

# Grading Benchmarks -THIRD GRADE

## READING

### 1. Reads at Grade Level

MP	1	2	3	4
1st	Reads at a level K or below	Reads at a level L	Reads at a level M	Reads at a level N or above
2nd	Reads at a level L or below	Reads at a level M	Reads at a level N	Reads at a level O or above
3rd	Reads at a level M or below	Reads at a level N	Reads at a level O	Reads at a level P or above
4th	Reads at a level N or below	Reads at a level O	Reads at a level P	Reads at a level Q or above

*Reading level is indicated by the Fountas and Pinnell Benchmark Assessment System*

### 2. Reads with comprehension: Literal

*Demonstrates literal comprehension in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Student is unable to summarize with details, demonstrating limited or incomplete comprehension of the text. Student is unable to ask and answer literal questions about the text.	Student summarizes a text with some relevant textual ideas and details, demonstrating limited comprehension of the text. Student asks and answers literal questions to uncover details of the text.	Student summarizes a text with relevant textual ideas and details, demonstrating comprehension of the text. Student asks and answers literal questions to uncover main ideas and details of the text.	Student summarizes a text with relevant textual ideas and details, demonstrating an extended comprehension of the text. Student asks and answers literal questions to compare and contrast story elements/text structures.
2nd	Student is unable to identify the main idea of a text or the main idea is unclear. Student is unable to identify characters, setting, and plot events, including problem and solution. Student is unable to recognize literary devices, including alliteration, onomatopoeia, and imagery.	Student partially identifies the main idea of a text. Student incompletely identifies characters, setting, and plot events, including problem and solution. Student recognizes some literary devices, including alliteration, onomatopoeia, and imagery.	Student identifies the main idea in a text. Student identifies story elements, including characters, setting, and plot events, including problem and solution. Student recognizes literary devices, including alliteration, onomatopoeia, and imagery.	Student cites details in the text to support the main idea. Student identifies story elements characters, setting, and plot events, and point of view. Student recognizes the purpose of literary devices, including alliteration, onomatopoeia, and imagery.

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3rd	<p>Student is unable to identify nonfiction features, including table of contents, introduction, index, diagrams, glossary, headings, and maps.</p> <p>Student is unable to identify and use nonfiction text structures such as sequential order, description, and cause and effect.</p> <p>Student is unable to identify important information and key vocabulary when taking notes on nonfiction.</p> <p>Student is unable to use notes and graphic organizers to summarize a nonfiction text orally or in writing.</p>	<p>Student identifies some nonfiction features, including table of contents, introduction, index, diagrams, glossary, headings, and maps but uses them inconsistently.</p> <p>Student identifies and uses sequential order in nonfiction text.</p> <p>Student incompletely identifies important information and key vocabulary when taking notes on nonfiction.</p> <p>Student incompletely summarizes a nonfiction text orally and in writing.</p>	<p>Student identifies and uses nonfiction features, including table of contents, introduction, index, diagrams, glossary, headings, and maps.</p> <p>Student identifies and uses nonfiction text structures such as sequential order, description, and cause and effect.</p> <p>Student identifies important information and key vocabulary when taking notes on nonfiction.</p> <p>Student utilizes notes and graphic organizers to summarize a nonfiction text orally and in writing, citing the main idea and supporting details.</p>	<p>Student identifies and consistently uses nonfiction features, including table of contents, introduction, index, diagrams, glossary, headings, and maps.</p> <p>Student identifies and uses nonfiction text structures such as sequential order, description, and cause and effect to understand the author's purpose.</p> <p>Student identifies and analyzes important information and key vocabulary when taking notes on nonfiction.</p> <p>Student creates and utilizes graphic organizers to summarize nonfiction text orally and in writing, citing only the most important main idea and supporting details in an organized manner.</p>
4th	<p>Student is unable to apply self monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc.</p> <p>Student is unable to distinguish between fact and opinion in a text.</p>	<p>Student incorrectly applies self monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc.</p> <p>Student incorrectly distinguishes between fact and opinion in a text.</p>	<p>Student applies self monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc.</p> <p>Student distinguishes between fact and opinion in a text.</p>	<p>Student applies self monitoring strategies to deepen reading comprehension, i.e. rereading, going back into a text, finding evidence, etc.</p> <p>Student distinguishes between fact and opinion in a text to evaluate a text.</p>

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### 3. Reads with comprehension: Inferential

*Demonstrates inferential comprehension in INSTRUCTIONAL texts*

MP	1	2	3	4
1st	Student makes incomplete or irrelevant predictions which do not enhance the comprehension of the text. Student makes irrelevant connections between the text and prior experiences which do not enrich the meaning of the text.	Student makes predictions that are based on incomplete interpretation of prior knowledge, text structure, and text features which may not enhance the comprehension of the text. Student makes connections between the text and prior experiences which may not enrich the meaning of the text.	Student makes predictions that are relevant to the text using prior knowledge, text structure, and text features which enhance the comprehension of the text. Student makes connections between the text and prior experiences which enrich the meaning of the text.	Student makes insightful and mature predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text. Student makes insightful connections between the text and prior experiences which enrich the meaning of the text.
2nd	Student makes irrelevant inferences which do not enhance the comprehension of the text. Student is unable to identify character traits.	Student recognizes and uses clues in the text to make inferences which may not enhance the comprehension of the text. Student identifies character traits.	Student uses clues in the text and accurate and relevant prior knowledge to make inferences to enhance the comprehension of the text. Student identifies character traits and can notice how characters affect the story.	Student uses clues in the text and accurate and relevant prior knowledge to make inferences that develop the process of reasoning that leads them to a conclusion about the text. Student identifies character traits and explains how characters affect the story.
3rd	Student is unable to draw conclusions about the author's purpose for writing a text. Student is unable to determine a purpose for reading nonfiction text. Student takes incomplete notes on graphic organizers and is unable to retell and summarize a story.	Student draws conclusions about the author's purpose for writing a text with limited support. Student determines a purpose for reading nonfiction text. Student uses notes and graphic organizers to retell and summarize a story; retelling/summary may lack important details and/or lack organization.	Student draws conclusions about the author's purpose for writing a text with support. Student determines and revises a purpose for reading nonfiction text. Student uses notes and graphic organizers to retell and summarize a story in sequential order, citing important details and cause and effect relationships.	Student draws conclusions about the author's purpose for writing a text and can cite specific examples from the text for support. Student determines, revises and supports the revision of a purpose for reading a nonfiction text. Student creates and uses graphic organizers to retell and summarize a story in sequential order, citing the most important details and cause and effect relationships.

