

Grading Benchmarks – THIRD GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level K or below.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
2nd	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.
3rd	Student has achieved reading success at Level N or below.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

2) 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.

3) 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 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. 	In above-grade-level texts: <ul style="list-style-type: none"> Student demonstrates a thorough literal understanding.

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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. • Literal retelling and responses from Level K texts or below. 	<ul style="list-style-type: none"> • 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. • Literal retelling and responses from Level L or M texts. 	<ul style="list-style-type: none"> • Student describes story elements using relevant text-based details. • Student compares, contrasts, and sequences events from texts. • 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. • Literal retelling and responses from Level N texts; student cites specific support to assist in interpretation of text. 	<ul style="list-style-type: none"> • 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 to compare and contrast story elements and sequence events. • Student describes the stated author’s purpose, as taught in units of study. • Literal retelling and responses from Level O or above texts; student cites specific support to assist in interpretation of text.
2nd	<ul style="list-style-type: none"> • Student demonstrates a weak literal understanding of texts. • 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. • Literal retelling and responses from Level M texts or below. 	<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; asks a few “right there” questions. • Student may describe some story elements using few text-based details, as taught in units of study. • Literal retelling and responses from Level N texts. 	<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 compares, contrasts, and sequences events from texts. • 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. • Literal retelling and responses from Level O texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding. • 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 to compare and contrast story elements and sequence events. • Student describes the stated author’s purpose, as taught in units of study. • Student cites specific support to assist in interpretation of text. • Literal retelling and responses from Level P or above texts.

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3rd	<ul style="list-style-type: none"> • Student demonstrates a weak literal understanding of texts. • 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. • Literal retelling and responses from Level N texts or below. 	<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. • Literal retelling and responses from Level O texts. 	<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 compares, contrasts, and sequences events from texts. • 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. • Literal retelling and responses from Level P texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding. • Student 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 to compare and contrast story elements and sequence events. • Student describes the stated author’s purpose, as taught in units of study. • Student cites specific support to assist in interpretation of text. • Literal retelling and responses from Level Q or above texts.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

⇒ Demonstrates successful understanding of the text through inferences, predictions, conclusion, 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. • Inferential retelling and responses from Level K texts or below. 	<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. • Inferential retelling and responses from Level L or M texts. 	<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. 	<p>In above-grade-level texts:</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

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			<ul style="list-style-type: none"> • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. • Inferential retelling and responses from Level N texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>ideas, compare and contrast story elements, and explain the author’s purpose.</p> <ul style="list-style-type: none"> • 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. • Inferential retelling and responses from Level O or above texts. • Student cites specific support to assist in interpretation of higher level questions with increasing depth.
2nd	<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. • Inferential retelling and responses from Level M texts or below. 	<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. • Inferential retelling and responses from Level N texts. 	<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. • Inferential retelling and responses from Level O texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding. • 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. • Inferential retelling and responses from Level P or above texts.

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				<ul style="list-style-type: none"> Student cites specific support to assist in interpretation of higher level questions with increasing depth.
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. Inferential retelling and responses from Level N texts or below. 	<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. Inferential retelling and responses from Level O texts. 	<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. Inferential retelling and responses from Level P texts. Student cites specific support to assist in interpretation of higher level text. 	<p>In above-grade-level texts:</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. Inferential retelling and responses from Level Q or above texts. Student cites specific support to assist in interpretation of higher level questions with increasing depth.
<p><i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i></p>				

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5) Reads with fluency (expression, phrasing, rate, 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. 	In above-grade-level texts: <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.

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
2nd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.
3rd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.

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7) Written responses include supportive evidence from the text.

Trimester	1	2	3	4
ALL	Student's written response reflects little or no understanding of the text read.	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of above-level text read, with text evidence.

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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. Few ideas are relevant to the topic or in logical order, as taught in units of study for each. 	<ul style="list-style-type: none"> Student's writing has a few elements of organizational structure. Some ideas and sentences are in order. Student uses some complete sentences, as taught in units of study for each. 	<ul style="list-style-type: none"> Student's writing has a clear organizational pattern or structure related to the topic. Student's writing has complete sentences. Student's writing has a few transitional words. Student's writing has sentences and ideas organized to support the purpose, as taught in units of study for each. 	<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, interesting order. Student uses well-organized, complete sentences and paragraphs that fit together to support the topic or story, as taught in units of study for each.

2) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student uses simple, below-grade-level vocabulary. Student repeats words. Student's writing reveals little expression, support, or elaboration and little of the writer's feelings and voice, as taught in units of study for each. 	<ul style="list-style-type: none"> Student uses some grade-level vocabulary. Student's writing reveals some expression, support, and elaboration, as well as some of the writer's feelings and voice. Student uses some words that give details and are appropriate to the topic and genre, as taught in units of study for each. 	<ul style="list-style-type: none"> Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre. Student uses words that are specific, interesting, and vivid. Student's writing is expressive, supportive, and elaborative and reveals the writer's feelings, personality, and interests, as taught in units of study for each. 	<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, as taught in units of study for each.

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3) Uses Writer's Notebook, mini-lessons, and conferences as tools to develop writing ability.

Trimester	1	2	3	4
ALL	Student does not use Writer's Notebook, mini-lessons, or conferences as tools to develop writing skills, as taught in units of study for each.	Student rarely uses Writer's Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in units of study for each.	Student uses Writer's Notebook, mini-lessons, and conferences as tools to develop grade-appropriate writing skills, as taught in units of study for each.	Student consistently uses Writer's Notebook, mini-lessons, and conferences as tools to develop grade-appropriate writing skills, as taught in units of study for each.

4) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.
2nd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
3rd	Student is unable to write independently for more than 30 minutes.	Student is approaching an independent writing stamina of more than 30 minutes.	Student can consistently write independently for more than 30 minutes.	Student consistently writes independently for more than 35 minutes.

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

Trimester	1	2	3	4
1st	Student rarely demonstrates the ability to: <ul style="list-style-type: none"> Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. 	Student sometimes demonstrates the ability to: <ul style="list-style-type: none"> Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. 	Student demonstrates the ability to: <ul style="list-style-type: none"> Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. 	<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"> • Use end punctuation in writing. • Write simple sentences. • Capitalize at the beginning of sentences. 	<ul style="list-style-type: none"> • Use end punctuation in writing. • Write simple sentences. • Capitalize at the beginning of sentences. 	<ul style="list-style-type: none"> • Use end punctuation in writing. • Write simple sentences. • Capitalize at the beginning of sentences. 	
2nd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech including correctly conjugated verbs. • Write compound sentences using coordinators. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Correctly use pronoun-antecedent agreement. • 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 including correctly conjugated verbs. • Write compound sentences using coordinators. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Correctly use pronoun-antecedent agreement. • 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 including correctly conjugated verbs. • Write compound sentences using coordinators. • Use precise vocabulary (synonyms). • Capitalize proper nouns. • Use verb tenses correctly. • Correctly use pronoun-antecedent agreement. • 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. • Capitalize titles correctly. • Use subject-verb agreement. • Use apostrophes in contractions and possessives, including plural possessives. • Indent when setting or speaker changes. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> • Write complex sentences. • Correctly use and punctuate dialogue in writing. • Capitalize titles correctly. • Use subject-verb agreement. • Use apostrophes in contractions and possessives, including plural possessives. • Indent when setting or speaker changes. 	<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. • Use subject-verb agreement. • Use apostrophes in contractions and possessives, including plural possessives. • Indent when setting or speaker changes. 	<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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6) 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. Student rarely uses or adds to word wall to learn high-frequency 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. Student sometimes uses and adds to word wall to learn high-frequency words. 	<ul style="list-style-type: none"> Student uses reference materials as needed to support spelling. Student applies patterns and generalizations to spell words. Student uses and adds to word wall to learn high-frequency words. 	Student consistently applies above-grade-level spelling rules, patterns, and generalizations.

7) Shows evidence of revision.

Trimester	1	2	3	4
ALL	Student rarely rereads or revises his/her writing, as taught in units of study.	<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, as taught in units of study. 	<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, as taught in units of study. 	<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, as taught in units of study.

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8) Applies handwriting skills to write legibly.

