

GRADE 3
BENCHMARK RUBRICS

PROFICIENCY LEVELS	
4	The student has advanced understanding and exceeds grade-level expectations . A student receiving a “4” demonstrates academically superior skills in that specific area. The student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school.
3	The student has proficient understanding and meets grade-level expectations . We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated.
2	The student has basic understanding and partially meets grade-level expectations . A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.
1	The student has minimal understanding and does not meet grade-level expectations . A student receiving a “1” has academic delays according to our district standards, and interventions may be needed to learn and stay on track with our expectations.

Grading Benchmarks - THIRD GRADE

READING

1) Uses various strategies to decode text (pictures, context, phonics).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in a higher level text.

2) Reads with comprehension: Literal (main idea, retelling, summarizing).

➡ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student demonstrates a weak literal understanding of text. • Retelling may identify few story elements using very few or no text-based details. • Student asks and answers few relevant questions about the text, as taught in units of study. 	<ul style="list-style-type: none"> • Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words. • Retelling may include some details but not the main idea. • Student compares a few details. • Student asks a few “right there” questions. • Student may describe some story elements using few text-based details, as taught in units of study. 	<ul style="list-style-type: none"> • Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words. • Student describes story elements using relevant text-based details. • Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. • Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. 	<ul style="list-style-type: none"> • Student is able to use skills in a higher level text. • Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details. • Student asks and answers “right there” questions and explains compare and contrast story elements and sequence events. • Student describes the stated author’s purpose, as taught in units of study.
2nd	<ul style="list-style-type: none"> • Student demonstrates a weak literal understanding of texts. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of texts. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of on-level texts. 	<p>In above-grade level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a literal understanding of on-

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	<ul style="list-style-type: none"> • Retelling may identify few story elements using very few or no text-based details. • Student asks and answers few relevant questions about the text, as taught in units of study. 	<ul style="list-style-type: none"> • Retelling may include some details but not the main idea. • Student compares a few details; asks a few “right there” questions. • Student may describe some story elements using few text-based details, as taught in units of study. 	<ul style="list-style-type: none"> • Student describes story elements using relevant text-based details. • Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. • Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. • Student cites specific support to assist in interpretation of text. 	<p>level texts.</p> <ul style="list-style-type: none"> • Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, using relevant text-based details. • Student asks and answers “right there” questions and explains compare and contrast story elements and sequence of events. • Student describes the stated author’s purpose, as taught in units of study. • Student cites specific support to assist in interpretation of text.
3rd	<ul style="list-style-type: none"> • Student demonstrates a weak literal understanding of text. • Retelling may identify few story elements using very few or no text-based details. • Student asks and answers few relevant questions about the text, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of texts. • Retelling may include some details but not the main idea. • Student compares a few details. • Student asks a few “right there” questions. • Student may describe some story elements using few text-based details, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of on-level texts. • Student describes story elements using relevant text-based details. • Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. • Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. 	<p><u>In above-grade level texts:</u></p> <ul style="list-style-type: none"> • Student demonstrates a literal understanding of on-level texts. • Student describes and explains (setting, characters, events), or main ideas of the entire text, using relevant text-based details. • Student asks and answers “right there” questions and explains compare and contrast story elements and sequence of events. • Student describes the stated author’s purpose, as taught

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			<ul style="list-style-type: none"> • Student cites specific support to assist in interpretation of text. 	<p>in units of study.</p> <ul style="list-style-type: none"> • Student cites specific support to assist in interpretation of text.
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3) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

➔ Demonstrates successful understanding of the text through inferences, predictions, conclusions, and supports with evidence.				
Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student makes few relevant inferences from illustrations. • Student may make some predictions before and during reading, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. • Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of texts. • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author's purpose. • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. • Student cites specific evidence from the text to support answers. 	<p><u>In above grade-level texts:</u></p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding of texts. • Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. • Student synthesizes stated and implied ideas across the text. • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Student cites specific evidence from the text to support answers.
2nd	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of texts. 	<p><u>In above-grade level texts:</u></p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential