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4th	<p>Student is unable to visualize what an author describes.</p> <p>Student is unable to support opinions about the text with details from the text.</p> <p>Student is unable to identify character traits.</p> <p>Student is unable to identify important messages or themes in a text.</p>	<p>Student makes incomplete visualizations.</p> <p>Student supports opinions formed within a text with irrelevant details from the text.</p> <p>Student identifies character traits.</p> <p>Student identifies important messages or themes in a text.</p>	<p>Student visualizes to aid comprehension.</p> <p>Student supports opinions formed within a text with details from the text</p> <p>Student identifies character traits and how characters change with support from the text.</p> <p>Student identifies and interprets important messages or themes in a text.</p>	<p>Student makes vivid and specific visualizations.</p> <p>Student supports opinions formed within a text with varied details from the text and personal connections.</p> <p>Student identifies character traits and how characters change with support from the text in order to support the main idea or theme.</p> <p>Student identifies and interprets important messages or themes in a text and can make a connection to personal life.</p>
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### 4. Reads with fluency

*Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts*

MP	1	2	3	4
ALL	<p>Student reads primarily word-by-word with occasional but infrequent or inappropriate phrasing.</p> <p>Student reads without smooth or expressive interpretation.</p> <p>Student makes irregular pauses.</p> <p>Student does not pay attention to author's meaning or punctuation.</p> <p>Student reads without stress or uses inappropriate stress.</p> <p>Student reads with a slow rate.</p>	<p>Student reads primarily in two-word phrases with some three- and four- word groups.</p> <p>Student reads with almost no smooth, expressive interpretation.</p> <p>Student almost never pays attention to author's meaning or punctuation.</p> <p>Student reads with no stress most of the time.</p> <p>Student reads with a slow rate most of the time.</p>	<p>Student reads primarily in three- and four- word phrase groups.</p> <p>Student reads with some smooth, expressive interpretation.</p> <p>Student uses some pausing guided by author's meaning and punctuation.</p> <p>Student reads with mostly appropriate stress and rate with some slowdowns.</p>	<p>Student reads in larger, meaningful phrases or word groups.</p> <p>Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation.</p> <p>Student uses the appropriate stress and rate with only a few slowdowns.</p>

*Fluency criteria indicated by the Fountas and Pinnell Benchmark Assessment System*

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### 5. Demonstrates stamina

*Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.*

MP	1	2	3	4
1st	Student is unable or rarely able to demonstrate stamina in reading and writing workshop for twenty (20) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty (20) minutes.
2nd	Student is unable or rarely able to demonstrate stamina in reading and writing workshop for twenty (20) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for twenty (20) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty (20) minutes.
3rd	Student is unable or rarely able to demonstrate stamina in reading and writing workshop for twenty-five (25) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for twenty-five (25) minutes.	Student demonstrates stamina during reading and writing workshop for twenty-five (25) minutes.	Student demonstrates stamina during reading and writing workshop for greater than twenty-five (25) minutes.
4th	Student is unable or rarely able to demonstrate stamina in reading and writing workshop for thirty (30) minutes.	Student inconsistently demonstrates stamina during reading and writing workshop for thirty (30) minutes.	Student demonstrates stamina during reading and writing workshop for thirty (30) minutes.	Student demonstrates stamina during reading and writing workshop for greater than thirty (30) minutes.

## Grading Benchmarks -THIRD GRADE

### WRITING

#### 1. Generates, expresses, and supports ideas clearly

MP	1	2	3	4
1st - 2nd	<p>Focus of the writing unclear or drifts often</p> <p>May lack an opening</p> <p>Few details to support topic</p> <p>Details organized but lack transition</p> <p>May lack a closing</p>	<p>Writing has a single focus from beginning to end</p> <p>Opening is included</p> <p>Majority of details support the topic</p> <p>Details are organized with some transitions</p> <p>Lacks a clear closing</p>	<p>Writing has a single focus and engages the reader from beginning to end</p> <p>Opening grabs the reader's attention</p> <p>Details support and elaborate on the topic</p> <p>Details are clearly organized with transitions</p> <p>Clear closing is included</p>	<p>Writing has a single focus, appropriate to the genre or audience</p> <p>Opening grabs the reader's attention and establishes the focus of the piece</p> <p>Details support and elaborate on the topic, enhancing the reader's understanding.</p> <p>Details are organized, transitioning in a logical sequence</p> <p>Closing is purposeful</p>
3rd - 4th	<p>Writing attempts a single focus from beginning to end but may drift</p> <p>Lacks a clear opening</p> <p>Few details are included and/or support the topic incompletely</p> <p>Details may lack organization and/or transition</p> <p>Lacks a clear closing</p>	<p>Writing has a single focus from beginning to end</p> <p>Opening is included and attempts to grab the reader's attention</p> <p>Details support the topic</p> <p>Details are organized with some transitions</p> <p>Attempts a clear closing</p>	<p>Writing has a single focus and engages the reader from beginning to end</p> <p>Opening grabs the reader's attention and attempts to establish the focus of the piece</p> <p>Details support and elaborate on the topic</p> <p>Details are clearly organized with transitions</p> <p>Clear closing is included</p>	<p>Writing has a clear, single focus, appropriate to the genre or audience</p> <p>Opening grabs the reader's attention and clearly sets the tone of the writing piece</p> <p>Details are carefully chosen and used purposefully in paragraphs to enhance the reader's understanding</p> <p>Details are clearly organized, transitioning in a smooth and purposeful sequence</p> <p>Closing provides a connection back into the writing piece</p>

