

# MATH RUBRIC

<b>2.NBT.3</b>	Read and write numbers to 1000, using base-ten numerals, number names, and expanded form.
<b>E</b>	<a href="#">4.NBT.2</a> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the meanings of the digits in each place, using $<$ , $>$ , $=$ symbols to record the results of comparisons.
<b>3</b>	<p>Student <b>consistently</b> and <b>independently</b> reads and writes any given number between 0 and 1000 using:</p> <ul style="list-style-type: none"> <li>● base-ten numerals</li> <li>● number names</li> <li>● expanded form</li> </ul> <p>Example: 185, one hundred eighty-five, <math>100 + 80 + 5</math></p> <p><i>Student is assessed without manipulatives.</i>  <i>Student may use phonetic spelling when writing the number name.</i>            Student is given multiple opportunities to exhibit proficiency.</p>
<b>2</b>	<p>Student needs support with either reading or writing any given number between 0 and 1000 using:</p> <ul style="list-style-type: none"> <li>● base ten numerals</li> <li>● number names</li> <li>● expanded form</li> </ul> <p><i>The student that can read and write the number name but not the expanded form is not proficient.</i>  <i>The student that can write the base-ten numeral but not the number name is not proficient.</i>            Student has been given multiple opportunities to exhibit proficiency.</p>
<b>1</b>	Student is unable to read and write any numbers from 0-1000.

E-Exceeding Grade Level Expectations

3-Demonstrating the Standard Independently (meets grade level expectations)

2-Demonstrating Grade Level Expectations with Support (progressing toward grade level expectations)

1-Not Progressing Towards Grade Level Expectations (concern)

# LITERACY RUBRIC

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RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text. (e.g., where, when, why, and how key events occur).
<b>E</b>	An E is not attainable for this standard. There is not a direct vertical alignment.
<b>3</b>	Student can independently use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text. (e.g., where, when, why, and how key events occur).
<b>2</b>	<ul style="list-style-type: none"><li>• With support, the student can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text. (e.g., where, when, why, and how key events occur).</li><li>• The student can describe information from the illustrations of a grade-appropriate text but cannot use that information to demonstrate understanding of the text.</li></ul>
<b>1</b>	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge of the standard.

E-Exceeding Grade Level Expectations

3-Demonstrating the Standard Independently (meets grade level expectations)

2-Demonstrating Grade Level Expectations with Support (progressing toward grade level expectations)

1-Not Progressing Towards Grade Level Expectations (concern)