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	<ul style="list-style-type: none"> • Student makes few relevant inferences from illustrations. • Student may make some predictions before and during reading, as taught in units of study. 	<ul style="list-style-type: none"> • Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. 	<ul style="list-style-type: none"> • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author's purpose. • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. • Student cites specific evidence from the text to support answers. 	<p>understanding of texts.</p> <ul style="list-style-type: none"> • Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. • Student synthesizes stated and implied ideas across the text. • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. Student cites specific evidence from the text to support answers.
3rd	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student makes few relevant inferences from illustrations. Student may make some predictions before and during reading, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of texts. • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author's purpose. • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as 	<p><u>In above-grade level texts:</u></p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding of texts. • Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. • Student synthesizes stated and implied ideas across the

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			<p>taught in units of study.</p> <ul style="list-style-type: none"> • Student cites specific evidence from the text to support answers. 	<p>text.</p> <ul style="list-style-type: none"> • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Student cites specific evidence from the text to support answers.
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4) Reads with fluency (expression, phrasing, rate, and accuracy).

➡ Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Lack of fluent reading is evident. • Reading of leveled texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Reading is somewhat fluent. • Student reads either very slowly or very quickly. • Reading is choppy some of the time. • Student may inaccurately phrase words. • Student attends to some ending punctuation. • Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> • Student demonstrates fluent reading. • Student reads accurately. • Student pauses briefly between words. • Student attends to some internal punctuation and most ending punctuation. • Expression is matched to text. 	<p><u>In above grade-level texts:</u></p> <ul style="list-style-type: none"> • Student demonstrates fluent reading of above-level text. • Reading is fluid and accurate. • Student attends to and uses phrasing to read longer sentences. • Student attends to internal and ending punctuation. • Expression supports understanding.

5) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
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ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to sustain attention. 	<ul style="list-style-type: none"> • Student is approaching reading stamina. 	<ul style="list-style-type: none"> • Student frequently sustains attention during independent reading. 	<ul style="list-style-type: none"> • Student consistently sustains attention during independent reading.
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6) Written responses include supportive evidence from the text.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student's written response reflects little or no understanding of the text read. 	<ul style="list-style-type: none"> • Student's written response reflects little understanding of the text read and contains little text evidence. 	<ul style="list-style-type: none"> • Student's written response reflects a literal understanding of the text read, supported by some text evidence. 	<ul style="list-style-type: none"> • Student's written response reflects literal and inferential understanding of above-level text read, with text evidence.

7) Demonstrates an understanding of grade level vocabulary in various subject areas.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to demonstrate an understanding of grade level vocabulary. 	<ul style="list-style-type: none"> • Student sometimes is able to demonstrate an understanding of grade level vocabulary. 	<ul style="list-style-type: none"> • Student consistently demonstrates an understanding of grade level vocabulary. 	<ul style="list-style-type: none"> • Student consistently demonstrates an understanding of grade level and above-grade level vocabulary.

WRITING

1) Expresses ideas clearly in writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student's writing does not have an organizational pattern or format. • Student has few complete sentences. 	<ul style="list-style-type: none"> • Student's writing has a few elements of organizational structure. • Some ideas and sentences are in order. 	<ul style="list-style-type: none"> • Student's writing has a clear organizational pattern or structure related to the topic. • Student's writing has 	<ul style="list-style-type: none"> • Student's writing has a well-developed organizational pattern or structure. • Student's writing flows from beginning to end in a logical