## Grading Benchmarks -THIRD GRADE

### 2. Uses a variety of words and descriptive phrases

MP	1	2	3	4
1st - 2nd	Lacks a variety of words (nouns, verbs, adjectives, adverbs) May not use descriptive words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration, onomatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)
3rd - 4th	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words May not use figurative language	Incorporates a limited variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration, onomatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)	Consistently incorporates a variety of words throughout the piece When appropriate, uses descriptive and figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)

### 3. Varies sentence type and length

MP	1	2	3	4
1st - 2nd	Uses mostly simple sentences ; may be repetitive May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and phrases

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3rd - 4th	<p>Uses sentences with similar lengths and structures</p> <p>Attempts to use dialogue (narrative writing)</p> <p>Uses basic linking words</p>	<p>Uses a variety of sentence lengths and structures, including simple and compound</p> <p>Includes dialogue (narrative writing)</p> <p>Uses linking words</p>	<p>Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences</p> <p>Includes dialogue appropriately (narrative writing)</p> <p>Uses varied linking/transitional words and phrases</p>	<p>Uses a variety of sentence lengths and structures, including complex, simple and compound</p> <p>Includes meaningful dialogue (narrative writing)</p> <p>Uses varied linking/transitional words and phrases with purpose (i.e. time order, cause/effect)</p>
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### 4. Uses conventions appropriately (mechanics and grammar)

MP	1	2	3	4
1st - 2nd	<p>Use of end punctuation is inconsistent</p> <p>Attempts to use commas</p> <p>Capitalizes the first word in a sentence and I</p>	<p>Uses end punctuation consistently</p> <p>Uses commas in dates and to separate single words in a series.</p> <p>Capitalizes the first word in a sentence, I, dates, and names of people</p>	<p>Uses end punctuation appropriately</p> <p>Uses commas in dates, to separate single words in a series, and in greetings and closings of letters</p> <p>Uses apostrophes to form contractions and frequently occurring possessives</p> <p>Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names</p>	<p>Uses end punctuation appropriately for effect</p> <p>Uses commas and quotation marks in dialogue; uses commas in addresses</p> <p>Uses apostrophes to form and use possessives</p> <p>Capitalizes appropriate words in titles</p>
3rd - 4th	<p>Uses end punctuation consistently</p> <p>Uses commas in dates and to separate single words in a series</p> <p>Capitalizes the first word in a sentence, I, dates, and names of people</p>	<p>Uses end punctuation appropriately</p> <p>Uses commas in dates, to separate single words in a series, and in greetings and closings of letters</p> <p>Uses apostrophes to form contractions and frequently occurring possessives</p> <p>Capitalizes the first word in a sentence, I, dates, and names of people, holidays, product names, and geographic names</p>	<p>Uses end punctuation appropriately for effect</p> <p>Uses commas and quotation marks in dialogue; uses commas in addresses</p> <p>Uses apostrophes to form and use possessives</p> <p>Capitalizes appropriate words in titles</p>	<p>Uses a variety of end punctuation appropriately for effect</p> <p>Uses commas and quotations to cite information from a text; uses commas before coordinating conjunctions in compound sentences</p> <p>Uses apostrophes appropriately</p> <p>Follows all capitalization rules</p>



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### 5. Uses spelling patterns correctly

MP	1	2	3	4
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors

### 6. Applies editing and revision strategies

MP	1	2	3	4
ALL	Does not show evidence of revision Does not show evidence of editing	Revises writing by adding and/or deleting words and details Attempts to edit for spelling, capitalization, and punctuation	Revises writing by adding, deleting, and changing words and details to support the meaning and organization Edits for grade-level spelling, capitalization, and punctuation	Revises writing by adding, deleting, changing, rearranging, and moving words and sentences to enhance the meaning and organization Edits for above grade-level spelling, capitalization, and punctuation

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### 7. Demonstrates keyboarding skills

MP	1	2	3	4
1st-2nd	Student can type fewer than five (5) words per minute.	Student can type five to nine (5-9) words per minute.	Student can type ten to fourteen (10-14) words per minute.	Student can type fifteen (15) or more words per minute.
3rd-4th	Student can type nine (9) words or fewer per minute.	Student can type ten to fourteen (10-14) words per minute.	Student can type fifteen to nineteen (15-19) words per minute.	Student can type twenty (20) or more words per minute.

### 8. Applies handwriting skills to write legibly.

MP	1	2	3	4
ALL	Student does not write legibly in cursive writing.	Student rarely writes legibly in cursive writing.	Student writes legibly in cursive writing.	Student consistently writes legibly in cursive writing.

