishing this task.	Student needs on-going assistance and/or manipulatives in order to accomplish this task.
	Counts forwards and backwards from 0 to 1000 by 25's starting at multiples of 25.	Independently and consistently counts forwards and backwards from 0 to 1000 starting at multiples of 25.	Student needs some assistance and/or has some errors in accomplishing this task.	Student needs on-going assistance and/or manipulatives in order to accomplish this task.
	Represents and describes numbers and their place values to 1000.	Independently and consistently represents and describes numbers and their place values to 1000 using manipulatives, pictures, and symbols.	Student needs some assistance and/or has some errors in accomplishing this task.	Student needs on-going assistance and/or manipulatives in order to accomplish this task.
	Estimates, compares and orders numbers to 1000	Independently, and consistently makes reasonable estimates and compares and orders numbers using words such as: <i>greater than, less than, equal, or not equal.</i>	Needs some assistance and/or needs benchmarks to make reasonable estimates ; needs assistance to compare and order numbers	Needs on-going assistance and/or needs to use manipulatives for making reasonable estimates and for comparing and ordering numbers using words such as: <i>greater than, less than, equal, or not equal.</i>

	Applies mental math strategies for addition facts to 18.	Independently and consistently applies mental math strategies (using doubles, making 10, using the commutative property, using the property of 0) and number properties and/or recalls addition facts with 90%-100% accuracy.	Needs some assistance to apply a variety of mental math strategies and/or recalls addition facts with 75%-89% accuracy.	Needs on-going assistance to apply a variety of mental math strategies and/or recalls addition facts with <75% accuracy
	Applies mental math strategies for subtraction facts to 18.	Independently and consistently applies mental math strategies (using doubles, making 10, using the commutative property, using the property of 0, and thinking addition for subtraction) and number properties and/or recalls subtraction facts with 80%-100% accuracy.	Needs some assistance to apply a variety of mental math strategies and/or recalls subtraction facts with 60%-79% accuracy.	Needs on-going assistance to apply a variety of mental math strategies and/or recalls subtraction facts with <60% accuracy
	Describes and applies mental math strategies for adding and subtracting 2-digit numbers.	Independently and consistently is able to describe and apply mental math strategies (adding from left to right, using doubles, etc.) for adding and subtracting 2-digit numbers	Student needs some assistance to describe and apply mental math strategies (adding from left to right, using doubles, etc.) for adding and subtracting 2-digit numbers	Student needs on-going assistance to describe and apply mental math strategies (adding from left to right, using doubles, etc.) for adding and subtracting 2-digit numbers

	Applies estimation strategies to addition and subtraction problems using 2-digit numbers.	Independently and consistently is able to give reasonable estimates when solving 2-digit addition and subtraction problems.	Needs some assistance to use manipulatives, and/or benchmarks to make reasonable estimates for solving 2-digit addition and subtraction problems.	Needs on-going assistance to use manipulatives and/or benchmarks to make reasonable estimates for solving 2-digit addition and subtraction problems.
Note: The emphasis is on developing personal strategies. Regrouping could be one of the strategies.	Demonstrates an understanding of addition to 1000	Independently and consistently adds sums to 1000 using concrete, pictorial, and/or symbolic representations.	Student needs some assistance to add sums to 1000 using concrete, pictorial, and/or symbolic representations.	Student needs on-going assistance to add sums to 1000 using concrete, pictorial, and/or symbolic representations.
Note: The emphasis is on developing personal strategies. Regrouping could be one of the strategies.	Demonstrates an understanding of subtraction to 1000	Independently and consistently determines differences to 1000 using concrete, pictorial, and/or symbolic representations.	Student needs some assistance to determine differences to 1000 using concrete, pictorial, and/or symbolic representations.	Student needs on-going assistance to determine differences to 1000 using concrete, pictorial, and/or symbolic representations.
	Demonstrates an understanding of multiplication to 5x5.	Independently and consistently is able to use manipulatives, diagrams and symbols to demonstrate and describe the process of multiplication to 5x5.	With assistance students are able to use manipulatives, diagrams, and symbols to demonstrate and describe the process of multiplication to 5x5.	Students need on-going assistance to be able to use manipulatives, diagrams, and symbols to demonstrate and describe the process of multiplication to 5x5.
	Demonstrates an understanding of division related to multiplication facts to 5x5	Independently and consistently is able to use manipulatives, diagrams and symbols to demonstrate and describe the process of division related to multiplication facts to 5x5.	With assistance students are able to use manipulatives, diagrams, and symbols to demonstrate and describe the process of division related to multiplication facts to 5x5..	Students need on-going assistance to be able to use manipulatives, diagrams, and symbols to demonstrate and describe the process of division related to multiplication facts to 5x5.