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	<ul style="list-style-type: none"> • Few ideas are relevant to the topic or in logical order. • Many sentences are incomplete. • Student missing facts and/or details. 	<ul style="list-style-type: none"> • Student uses some complete sentences with some facts and details. 	<p>complete sentences.</p> <ul style="list-style-type: none"> • Student's writing has a few transitional words. • Student's writing has sentences and ideas organized to support the purpose with clear facts and details. • Student's writing provides a conclusion. 	<p>interesting order.</p> <ul style="list-style-type: none"> • Student uses well-organized, complete sentences and paragraphs that fit together to support the topic or story with vivid, elaborative details. • Student's writing provides a conclusion.
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2) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student uses simple vocabulary. • Student repeats words. • Student's writing reveals little expression, support, or elaboration and little of the writer's feelings and voice. 	<ul style="list-style-type: none"> • Student uses some grade appropriate vocabulary. • Student's writing reveals student uses some words that give details and are appropriate to the topic and genre. • Student uses some words that give details and are appropriate to the topic and genre. 	<ul style="list-style-type: none"> • Student uses grade appropriate vocabulary that gives details and description. • Student uses words that are specific, interesting, and vivid. • Student's writing is expressive, supportive, and elaborative and reveals the writer's feelings. 	<ul style="list-style-type: none"> • Student uses interesting and sophisticated, above-grade-level vocabulary. • Student chooses words and phrases that are specific, interesting, and vivid. • Student uses figurative language, expression, support, and elaboration. • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.

3) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student is unable to focus on task and write. • Student needs constant 	<ul style="list-style-type: none"> • Student can sometimes focus on task and write independently. 	<ul style="list-style-type: none"> • Student can consistently focus on task and write independently. 	<ul style="list-style-type: none"> • Student consistently writes independently for a substantial amount of time.

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	prompting.	<ul style="list-style-type: none"> • Student sometimes needs prompting. 	<ul style="list-style-type: none"> • Student needs little prompting. 	<ul style="list-style-type: none"> • Student needs no prompting.
2nd	<ul style="list-style-type: none"> • Student is unable to focus on task and write. • Student needs constant prompting. 	<ul style="list-style-type: none"> • Student can sometimes focus on task and write independently. • Student sometimes needs prompting. 	<ul style="list-style-type: none"> • Student can consistently write independently. • Student needs little prompting. 	<ul style="list-style-type: none"> • Student consistently writes independently for a substantial amount of time. • Student needs no prompting.
3rd	<ul style="list-style-type: none"> • Student is unable to focus on task and write. • Student needs constant prompting. 	<ul style="list-style-type: none"> • Student can sometimes focus on task and write independently. • Student sometimes needs prompting. 	<ul style="list-style-type: none"> • Student can consistently write independently. • Student needs little prompting. 	<ul style="list-style-type: none"> • Student consistently writes independently for a substantial amount of time. • Student needs no prompting.

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4) Applies rules of grammar, usage, and mechanics.

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates the ability to use grade level grammar correctly:</p> <ul style="list-style-type: none"> • Student rarely uses end punctuation in writing. • Student writes simple sentences. • Student rarely capitalizes the beginning of sentences. 	<p>Student sometimes demonstrates the ability to use grade level grammar correctly:</p> <ul style="list-style-type: none"> • Student sometimes uses end punctuation in writing. • Student sometimes writes simple sentences. • Student sometimes capitalizes at the beginning of sentences. 	<p>Student demonstrates the ability to use grammar correctly:</p> <ul style="list-style-type: none"> • Student uses end punctuation consistently in writing; • Student consistently writes simple sentences; • Student consistently capitalize at the beginning of sentences. 	<ul style="list-style-type: none"> • Student consistently applies above grade level grammar, usage, and mechanics skills. • Student consistently edits independently.
2nd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech correctly. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Use commas in a series, between city and state, and between day and year. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech correctly. • Write compound sentences. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Use commas in a series, between city and state, and between day and year. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech correctly. • Write compound sentences. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Use commas in a series, between city and state, and between day and year. 	<ul style="list-style-type: none"> • Student consistently applies above grade-level grammar, usage and mechanics skills. • Student consistently edits independently.
3rd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> • Write complex sentences. • Correctly use and punctuate dialogue in writing. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> • Write complex sentences. • Correctly use and punctuate dialogue in writing. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Write complex sentences • Correctly use and punctuate dialogue in writing. • Capitalize titles correctly. 	<ul style="list-style-type: none"> • Student consistently applies above grade-level grammar, usage and mechanics skills. • Student consistently edits independently.