## Grading Benchmarks -THIRD GRADE

### LISTENING AND SPEAKING

#### 1. Engages in collaborative discussions

MP	1	2	3	4
ALL	<p>Student follows agreed-upon rules for discussions, including listening to others with care and taking turns speaking about the topics and texts under discussion.</p> <p>Student builds on others' talk in conversations by responding to the comments of others.</p>	<p>Student follows agreed-upon rules for discussions including gaining the floor in respectful ways.</p> <p>Student builds on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Student comes to discussions prepared and draws on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Student asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others.</p> <p>Student explains their own ideas and understanding in light of the discussion.</p>	<p>Student poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others.</p> <p>Student reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion</p>

#### 2. Expresses ideas clearly

MP	1	2	3	4
ALL	<p>Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Student reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.</p>

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### 3. Demonstrates listening skills for comprehension

MP	1	2	3	4
ALL	<p>Student asks and answers questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Student asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Student determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student asks and answers questions about information from a speaker, adding appropriate elaboration and detail.</p>	<p>Student paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Student identifies the reasons and evidence a speaker provides to support particular points.</p>

# Grading Benchmarks -THIRD GRADE

## Mathematics

### 1. Understands and applies mathematical concepts

MP	1	2	3	4
1st	<p>Student rarely tells time to the nearest five minutes.</p> <p>Student rarely compares different combinations of money amounts.</p> <p>Student rarely represents data using a bar graph.</p> <p>Student rarely uses patterns to extend basic addition/subtraction facts.</p> <p>Student rarely makes ballpark estimates as a check for reasonableness of answers.</p>	<p>Student sometimes tells time to the nearest five minutes.</p> <p>Student sometimes compares different combinations of money amounts.</p> <p>Student sometimes represents data using a bar graph.</p> <p>Student sometimes uses patterns to extend basic addition/subtraction facts.</p> <p>Student sometimes makes ballpark estimates as a check for reasonableness of answers.</p>	<p>Student consistently tells time to the nearest five minutes.</p> <p>Student consistently compares different combinations of money amounts.</p> <p>Student consistently represents data using a bar graph.</p> <p>Student consistently uses patterns to extend basic addition/subtraction facts.</p> <p>Student consistently makes ballpark estimates as a check for reasonableness of answers.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
2nd	<p>Student rarely makes ballpark estimates as a check for reasonableness of answers.</p> <p>Student rarely measures units of length to the nearest 1/2 inch and 1/2 centimeter.</p> <p>Student rarely finds the perimeter of polygons.</p> <p>Student rarely represents data using a bar graph.</p> <p>Student rarely understands place value in multi-digit numbers.</p> <p>Student rarely compares and orders multi-digit numbers.</p>	<p>Student sometimes makes ballpark estimates as a check for reasonableness of answers.</p> <p>Student sometimes measures units of length to the nearest 1/2 inch and 1/2 centimeter.</p> <p>Student sometimes finds the perimeter of polygons.</p> <p>Student sometimes represents data using a bar graph.</p> <p>Student sometimes understands place value in multi-digit numbers.</p> <p>Student sometimes compares and orders multi-digit numbers.</p>	<p>Student consistently makes ballpark estimates as a check for reasonableness of answers.</p> <p>Student consistently measure units of length to the nearest 1/2 inch and 1/2 centimeter.</p> <p>Student consistently finds the perimeter of polygons.</p> <p>Student consistently represents data using a bar graph.</p> <p>Student consistently understands place value in multi-digit numbers.</p> <p>Student consistently compares and orders multi-digit numbers.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

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3rd	<p>Student rarely knows inverse relationship between multiplication and division.</p> <p>Student rarely compares and orders multi-digit numbers.</p> <p>Student rarely uses repeated addition, arrays, and skip counting to model multiplication.</p> <p>Student rarely uses equal sharing and equal grouping to model division.</p> <p>Student rarely identifies and describes 2-dimensional shapes.</p> <p>Student rarely uses patterns to extend basic multiplication/division facts.</p> <p>Student rarely reads, writes and models fractions.</p>	<p>Student sometimes knows inverse relationship between multiplication and division.</p> <p>Student sometimes compares and orders multi-digit numbers.</p> <p>Student sometimes uses repeated addition, arrays, and skip counting to model multiplication.</p> <p>Student sometimes uses equal sharing and equal grouping to model division.</p> <p>Student sometimes identifies and describes 2-dimensional shapes.</p> <p>Student sometimes uses patterns to extend basic multiplication/division facts.</p> <p>Student sometimes reads, writes and models fractions.</p>	<p>Student knows inverse relationship between multiplication and division.</p> <p>Student consistently compares and orders multi-digit numbers.</p> <p>Student consistently uses repeated addition, arrays, and skip counting to model multiplication.</p> <p>Student consistently uses equal sharing and equal grouping to model division.</p> <p>Student consistently identifies and describes 2-dimensional shapes.</p> <p>Student consistently uses patterns to extend basic multiplication/division facts.</p> <p>Student consistently reads, writes and models fractions.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>
4th	<p>Student rarely reads, writes and models fractions.</p> <p>Student rarely uses arrays to model multiplication.</p> <p>Student rarely uses equal grouping to model division.</p> <p>Student rarely uses strategies to measure the perimeter of polygons.</p> <p>Student rarely uses graphs to display data (i.e. bar graph, line graph).</p> <p>Student rarely interprets data from graphs.</p> <p>Student rarely measures units of length to the nearest <math>\frac{1}{2}</math> inch and <math>\frac{1}{2}</math> centimeter.</p>	<p>Student sometimes reads, writes and models fractions.</p> <p>Student sometimes uses arrays to model multiplication.</p> <p>Student sometimes uses equal grouping to model division.</p> <p>Student sometimes uses strategies to measure the perimeter of polygons.</p> <p>Student sometimes uses graphs to display data (i.e. bar graph, line graph).</p> <p>Student sometimes interprets data from graphs.</p> <p>Student sometimes measures units of length to the nearest <math>\frac{1}{2}</math> inch and <math>\frac{1}{2}</math> centimeter.</p>	<p>Student consistently reads, writes and models fractions.</p> <p>Student consistently uses arrays to model multiplication.</p> <p>Student consistently uses equal grouping to model division.</p> <p>Student consistently uses strategies to measure the perimeter of polygons.</p> <p>Student consistently uses graphs to display data (i.e. bar graph, line graph).</p> <p>Student consistently interprets data from graphs.</p> <p>Student consistently measures units of length to the nearest <math>\frac{1}{2}</math> inch and <math>\frac{1}{2}</math> centimeter.</p>	<p>Student applies all concepts to a variety of real-world scenarios.</p> <p>Student makes connections between concepts.</p> <p>Student extends concepts independently.</p>