Trimester	1	2	3	4
1st	Student does not write or rarely writes legibly in manuscript writing.	Student is approaching legible manuscript writing.	Student writes legibly in manuscript writing.	Student consistently writes legibly in manuscript writing.
2nd	Student does not write or rarely writes letters legibly that have been introduced in cursive writing.	Student is approaching legible cursive writing of letters that have been introduced.	Student writes all letters legibly that have been introduced in cursive writing.	Student consistently writes all letters legibly that have been introduced in cursive writing.
3rd	Student does not write or rarely writes legibly in cursive writing.	Student is approaching legible cursive writing.	Student writes legibly in cursive writing.	Student consistently writes legibly in cursive writing.

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LISTENING AND SPEAKING

1) Expresses ideas 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. 	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.

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student can rarely report 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 report 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 report 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 report on 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.

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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 the discussion. 	<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. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<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 discussion. 	<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 understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

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MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p>Numeration: Student is unable or rarely able to demonstrate understanding of numeration concepts.</p> <p>Multiplication Meaning and Facts: Student is unable or rarely able to demonstrate understanding of multiplication meaning and facts.</p> <p>Multiplication Fact Strategies: Student is unable or rarely able to demonstrate understanding of multiplication fact strategies.</p> <p>Adding Whole Numbers: Student is unable or rarely able to demonstrate understanding of the concepts of adding whole numbers.</p>	<p>Numeration: Student demonstrates partial understanding of numeration concepts.</p> <p>Multiplication Meaning and Facts: Student demonstrates partial understanding of multiplication meaning and facts.</p> <p>Multiplication Fact Strategies: Student demonstrates partial understanding of multiplication fact strategies.</p> <p>Adding Whole Numbers: Student demonstrates partial understanding of the concepts of adding whole numbers.</p>	<p>Numeration: 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 how to count the value of money and calculate change. Student demonstrates understanding of number lines and counting on a number line. <p>Multiplication Meaning and Facts: Student demonstrates understanding and application of properties and patterns to solve and compare multiplication problems using 0, 1, 2, 5, 9 and 10 as factors.</p> <p>Multiplication Fact Strategies: Student demonstrates understanding of how to use known facts to solve multiplication problems using 3, 4, 6, 7, and 8 as factors.</p> <p>Adding Whole Numbers:</p> <ul style="list-style-type: none"> Student demonstrates understanding of commutative, associative, and identity properties. 	<p>Numeration: Student is able to apply and extend content knowledge independently.</p> <p>Multiplication Meaning and Facts: Student is able to apply and extend content knowledge independently.</p> <p>Multiplication Fact Strategies: Student is able to apply and extend content knowledge independently.</p> <p>Adding Whole Numbers: Student is able to apply and extend content knowledge independently.</p>