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	<ul style="list-style-type: none"> • Capitalize titles correctly. • Use subject-verb agreement. • Indent when setting or speaking changes. 	<ul style="list-style-type: none"> • Capitalize titles correctly. • Use subject-verb agreement. • Indent when setting or speaking changes. 	<ul style="list-style-type: none"> • Use subject-verb agreement. • Indent when setting or speaking changes.
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5) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely demonstrates the ability to use reference materials as needed to support spelling. • Student rarely applies patterns and generalizations to spell words. 	<ul style="list-style-type: none"> • Student sometimes demonstrates the ability to use reference materials as needed to support spelling. • Student sometimes applies patterns and generalizations to spell words. 	<ul style="list-style-type: none"> • Student demonstrates the ability to use reference materials as needed to support spelling. • Student applies patterns and generalizations to spell words. 	<ul style="list-style-type: none"> • Student consistently applies above grade-level spelling rules, patterns, and generalizations.

6) Shows evidence of revision.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely rereads or revises his/her writing, as taught. 	<ul style="list-style-type: none"> • Student sometimes rereads and revises part of his/her writing. • Student may add or delete a few words to support meaning of part of the writing. 	<ul style="list-style-type: none"> • Student rereads whole text and parts of text for revision. • Student adds, deletes, moves, and substitutes words to support the meaning and the organization. 	<ul style="list-style-type: none"> • Student rereads and revises whole text and parts of text periodically during and after drafting. • Student adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance the meaning and the organization.

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LISTENING AND SPEAKING

1) Expresses idea clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses grade-appropriate academic vocabulary. • Student rarely uses grade-appropriate conventions of standard English grammar and usage. • Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student occasionally uses grade-appropriate academic vocabulary. • Student occasionally uses grade-appropriate conventions of standard English grammar and usage. • Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student consistently uses grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

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2) Presents information in an organized, appropriate, and strategic manner.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student can rarely present or discuss information on a topic. • Student rarely recounts stories or experiences with appropriate facts and descriptive details. • Student rarely asks/answers questions about presentations offering appropriate details. 	<ul style="list-style-type: none"> • Student can occasionally present and discuss information on a topic. • Student occasionally recounts stories or experiences with appropriate facts and descriptive details. • Student occasionally asks/answers questions about presentations offering appropriate details. 	<ul style="list-style-type: none"> • Student can present and discuss information on a topic. • Student recounts stories or experiences with appropriate facts and descriptive details. • Student asks/answers questions about presentations offering appropriate details. 	<ul style="list-style-type: none"> • Student can discuss events, topics, or text in an organized manner. • Student can pose and respond to questions, as well as build on the ideas of previous speakers. • Student can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.

3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the 	<ul style="list-style-type: none"> • Student consistently engages and extends in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and

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	the discussion.	<ul style="list-style-type: none"> • Student occasionally extends his/her ideas and understanding in light of the discussion. 	discussion.	understanding in light of the discussion. <ul style="list-style-type: none"> • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.
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4) Listens, pays attention, and follows oral directions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely or is unable to pay attention and follow oral directions. 	<ul style="list-style-type: none"> • Student occasionally pays attention and follows oral directions. 	<ul style="list-style-type: none"> • Student frequently pays attention and follows oral directions. 	<ul style="list-style-type: none"> • Student consistently pays attention and follows oral directions.