## Grading Benchmarks -THIRD GRADE

### 2. Recalls math facts with speed and accuracy

MP	1	2	3	4
1st	Student rarely knows addition facts within 20. Student rarely knows subtraction facts within 20.	Student sometimes knows addition facts within 20. Student sometimes knows subtraction facts within 20.	Student consistently knows addition facts within 20. Student consistently knows subtraction facts within 20.	Student builds and can explain connections between facts to extend fact range.
2nd	Student rarely knows addition facts within 20. Student rarely knows subtraction facts within 20. Student rarely knows multiplications facts using factors of 0,1,2,5, and 10.	Student sometimes knows addition facts within 20. Student sometimes knows subtraction facts within 20. Student sometimes knows multiplications facts using factors of 0,1,2,5, and 10.	Student consistently knows addition facts within 20. Student consistently knows subtraction facts within 20. Student consistently knows multiplications facts using factors of 0,1,2,5, and 10.	Student builds and can explain connections between facts to extend fact range.
3rd	Student rarely knows multiplication facts using factors of 0,1,2,5, and 10. Student rarely knows division facts using factors of 0,1,2,5, and 10.	Student sometimes knows multiplication facts using factors of 0,1,2,5, and 10. Student sometimes knows division facts using factors of 0,1,2,5, and 10.	Student consistently knows multiplication facts using factors of 0,1,2,5, and 10. Student consistently knows division facts using factors of 0,1,2,5, and 10.	Student builds and can explain connections between facts to extend fact range.
4th	Student rarely knows multiplication facts within 100.	Student sometimes knows multiplication facts within 100.	Student consistently knows multiplication facts within 100.	Student builds and can explain connections between facts to extend fact range.

### 3. Computes accurately

MP	1	2	3	4
1st	Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit numbers. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational methods.

## Grading Benchmarks -THIRD GRADE

2nd	Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit numbers. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational methods.
3rd	Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit numbers. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational methods.
4th	Student rarely finds the product of 2-digit numbers. Student rarely identifies the appropriate operation to use to solve problems.	Student sometimes finds the product of 2-digit numbers. Student sometimes identifies the appropriate operation to use to solve problems.	Student consistently finds the product of 2-digit numbers. Student consistently identifies the appropriate operation to use to solve problems.	Student uses a combination of strategies and algorithms to find the product of 2-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational methods.

### 4. Understands and solves word problems accurately

MP	1	2	3	4
1st	Student rarely represents and solves 1-step word problems using addition/subtraction, including money. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using addition/subtraction, including money. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using addition/subtraction, including money. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
2nd	Student rarely represents and solves 1-step word problems using multiplication/division. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using multiplication/division. Student sometimes writes number sentences.	Student consistently represents and solves 1-step word problems using multiplication/division. Student consistently writes number sentences.	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.



## Grading Benchmarks -THIRD GRADE

3rd	<p>Student rarely represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student rarely represents and solves 1-step word problem using multiplication/division.</p> <p>Student rarely writes number sentences.</p>	<p>Student sometimes represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student sometimes represents and solves 1-step word problem using multiplication/division.</p> <p>Student sometimes writes number sentences.</p>	<p>Student consistently represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student consistently represents and solves 1-step word problem using multiplication/division.</p> <p>Student consistently writes number sentences.</p>	<p>Student readily applies advanced problem-solving strategies to new situations.</p> <p>Student makes connections between word problems and can create complex problems.</p>
4th	<p>Student rarely represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student rarely represents and solves 1-step word problem using multiplication/division.</p> <p>Student rarely writes number sentences.</p>	<p>Student sometimes represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student sometimes represents and solves 1-step word problem using multiplication/division.</p> <p>Student sometimes writes number sentences.</p>	<p>Student consistently represents and solves 2-step word problems using addition/subtraction, including money.</p> <p>Student consistently represents and solves 1-step word problem using multiplication/division.</p> <p>Student consistently writes number sentences.</p>	<p>Student readily applies advanced problem-solving strategies to new situations.</p> <p>Student makes connections between word problems and can create complex problems.</p>

## Grading Benchmarks -THIRD GRADE

### 5. Clearly expresses mathematical thinking in written and oral form

MP	1	2	3	4
1st	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
2nd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
3rd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.
4th	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

## Grading Benchmarks -THIRD GRADE

### Science

#### 1. Demonstrates knowledge of facts and understanding of concepts orally and in writing

MP	1	2	3	4
1st -Ideas and Inventions	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. separation of mixtures through chromatography 2. the rubbing technique to identify patterns in texture 3. classification of fingerprints through carbon printing 4. symmetry through mirror imagery.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. separation of mixtures through chromatography 2. the rubbing technique to identify patterns in texture 3. classification of fingerprints through carbon printing 4. symmetry through mirror imagery.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. separation of mixtures through chromatography 2. the rubbing technique to identify patterns in texture 3. classification of fingerprints through carbon printing 4. symmetry through mirror imagery.	Student independently extends understanding of vocabulary and key concepts, including: 1. separation of mixtures through chromatography 2. the rubbing technique to identify patterns in texture 3. classification of fingerprints through carbon printing 4. symmetry through mirror imagery.
2nd - Magnetism	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. the functions of magnets/ magnetism 2. the forces of attraction and repulsion in magnets 3. the classification of materials as conductors and insulators.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. the functions of magnets/ magnetism 2. the forces of attraction and repulsion in magnets 3. the classification of materials as conductors and insulators.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. the functions of magnets/ magnetism 2. the forces of attraction and repulsion in magnets 3. the classification of materials as conductors and insulators.	Student independently extends understanding of vocabulary and key concepts, including: 1. the functions of magnets/ magnetism 2. the forces of attraction and repulsion in magnets 3. the classification of materials as conductors and insulators.
3rd - Electricity	Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. how a circuit functions 2. what open, closed, parallel and series circuits are 3. what is an electromagnet.	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. how a circuit functions 2. what open, closed, parallel and series circuits are 3. what is an electromagnet.	Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. how a circuit functions 2. what open, closed, parallel and series circuits are 3. what is an electromagnet.	Student independently extends understanding of vocabulary and key concepts, including: 1. how a circuit functions 2. what open, closed, parallel and series circuits are 3. what is an electromagnet.