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			<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. 	
2nd	<p>Subtraction Number Sense: Student is unable or rarely able to demonstrate understanding of subtraction number sense.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is unable or rarely able to demonstrate understanding of the concepts of subtracting whole numbers to solve problems.</p> <p>Time: Student is unable or rarely able to demonstrate understanding of the concept of time.</p> <p>Temperature: Student is unable or rarely able to demonstrate understanding of the concept of temperature.</p> <p>Data and Graphing: Student is unable or rarely able to demonstrate understanding of the concepts of data and graphing.</p>	<p>Subtraction Number Sense: Student demonstrates partial understanding of subtraction number sense.</p> <p>Subtracting Whole Numbers to Solve Problems: Student demonstrates partial understanding of the concepts of subtracting whole numbers to solve problems.</p> <p>Time: Student demonstrates partial understanding of the concept of time.</p> <p>Temperature: Student demonstrates partial understanding of the concept of temperature.</p> <p>Data and Graphing: Student demonstrates partial understanding of the concepts of data and graphing.</p>	<p>Subtraction Number Sense: Student demonstrates understanding and use of strategies such as estimation, mental math, rounding, and hundreds chart to solve subtraction problems.</p> <p>Subtracting Whole Numbers to Solve Problems: Student demonstrates understanding and use of algorithms to solve 2- and 3-digit subtraction problems.</p> <p>Time: Student demonstrates understanding of different ways to name time.</p> <p>Temperature: Student demonstrates understanding of different ways to name temperature.</p> <p>Data and Graphing: Student demonstrates understanding of how to collect, analyze, and interpret data from pictographs, bar graphs, and line graphs.</p>	<p>Subtraction Number Sense: Student is able to apply and extend content knowledge independently.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is able to apply and extend content knowledge independently.</p> <p>Time: Student is able to apply and extend content knowledge independently.</p> <p>Temperature: Student is able to apply and extend content knowledge independently.</p> <p>Data and Graphing: Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	<p>Division Meanings: Student is unable or rarely able to demonstrate understanding of division meanings.</p> <p>Division Facts: Student is unable or rarely able to demonstrate understanding of division facts.</p> <p>Patterns and Relationships: Student is unable or rarely able to demonstrate understanding patterns and relationships.</p> <p>Shapes: Student is unable or rarely able to demonstrate understanding of the concepts of shapes.</p>	<p>Division Meanings: Student demonstrates partial understanding of division meanings.</p> <p>Division Facts: Student demonstrates partial understanding of division facts.</p> <p>Patterns and Relationships: Student demonstrates partial understanding of patterns and relationships.</p> <p>Shapes: Student demonstrates partial understanding of the concepts of shapes.</p>	<p>Division Meanings: Student demonstrates understanding and use of strategies to solve division problems.</p> <p>Division Facts: Student demonstrates understanding of the relationship between multiplication and division to solve division problems.</p> <p>Patterns and Relationships: Student demonstrates understanding of how to interpret and describe patterns.</p> <p>Shapes: Student demonstrates understanding of how to describe, classify, and analyze shapes.</p>	<p>Division Meanings: Student is able to apply and extend content knowledge independently.</p> <p>Division Facts: Student is able to apply and extend content knowledge independently.</p> <p>Patterns and Relationships: Student is able to apply and extend content knowledge independently.</p> <p>Shapes: Student is able to apply and extend content knowledge independently.</p>
3rd	<p>Perimeter and Area: Student is unable or rarely able to demonstrate understanding of perimeter and area.</p> <p>Understanding Fractions: Student is unable or rarely able to demonstrate understanding of fractions.</p> <p>Customary Measurement: Student is unable or rarely able to demonstrate understanding of the concepts of customary measurement.</p>	<p>Perimeter and Area: Student demonstrates partial understanding of perimeter and area.</p> <p>Understanding Fractions: Student demonstrates partial understanding of fractions.</p> <p>Customary Measurement: Student demonstrates partial understanding of the concepts of customary measurement.</p>	<p>Perimeter and Area: Student demonstrates understanding of how to use unit amounts to measure.</p> <p>Understanding Fractions: Student demonstrates understanding of how to name, write, add, subtract, and compare fractions.</p> <p>Customary Measurement: Student demonstrates understanding of how to use customary measurement of standard units, capacity, and weight.</p>	<p>Perimeter and Area: Student is able to apply and extend content knowledge independently.</p> <p>Understanding Fractions: Student is able to apply and extend content knowledge independently.</p> <p>Customary Measurement: Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	<p>Metric Measurement: Student is unable or rarely able to demonstrate understanding of metric measurement.</p> <p>Multiplying Greater Numbers: Student is unable or rarely able to demonstrate understanding of the concepts of multiplying greater numbers.</p> <p>Dividing 1-Digit Numbers: Student is unable or rarely able to demonstrate understanding of the concepts of dividing 1-digit numbers.</p>	<p>Metric Measurement: Student demonstrates partial understanding of metric measurement.</p> <p>Multiplying Greater Numbers: Student demonstrates partial understanding of the concepts of multiplying greater numbers.</p> <p>Dividing 1-Digit Numbers: Student demonstrates partial understanding of the concepts of dividing 1-digit numbers.</p>	<p>Metric Measurement: Student demonstrates understanding of how to use metric measurements of standard units, capacity, and mass.</p> <p>Multiplying Greater Numbers: Student demonstrates understanding and use of strategies to solve 2- or 3-digit-number by 1-digit-number multiplication problems.</p> <p>Dividing 1-Digit Numbers: Student demonstrates understanding and use of different strategies and patterns to divide using 1-digit numbers.</p>	<p>Metric Measurement: Student is able to apply and extend content knowledge independently.</p> <p>Multiplying Greater Numbers: Student is able to apply and extend content knowledge independently.</p> <p>Dividing 1-Digit Numbers: Student is able to apply and extend content knowledge independently.</p>
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2) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
1st	<p>Multiplication Fact Strategies: Student is unable or rarely able to recall factors 3, 4, 6, 7, and 8 with accuracy.</p> <p>Multiplication Meaning and Facts: Student is unable or rarely able to recall factors 0, 1, 2, 5, 9 and 10 with accuracy.</p>	<p>Multiplication Fact Strategies: Student can sometimes recall factors 3, 4, 6, 7, and 8 with accuracy.</p> <p>Multiplication Meaning and Facts: Student can sometimes recall factors 0, 1, 2, 5, 9 and 10 with accuracy.</p>	<p>Multiplication Fact Strategies: Student can consistently recall factors 3, 4, 6, 7, and 8 with speed and accuracy.</p> <p>Multiplication Meaning and Facts: Student can consistently recall factors 0, 1, 2, 5, 9 and 10 with speed and accuracy.</p>	<p>Multiplication Fact Strategies: Student is able to apply and extend content knowledge independently.</p> <p>Multiplication Meaning and Facts: Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