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MATHEMATICS

1) Understands and applies mathematical concepts

Trimester	1	2	3	4
1st	<p><u>Numeration:</u> Student is unable or rarely able to demonstrate understanding of numeration concepts.</p> <p><u>Multiplication Meaning and Facts:</u> Student is unable or rarely able to demonstrate understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies:</u> Student is unable or rarely able to demonstrate understanding of multiplication fact strategies.</p> <p><u>Division Meanings:</u> Student is unable or rarely able to demonstrate understanding of division meanings.</p>	<p><u>Numeration:</u> Student demonstrates partial understanding of numeration concepts.</p> <p><u>Multiplication Meaning and Facts:</u> Student demonstrates partial understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies:</u> Student demonstrates partial understanding of multiplication fact strategies.</p> <p><u>Division Meanings:</u> Student demonstrates partial understanding of division meanings.</p>	<p><u>Numeration:</u> Student demonstrates understanding of how to read, write, and compare numbers through 6 digits.</p> <ul style="list-style-type: none"> ● Student demonstrates understanding of number lines and counting on a number line. <p><u>Multiplication Meaning and Facts:</u> Student demonstrates understanding and application of properties and pattern to solve and compare multiplication problems using 0, 1, 2, 5, 9, 10 as factors.</p> <p><u>Multiplication Fact Strategies:</u> Student demonstrates understanding of how to use known facts to solve multiplication problems using 3,4, 6, 7, and 8 as factors.</p> <p><u>Division Meanings:</u> Student demonstrates understanding and use of strategies to solve division problems.</p> <p><u>Division Facts:</u> Student</p>	<p><u>Numeration:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Meanings:</u> Student is able to apply and extend content knowledge independently.</p>

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<p><u>Division Facts:</u> Student is unable or rarely able to demonstrate understanding of division facts.</p> <p><u>Patterns and Relationships:</u> Student is unable or rarely able to demonstrate understanding patterns and relationships.</p> <p><u>Multiplying Greater Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of multiplying greater numbers.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of dividing 1-digit numbers.</p>	<p><u>Division Facts:</u> Student demonstrates partial understanding of division facts.</p> <p><u>Patterns and Relationships:</u> Student demonstrates partial understanding patterns and relationships.</p> <p><u>Multiplying Greater Numbers:</u> Student demonstrates partial understanding of the concepts of multiplying greater numbers.</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates partial understanding of the concepts of dividing 1-digit numbers.</p>	<p>demonstrates understanding of the relationship between multiplication and division to solve division problems.</p> <p><u>Patterns and Relationships:</u> Student demonstrates understanding of how to interpret and describe patterns.</p> <p><u>Multiplying Greater Numbers:</u> Student demonstrates understanding and use of strategies to solve 2- or 3- digit-number by 1-digit number multiplication problems.</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates understanding and use of strategies and patterns to divide using 1-digit numbers.</p>	<p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Patterns and Relationships:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is able to apply and extend content knowledge independently.</p>
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Grading Benchmarks - THIRD GRADE

Trimester	1	2	3	4
2nd	<p><u>Adding Whole Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of adding whole numbers.</p> <ul style="list-style-type: none"> • Student is unable or rarely demonstrates understanding and use of strategies such as rounding, estimating, pictures, and mental math to solve addition problems. <p><u>Subtraction Number Sense:</u> Student is unable or rarely able to demonstrate understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to demonstrate understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Shapes:</u> Student is unable or rarely able to demonstrate understanding of the concepts</p>	<p><u>Adding Whole Numbers:</u> Student demonstrates partial understanding of the concepts of adding whole numbers.</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding and use of strategies such as rounding, estimating, pictures, and mental math to solve addition problems. <p><u>Subtraction Number Sense:</u> Student demonstrates partial understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates partial understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Shapes:</u> Student demonstrates partial understanding of the concepts of shapes.</p>	<p><u>Adding Whole Numbers:</u> Student demonstrates understanding of Commutative, Associative, and Identity properties.</p> <ul style="list-style-type: none"> • Student demonstrates understanding and use of strategies such as rounding, estimating, pictures, and mental math to solve addition problems. <p><u>Subtraction Number Sense:</u> Student demonstrates understanding and use of strategies such as estimation, mental math, rounding, and hundreds chart to solve subtraction problems.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates understanding and use of algorithms to solve 2- and 3-digit subtraction problems.</p> <p><u>Shapes:</u> Student demonstrates understanding of how to describe, classify, and analyze shapes.</p>	<p><u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Shapes:</u> Student is able to apply and extend content knowledge</p>