## Grading Benchmarks -THIRD GRADE

4th - Water	<p>Student rarely demonstrates understanding of vocabulary and key concepts, including: 1. the observation and exploration of properties of water and how they change 2. the components of the water cycle 3. the factors that influence evaporation and condensation.</p>	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including: 1. the observation and exploration of properties of water and how they change 2. the components of the water cycle 3. the factors that influence evaporation and condensation.</p>	<p>Student consistently demonstrates understanding of vocabulary and key concepts, including: 1. the observation and exploration of properties of water and how they change 2. the components of the water cycle 3. the factors that influence evaporation and condensation.</p>	<p>Student independently extends understanding of vocabulary and key concepts, including: 1. the observation and exploration of properties of water and how they change 2. the components of the water cycle 3. the factors that influence evaporation and condensation.</p>
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## Grading Benchmarks -THIRD GRADE

### 2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

MP	1	2	3	4
1st - Ideas and Inventions	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
2nd - Magnetism	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
3rd - Electricity	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.
4th - Water	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations (e.g., science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

## Grading Benchmarks -THIRD GRADE

### Social Studies

1. Demonstrates knowledge of facts and understanding of concepts orally and in writing.

MP	1	2	3	4
1st	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in geography and civics by ---distinguishing among the characteristics that define urban, rural and suburban communities --defining and providing examples of basic physical landforms ---explaining the ways that humans can change the natural environment --identifying the rights and responsibilities of citizens --describing the process by which a democratic community solves problems	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2nd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts in economics by --- explaining how the supply and demand of a given product or service impacts prices -- describing how scarcity impacts the choices people make --- defining and providing examples of opportunity cost	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

## Grading Benchmarks -THIRD GRADE

3rd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts about diverse cultures by -- recognizing the importance of avoiding stereotypes when discussing cultures --identifying the key elements of a culture, including shelter, food, clothing and government --describing the ways various Native American cultures used the natural resources available in their environment	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
4th	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts about how communities change over time by -- accurately sequencing historical changes in transportation and communication --identifying the ways that modes of transportation and communication have changed over time -- defining and providing examples of immigration	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

## Grading Benchmarks -THIRD GRADE

2. Applies knowledge to classroom discussions and activities				
MP	1	2	3	4
1st	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in class activities and discussions by ---explaining the positive and negative impact of human-environment interaction --analyzing the ways that both the natural and human geography impacts the way people live in a particular place ---developing possible ways to solve a community problem	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
2nd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of economic concepts in class activities and discussions by -- making economic choices in the development of a business plan --- explaining the thinking being the economic choices in a way that reflects a consideration of supply and demand, scarcity and opportunity cost	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
3rd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of diverse cultures in class activities and discussions by --- analyzing how geography impacted the ways various Native American cultures developed	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.



## Grading Benchmarks -THIRD GRADE

4th	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of historical change in class activities and discussions by --- explaining how the communities of Scotch Plains and Fanwood were impacted by changes in transportation, communication and/or immigration --identifying the positive and negative impact that changes in transportation, communication and/or immigration had on communities	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
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## Grading Benchmarks -THIRD GRADE

### ART

1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions

MP	1	2	3	4
ALL	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is unable to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is unable to gain control of the media being used.</li> <li>● Student rarely understands and differentiates between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is developing skills to gain control of the media being used.</li> <li>● Student is beginning to understand and differentiate between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is able to create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is able to gain control of the media being used.</li> <li>● Student understands and differentiates between various art techniques.</li> </ul>	<p><b>Elements and Principles of Art:</b></p> <ul style="list-style-type: none"> <li>● Student is able to consistently create 2- and 3-dimensional works of art using the basic elements/ principles.</li> <li>● Student is able to show consistent control of the media being used.</li> <li>● Student consistently understands and differentiates between various art techniques.</li> </ul>
	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student rarely identifies aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them.</li> <li>● Student shows little understanding of cultural influences in art.</li> <li>● Student rarely understands or applies basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills to identify aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them.</li> <li>● Student is beginning to understand cultural influences in art.</li> <li>● Student is developing skills to understand and applies basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student identifies aesthetic qualities of exemplary works of art and identify characteristics. of the artists who created them</li> <li>● Student understands cultural influences in art.</li> <li>● Student understands and applies basic art vocabulary.</li> </ul>	<p><b>Art History/Art Appreciation:</b></p> <ul style="list-style-type: none"> <li>● Student can consistently identify aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them.</li> <li>● Student consistently shows understanding of cultural influences in art.</li> <li>● Student shows consistent understanding and application of basic art vocabulary.</li> </ul>