2nd	Division Facts: Student is unable or rarely able to use the relationship between multiplication and division to solve division problems.	Division Facts: Student sometimes uses the relationship between multiplication and division to solve division problems.	Division Facts: Student consistently uses the relationship between multiplication and division to solve division problems.	Division Facts: Student is able to apply and extend content knowledge independently.
3rd	<p>Multiplying Greater Numbers: Student is unable or rarely able to recall multiplication facts to solve 2- or 3-digit-number by 1-digit-number multiplication problems.</p> <p>Dividing 1-Digit Numbers: Student is unable or rarely able to recall multiplication facts to solve division problems with 1-digit divisor.</p>	<p>Multiplying Greater Numbers: Student sometimes recalls multiplication facts to solve 2- or 3-digit-number by 1-digit-number multiplication problems.</p> <p>Dividing 1-Digit Numbers: Student sometimes recalls multiplication facts to solve division problems with 1-digit divisor.</p>	<p>Multiplying Greater Numbers: Student consistently recalls multiplication facts to solve 2- or 3-digit-number by 1-digit-number multiplication problems.</p> <p>Dividing 1-Digit Numbers: Student consistently recalls multiplication facts to solve division problems with 1-digit divisor.</p>	<p>Multiplying Greater Numbers: Student is able to apply and extend content knowledge independently.</p> <p>Dividing 1-Digit Numbers: Student is able to apply and extend content knowledge independently.</p>