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	<p>of shapes.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to demonstrate understanding of perimeter and area.</p> <p><u>Understanding Fractions:</u> Student is unable or rarely able to demonstrate understanding of fractions.</p>	<p><u>Perimeter and Area:</u> Student demonstrates partial understanding of perimeter and area.</p> <p><u>Understanding Fractions:</u> Student demonstrates partial understanding of fractions.</p>	<p><u>Perimeter and Area:</u> Student demonstrates understanding of how to use unit amounts to measure perimeter and area of common and irregular shapes.</p> <p><u>Understanding Fractions:</u> Student demonstrates understanding of how to name, write, and compare fractions.</p>	<p>independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.</p>
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Trimester	1	2	3	4
3rd	<p><u>Time:</u> Student is unable or rarely able to demonstrate understanding of the concept of time.</p> <p><u>Data and Graphing:</u> Student is unable or rarely able to demonstrate understanding of the concepts of data and graphing.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to demonstrate understanding of metric measurement.</p>	<p><u>Time:</u> Student demonstrates partial understanding of time.</p> <p><u>Data and Graphing:</u> Student demonstrates partial understanding of data and graphing.</p> <p><u>Metric Measurement:</u> Student demonstrates partial understanding of metric measurement.</p>	<p><u>Time:</u> Student demonstrates understanding of different ways to name time.</p> <p><u>Data and Graphing:</u> Student demonstrates understanding of how to collect, analyze, and interpret data from pictographs, bar graphs, and line graphs.</p> <p><u>Metric Measurement:</u> Student demonstrates understanding of how to use metric measurement of standard units, capacity, and mass.</p>	<p><u>Time:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p>

2) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
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1st	<p><u>Multiplication Facts:</u> Student is unable or rarely able to recall factors.</p> <p><u>Division Facts:</u> Student is unable or rarely able to use the relationship between multiplication and division to solve division problems.</p> <p><u>Multiplying Greater Numbers:</u> Student is unable or rarely able to recall multiplication facts to solve 2- or 3-digit numbers by 1-digit number multiplication problems.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is unable or rarely able to recall multiplication facts to solve division problems with 1-digit divisor.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> ● Student is unable or rarely able to use standard multiplication algorithm as a shortcut. ● Student is unable or rarely able to use regrouping. ● Student is unable or rarely able to write complete number sentences or equations. 	<p><u>Multiplication Facts:</u> Student can sometimes recall factors.</p> <p><u>Division Facts:</u> Student sometimes uses the relationship between multiplication and division to solve division problems.</p> <p><u>Multiplying Greater Numbers:</u> Student sometimes recalls multiplication facts to solve 2- or 3-digit numbers by 1-digit number multiplication problems.</p> <p><u>Dividing 1-Digit Numbers:</u> Student sometimes recalls multiplication facts to solve division problems with 1-digit divisor.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> ● Student sometimes uses standard multiplication algorithm as a shortcut. ● Student sometimes uses regrouping. ● Student sometimes writes complete number sentences or equations. 	<p><u>Multiplication Facts:</u> Student can consistently recall factors.</p> <p><u>Division Facts:</u> Student consistently uses the relationship between multiplication and division to solve division problems.</p> <p><u>Multiplying Greater Numbers:</u> Student consistently recalls multiplication facts to solve 2- or 3-digit numbers by 1-digit number multiplication problems.</p> <p><u>Dividing 1-Digit Numbers:</u> Student consistently recalls multiplication facts to solve division problems with 1-digit divisor.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> ● Student consistently uses standard multiplication algorithm as a shortcut. ● Student uses regrouping. ● Student writes complete number sentences or equations. 	<p><u>Multiplication Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> ● Student consistently uses shortcut strategies. ● Student regroup through 3 numbers. ● Student is able to write vertical and horizontal equations.
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<p><u>Dividing with 1-Digit Numbers:</u> Student is unable or rarely able to use place-value blocks, breaking calculations into smaller calculations, or recognizing remainders.</p>	<p><u>Dividing with 1-Digit Numbers:</u> Student sometimes uses place-value blocks, breaking calculations into smaller calculations, or recognizing remainders.</p>	<p><u>Dividing with 1-Digit Numbers:</u> Student consistently uses place-value blocks, breaking calculations into smaller calculations, or recognizing remainders.</p>	<p><u>Dividing with 1-Digit Numbers:</u> Student consistently uses mental math, estimation, and multiple-step problems.</p>
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3) Understands and solves word problems accurately.