## Grading Benchmarks -THIRD GRADE

ALL	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student rarely use elements of art and basic media in his/her artwork.</li> <li>● Student is unable to create works of art with attention to detail.</li> <li>● Student rarely develops ideas or demonstrates risk taking as an artist.</li> <li>● Student is rarely able to appropriately use a wide array of art media in the production.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is developing skills needed to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is developing skills to create works of art with attention to detail.</li> <li>● Student is working toward developing ideas and demonstrating risk taking as an artist.</li> <li>● Student is developing skills needed to appropriately use a wide array of art media in the production.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is able to apply use of elements of art and basic media in his/her artwork.</li> <li>● Student is able to create works of art with attention to detail.</li> <li>● Student is able to develop ideas and demonstrate risk taking as an artist.</li> <li>● Student is able to explore and appropriately use a wide array of art media in the production of art with an increasing level of craftsmanship.</li> </ul>	<p><b>Creative Process:</b></p> <ul style="list-style-type: none"> <li>● Student is able to consistently apply use of elements of art and basic media in his/her artwork.</li> <li>● student is developing skills to create works of art with attention to detail.</li> <li>● Student is able to consistently develop ideas and demonstrate risk taking as an artist.</li> <li>● Student is able to consistently explore and use a wide array of art media in the production of art.</li> </ul>
	<p><b>Aesthetic Response:</b></p> <ul style="list-style-type: none"> <li>● Student is rarely able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is rarely able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is rarely able to use visual art terminology to respond to artwork.</li> </ul>	<p><b>Aesthetic Response:</b></p> <ul style="list-style-type: none"> <li>● Student is beginning to be able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is beginning to be able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is beginning to be able to use visual art terminology to respond to artwork.</li> </ul>	<p><b>Aesthetic Response:</b></p> <ul style="list-style-type: none"> <li>● Student is able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is able to use visual art terminology to respond to artwork.</li> </ul>	<p><b>Aesthetic Response:</b></p> <ul style="list-style-type: none"> <li>● Student is consistently able to compare and contrast culturally and historically diverse works of art.</li> <li>● Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>● Student is consistently able to use visual art terminology to respond to artwork.</li> </ul>

## Grading Benchmarks -THIRD GRADE

### MUSIC

#### 1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
1st	<p>Student is unable to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is unable to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is unable to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is unable to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>	<p>Student is developing the ability to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is developing the ability to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is developing the ability to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is developing the ability to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>	<p>Student is able to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is able to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is able to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is able to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>	<p>Student is consistently able to play music from standard notation in the treble clef on pitched percussion instruments with correct playing technique.</p> <p>Student is consistently able to sing melodies, alone and with others, using all diatonic Kodaly syllables.</p> <p>Student is consistently able to demonstrate correct playing techniques for Orff instruments.</p> <p>Student is consistently able to show an understanding of proper vocal production/vocal placement and breathing techniques.</p>
2nd	<p>Student is unable to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is unable to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is unable to critique musical performances using evaluative tools.</p>	<p>Student is developing the ability to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is developing the ability to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is developing the ability to critique musical performances using evaluative tools.</p>	<p>Student is able to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is able to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is able to critique musical performances using evaluative tools.</p>	<p>Student is consistently able to perform rounds, partner songs, and repertoire in two part harmony.</p> <p>Student is consistently able to analyze and describe music with regard to form, instrumentation, sequencing, melodic direction, and dynamics using correct terminology.</p> <p>Student is consistently able to critique musical performances using evaluative tools.</p>

## Grading Benchmarks -THIRD GRADE

3rd	<p>Student is unable to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is unable to identify and conduct music in 2/4, 3/4, and 4/4.</p>	<p>Student is developing the ability to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is developing the ability to identify and conduct music in 2/4, 3/4, and 4/4.</p>	<p>Student is able to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is able to identify and conduct music in 2/4, 3/4, and 4/4.</p>	<p>Student is consistently able to create and/or improvise lyrics, melody, and rhythmic patterns within given parameters.</p> <p>Student is consistently able to identify and conduct music in 2/4, 3/4, and 4/4.</p>
4th	<p>Student is unable to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is unable to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is developing the ability to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is developing the ability to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is able to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is able to perform repertoire in two part harmony with greater musicality and accuracy.</p>	<p>Student is consistently able to follow standard notation in terms of form and structure and be able to identify important symbols such as repeat signs, endings, dal segno (D.S.) Da Capo (D.C.), and coda.</p> <p>Student is consistently able to perform repertoire in two part harmony with greater musicality and accuracy.</p>

## Grading Benchmarks -THIRD GRADE

### Spanish

<b>1. Demonstrates an understanding of skills and concepts</b>														
<b>Targeted Proficiency Level: Novice Mid</b>														
The novice-mid language learner understands and communicates at the word level and can independently:														
*Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive)														
*Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking)														
*Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)														
<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of family. Students will identify family members, label pictures of family, ask and tell about families, describe size of families, compare their families with others, using current and previously learned vocabulary.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%; text-align: center;">1</th> <th style="width: 20%; text-align: center;">2</th> <th style="width: 20%; text-align: center;">3</th> <th style="width: 20%; text-align: center;">4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">1st</td> <td>The student can demonstrate some of the targeted skills, only with support.</td> <td>The student can demonstrate most of the targeted skills, with some support needed.</td> <td>The student can demonstrate all of the following skills most of the time, with minimal to no support needed:                      *Recognize familiar spoken or written words, phrases, cultural gestures and practices                      *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response                      *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs                      *Ask and respond to simple questions                      *Copy/write words and phrases                 </td> <td>The student can consistently demonstrate all of the targeted skills without any support.</td> </tr> </tbody> </table>						1	2	3	4	1st	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.
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## Grading Benchmarks -THIRD GRADE

2nd	<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of family. Students will describe, compare and contrast family members' hair and eye color and height and identify and describe family pets, using current and previously learned vocabulary.			
	1	2	3	4
	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: <ul style="list-style-type: none"> <li>*Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>*Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>*Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>*Ask and respond to simple questions</li> <li>*Copy/write words and phrases</li> </ul>	The student can consistently demonstrate all of the targeted skills without any support.