<p>Note:</p> <ul style="list-style-type: none"> - Emphasize an understanding of what a fraction is. - Introduce halves, thirds, quarters, fifths, eighths, & tenths. 	<p>Demonstrates an understanding of fractions.</p>	<p>Independently and consistently describes, compares, and explains fractions.</p>	<p>Needs some assistance to describe, compare, and explain fractions.</p>	<p>Needs on-going assistance to describe, compare, and explain fractions.</p>
	<p>Uses appropriate strategies to solve problems</p>	<p>Demonstrates a general understanding of the problem and can select the correct strategy; shows computation, draws and labels diagram, etc.; solves the problem and gets the correct answer. (Note: If the student consistently shows the correct problem-solving strategies but makes occasional computation errors, the student is still a #1.)</p>	<p>Demonstrates a partial understanding of the problem and strategies; may require assistance to select the correct strategy; elements of the concepts and strategies are missing.</p>	<p>Demonstrates a lack of skills necessary to reach solution; demonstrates a lack of understanding of the problem and required strategies; misinterprets problem or directions or both; draws incorrect diagram or makes incorrect computation; no attempt to find a solution.</p>
<p>Patterns and Relations:</p>				
	<p>Describes, extends, compares, and creates increasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Independently and consistently to describe, extend, compare, and create increasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Needs some assistance to describe, extend, compare, and create increasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Needs on-going assistance to describe, extend, compare, and create increasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>
	<p>Describes, extends, compares, and creates decreasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Independently and consistently to describe, extend, compare, and create decreasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Needs some assistance to describe, extend, compare, and create decreasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>	<p>Needs on-going assistance to describe, extend, compare, and create decreasing patterns using manipulatives, diagrams, and numbers up to 1000.</p>

	Solves one step addition and subtraction equations involving symbols representing an unknown number.	Independently and consistently solves one step addition and subtraction equations involving symbols representing an unknown number.	Needs some assistance to solve one step addition and subtraction equations involving symbols representing an unknown number	Needs on-going assistance to solve one step addition and subtraction equations involving symbols representing an unknown number
Shape and Space:				
	Relates the passage of time to common activities using standard and non-standard units (minutes, hours, days, weeks, months, years).	Independently and consistently relates the passage of time to common activities using standard and non-standard units.	Needs some assistance to relate the passage of time to common activities using standard and non-standard units.	Needs on-going assistance to relate the passage of time to common activities using standard and non-standard units.
	Relates the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context	Independently and consistently relates the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context	Needs some assistance to relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context	Needs on-going assistance to relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context
	Demonstrates an understanding of measuring length (cm & m)	Independently and consistently chooses an appropriate unit (cm or m) and measures accurately and estimates, measures, records, compares, and orders objects by length, width, and height.	Needs some assistance to choose an appropriate unit (cm or m) and to measure accurately and estimate, measure, record, compare, and order objects by length, width, and height.	Needs on-going assistance to choose an appropriate unit (cm or m) and to measure accurately and to estimate, measure, record, compare, and order objects by length, width, and height.
	Demonstrates an understanding of measuring mass (g & kg)	Independently and consistently chooses an appropriate unit (kg or g) and estimates, measures accurately, and records mass.	Needs some assistance to choose an appropriate unit (kg or g) and estimates, measures accurately, and records mass.	Needs on-going assistance to choose an appropriate unit (kg or g) and estimates, measures accurately, and records mass.

	Demonstrates an understanding of perimeter	Independently and consistently estimates, measures, and records perimeter using cm & m and constructs different shapes for a given perimeter.	Needs some assistance to estimate, measure, and record perimeter using cm & m and constructs different shapes for a given perimeter	Needs on-going assistance to estimate, measure, and record perimeter using cm & m and constructs different shapes for a given perimeter
	Describes 3-D objects according to the shape of faces and the number of edges and vertices	Independently and consistently describes 3-D objects according to the shape of faces and the number of edges and vertices	Needs some assistance to describe 3-D objects according to the shape of faces and the number of edges and vertices	Needs on-going assistance to describe 3-D objects according to the shape of faces and the number of edges and vertices
	Sorts polygons according to the number of sides	Independently and consistently sorts polygons according to the number of sides	Needs some assistance to sort polygons according to the number of sides	Needs on-going assistance to sort polygons according to the number of sides
Statistics and Probability:				
	Collects and organizes data to answer questions	Independently and consistently collects and organizes data using tally marks, line plots, charts, and lists to answer questions.	Needs some assistance to collect and organize data using tally marks, line plots, charts, and lists to answer questions.	Needs on-going assistance to collect and organize data using tally marks, line plots, charts, and lists to answer questions.
	Constructs, labels, and interprets bar graphs to solve problems	Independently and consistently constructs, labels, and interprets bar graphs to solve problems	Needs some assistance to construct, label, and interpret bar graphs to solve problems	Needs on-going assistance to construct, label, and interpret bar graphs to solve problems