Trimester	1	2	3	4
1st	<p><u>Numeration:</u> Student is unable or rarely able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u> Student is unable or rarely able to answer two-step word problems.</p> <p><u>Division Meaning:</u> Student is unable or rarely able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is unable or rarely able to represent information with diagrams and number sentences.</p> <p><u>Patterns and Relationships:</u></p>	<p><u>Numeration:</u> Student is sometimes able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u> Student is sometimes able to answer two-step word problems.</p> <p><u>Division Meaning:</u> Student is sometimes able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is sometimes able to represent information with diagrams and number sentences.</p> <p><u>Patterns and Relationships:</u></p>	<p><u>Numeration:</u> Student is able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u> Student is able to answer two-step word problems.</p> <p><u>Division Meaning:</u> Student is able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is able to represent information with diagrams and number sentences.</p> <p><u>Patterns and Relationships:</u> Student is able to solve problems</p>	<p><u>Numeration:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts:</u> Student is able to and extend content knowledge independently.</p> <p><u>Division Meaning:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Patterns and Relationships:</u></p>

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	Student is unable or rarely able to solve problems through reasoning or use objects to act out a problem.	Student is sometimes able to solve problems through reasoning or use objects to act out a problem.	through reasoning or use objects to act out a problem.	Student is able to apply and extend content knowledge independently.
Trimester	1	2	3	4
2nd	<p><u>Adding Whole Numbers:</u> Student is unable or rarely able to use a picture or diagram to solve a word problem.</p> <p><u>Subtraction Number Sense:</u> Student is unable or rarely able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to use a picture, diagram, or number sentence to solve a world problem.</p> <p><u>Shapes:</u> Student is unable or rarely able to generalize relationships between objects.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to break apart a harder problem or find a simpler problem to solve a word problem.</p>	<p><u>Adding Whole Numbers:</u> Student is sometimes able to use a picture or diagram to solve a word problem.</p> <p><u>Subtraction Number Sense:</u> Student is sometimes able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is sometimes able to use a picture, diagram, or number sentence to solve a world problem.</p> <p><u>Shapes:</u> Student is sometimes able to generalize relationships between objects.</p> <p><u>Perimeter and Area:</u> Student is sometimes able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p><u>Understanding Fractions:</u></p>	<p><u>Adding Whole Numbers:</u> Student is able to use a picture or diagram to solve a word problem.</p> <p><u>Subtraction Number Sense:</u> Student is able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to use a picture, diagram, or number sentence to solve a world problem.</p> <p><u>Shapes:</u> Student is able to generalize relationships between objects.</p> <p><u>Perimeter and Area:</u> Student is able to break apart a harder problem or find a simpler problem to solve a word problem.</p>	<p><u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Shapes:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p>

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	<u>Understanding Fractions:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.	Student is sometimes able to make a table and look for a pattern to solve a word problem.	<u>Understanding Fractions:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.	<u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.
Trimester	1	2	3	4
3rd	<p><u>Data and Graphing:</u> Student is unable or rarely able to use tables and graphs to draw conclusions.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Data and Graphing:</u> Student is sometimes able to use tables and graphs to draw conclusions.</p> <p><u>Metric Measurement:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Data and Graphing:</u> Student is able to use tables and graphs to draw conclusions.</p> <p><u>Metric Measurement:</u> Student is able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p>

4) Computes accurately.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

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

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student is sometimes identifies appropriate operations and mathematically compute the correct answer.	Student identifies appropriate operations and mathematically computes the correct answer.	<ul style="list-style-type: none"> ● Student communicates all mathematical thinking precisely and with accurate vocabulary. ● Student communicates

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				logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.
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