## Grading Benchmarks -THIRD GRADE

3rd	<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of numbers to express quantity, age and dates, basic activities, months and seasons, weather conditions, using current and previously learned vocabulary.			
	1	2	3	4
	<p>The student can demonstrate some of the targeted skills, only with support.</p>	<p>The student can demonstrate most of the targeted skills, with some support needed.</p>	<p>The student can demonstrate all of the following skills most of the time, with minimal to no support needed:</p> <ul style="list-style-type: none"> <li>*Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>*Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>*Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>*Ask and respond to simple questions</li> <li>*Copy/write words and phrases</li> </ul>	<p>The student can consistently demonstrate all of the targeted skills without any support.</p>



## Grading Benchmarks -THIRD GRADE

4th	<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of clothing, weather and seasons, in addition to previously learned contexts, using current and previously learned vocabulary.			
	1	2	3	4
	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	The student can demonstrate all of the following skills most of the time, with minimal to no support needed: *Recognize familiar spoken or written words, phrases, cultural gestures and practices *Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response *Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	The student can consistently demonstrate all of the targeted skills without any support.

# Grading Benchmarks -THIRD GRADE

## Physical Education

1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
1st	<b>Movement Education/Rhythm</b>			
	<p>Student is unable to display ability to demonstrate essential elements of movement while performing locomotor/ nonlocomotor activities.</p> <p>Student is unable to display ability to perform the essential elements of movement during rhythmic activity.</p> <p>Student is unable to display ability to demonstrate appropriate control while engaged in games, activities, or dance in various applied setting.</p>	<p>Student displays minimal ability to demonstrate essential elements of movement while performing locomotor/ nonlocomotor activities.</p> <p>Student displays minimal ability to perform the essential elements of movement during rhythmic activity.</p> <p>Student displays minimal ability to demonstrate appropriate control while engaged in games, activities, or dance in various applied setting.</p>	<p>Student demonstrates essential elements of movement while performing locomotor/ nonlocomotor activities.</p> <p>Student performs the essential elements of movement during rhythmic activity.</p> <p>Student demonstrates appropriate control while engaged in games, activities, or dance in various applied settings.</p>	<p>Student consistently demonstrates essential elements of movement while performing a variety of locomotor/ nonlocomotor activities.</p> <p>Student consistently performs the essential elements of movement during various rhythmic activities.</p> <p>Student consistently demonstrates appropriate control while engaged in a variety of games, activities, or dance in various applied settings.</p>
2nd	<b>Manipulative Skills</b>			
	<p>Student is unable to display ability to manipulate a variety of objects with control in personal and general space (e.g. hula-hoop, jump rope, bean bags, ribbons, etc.).</p> <p>Student is unable to display ability to explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports, and activities.</p> <p>Student is unable to display ability to explain or demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p>	<p>Student displays minimal ability to manipulate a variety of objects with control in personal and general space (e.g. hula-hoop, jump rope, bean bags, ribbons, etc.).</p> <p>Student displays minimal ability to explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports, and activities.</p> <p>Student displays minimal ability to explain or demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p>	<p>Student demonstrates ability to manipulate a variety of objects with control in personal and general space (e.g. hula-hoop, jump rope, bean bags, ribbons, etc.).</p> <p>Student explains and demonstrates striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports, and activities.</p> <p>Student explains and demonstrates how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p>	<p>Student consistently demonstrates ability to manipulate a variety of objects with control in personal and general space (e.g. hula-hoop, jump rope, bean bags, ribbons, etc.).</p> <p>Student consistently displays the ability to explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in various games, sports, and activities.</p> <p>Student consistently displays the ability to explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities.</p>

## Grading Benchmarks -THIRD GRADE

<b>Movement/Locomotor/Nonlocomotor Skills</b>				
3rd	Student is unable to display ability to demonstrate controlled static balances in a variety of shapes and levels (stretching/yoga) including upright and inverted positions, using different body parts.	Student displays minimal ability to demonstrate controlled static balances in a variety of shapes and levels (stretching/yoga) including upright and inverted positions, using different body parts.	Student demonstrates controlled static balances in a variety of shapes and levels (stretching/yoga) including upright and inverted positions, using different body parts .	Student consistently demonstrates controlled static balances in a variety of shapes and levels (stretching/yoga) including upright and inverted positions, using different body parts.
	Student is unable to display ability to demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.	Student displays minimal ability to demonstrate a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.	Student demonstrates a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.	Student consistently demonstrates a variety of rolls (front roll, log roll) with control while moving in different shapes, directions, and speeds.
<b>Lifetime/Cooperative Activities</b>				
4th	Student is unable to display ability to demonstrate fundamental offensive and defensive strategies (faking, dodging, defending, open space) in an isolated setting (skill practice).	Student displays minimal ability to demonstrate fundamental offensive and defensive strategies (faking, dodging, defending, open space) in an isolated setting (skill practice).	Student demonstrates fundamental offensive and defensive strategies (faking, dodging, defending, open space) in an isolated setting (skill practice).	Student consistently demonstrates a variety of fundamental offensive and defensive strategies (faking, dodging, defending, open space) in an isolated setting (skills practice).
	Student is unable to display ability to describe how team members may motivate each other for success during cooperative games and activities. Student is unable to display ability to identify the characteristics of good sportsmanship that are displayed by both players and observers.	Student displays minimal ability to describe how team members may motivate each other for success during cooperative games and activities. Student displays minimal ability to identify the characteristics of good sportsmanship that are displayed by both players and observers.	Student describes how team members may motivate each other for success during cooperative games and activities. Student identifies the characteristics of good sportsmanship that are displayed by both players and observers.	Student consistently describes a variety of ways team members may motivate each other for success during cooperative games and activities. Student consistently identifies various characteristics of good sportsmanship that are displayed by both players and observers.