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>Multiplication Meaning and Facts:</u> Student is unable or rarely able to answer two-step word problems.</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>Multiplication Meaning and Facts:</u> Student is sometimes able to answer two-step word problems.</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>Multiplication Fact Strategies:</u> Student is able to answer multiple-step word 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 apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	Adding Whole Numbers: Student is unable or rarely able to use a picture or diagram to solve a word problem.	Adding Whole Numbers: Student is sometimes able to use a picture or diagram to solve a word problem.	Adding Whole Numbers: Student is able to use a picture or diagram to solve a word problem.	Adding Whole Numbers: Student is able to apply and extend content knowledge independently.
2nd	<p>Subtraction Number Sense: Student is unable or rarely able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is unable or rarely able to use a picture, diagram, or number sentence to solve a word problem.</p> <p>Data and Graphing: Student is unable or rarely able to use tables and graphs to draw conclusions.</p> <p>Division Meanings: Student is unable or rarely able to use objects and pictures to solve a problem.</p> <p>Division Facts: Student is unable or rarely able to represent information with diagrams and number sentences.</p> <p>Patterns and Relationships: Student is unable or rarely able to solve problems through reasoning or use objects to act out a problem.</p> <p>Shapes: Student is unable or rarely able to generalize relationships between objects.</p>	<p>Subtraction Number Sense: Student is sometimes able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is sometimes able to use a picture, diagram, or number sentence to solve a word problem.</p> <p>Data and Graphing: Student is sometimes able to use tables and graphs to draw conclusions.</p> <p>Division Meanings: Student is sometimes able to use objects and pictures to solve a problem.</p> <p>Division Facts: Student is sometimes able to represent information with diagrams and number sentences.</p> <p>Patterns and Relationships: Student is sometimes able to solve problems through reasoning and use objects to act out a problem.</p> <p>Shapes: Student is sometimes able to generalize relationships between objects.</p>	<p>Subtraction Number Sense: Student is able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is able to use a picture, diagram, or number sentence to solve a word problem.</p> <p>Data and Graphing: Student is able to use tables and graphs to draw conclusions.</p> <p>Division Meanings: Student is able to use objects and pictures to solve a problem.</p> <p>Division Facts: Student is able to represent information with diagrams and number sentences.</p> <p>Patterns and Relationships: Student is able to solve problems through reasoning and use objects to act out a problem.</p> <p>Shapes: Student is able to generalize relationships between objects.</p>	<p>Subtraction Number Sense: Student is able to apply and extend content knowledge independently.</p> <p>Subtracting Whole Numbers to Solve Problems: Student is able to apply and extend content knowledge independently.</p> <p>Data and Graphing: Student is able to apply and extend content knowledge independently.</p> <p>Division Meanings: Student is able to apply and extend content knowledge independently.</p> <p>Division Facts: Student is able to apply and extend content knowledge independently.</p> <p>Patterns and Relationships: Student is able to apply and extend content knowledge independently.</p> <p>Shapes: Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	Time and Temperature: Student is unable or rarely able to start with the end result and work backwards to solve a word problem.	Time and Temperature: Student is sometimes able to start with the end result and work backwards to solve a word problem.	Time and Temperature: Student is able to start with the end result and work backwards to solve a word problem.	Time and Temperature: Student is able to apply and extend content knowledge independently.
3rd	<p>Perimeter and Area: Student is unable or rarely able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p>Understanding Fractions: Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p> <p>Customary Measurement: Student is unable or rarely able to use objects to act out a problem or use reasoning to solve word problems.</p> <p>Metric Measurement: Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p> <p>Multiplying Greater Numbers:</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>Perimeter and Area: Student is sometimes able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p>Understanding Fractions: Student is sometimes able to make a table and look for a pattern to solve a word problem.</p> <p>Customary Measurement: Student is sometimes able to use objects to act out a problem and use reasoning to solve word problems.</p> <p>Metric Measurement: Student is sometimes able to make a table and look for a pattern to solve a word problem.</p> <p>Multiplying Greater Numbers:</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>Perimeter and Area: Student is able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p>Understanding Fractions: Student is able to make a table and look for a pattern to solve a word problem.</p> <p>Customary Measurement: Student is able to use objects to act out a problem and use reasoning to solve word problems.</p> <p>Metric Measurement: Student is able to make a table and look for a pattern to solve a word problem.</p> <p>Multiplying Greater Numbers:</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>Perimeter and Area: Student is able to apply and extend content knowledge independently.</p> <p>Understanding Fractions: Student is able to apply and extend content knowledge independently.</p> <p>Customary Measurement: Student is able to apply and extend content knowledge independently.</p> <p>Metric Measurement: Student is able to apply and extend content knowledge independently.</p> <p>Multiplying Greater Numbers:</p> <ul style="list-style-type: none"> • Student consistently uses shortcut strategies. • Student regroupes through 3 digits. • Student is able to write vertical and horizontal equations.

Grading Benchmarks – THIRD GRADE

	Dividing with 1-Digit Numbers: Student is unable or rarely able to use place-value blocks, breaking calculations into smaller calculations, or recognizing remainders.	Dividing with 1-Digit Numbers: Student sometimes uses place-value blocks, breaking calculations into smaller calculations, and recognizing remainders.	Dividing with 1-Digit Numbers: Student consistently uses place-value blocks, breaking calculations into smaller calculations, and recognizing remainders.	Dividing with 1-Digit Numbers: Student consistently uses mental math, estimation, and multiple-step problems.
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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 consistently 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 sometimes communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary.	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary. • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

Grading Benchmarks – THIRD GRADE

SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH SCIENCE: Earth Systems				
Trimester	1	2	3	4
1st	Student is rarely able to demonstrate understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • How rocks and minerals are formed. • What fossils tell us about the Earth. • How solids, liquids, and gasses are different from each other. • The systems of the Earth. 	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • How rocks and minerals are formed. • What fossils tell us about the Earth. • How solids, liquids, and gasses are different from each other. • The systems of the Earth. 	Student demonstrates understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • How rocks and minerals are formed. • What fossils tell us about the Earth. • How solids, liquids, and gasses are different from each other. • The systems of the Earth. 	Student consistently and independently extends understanding through application.

⇒ PHYSICAL SCIENCE: Energy Sources and Transference				
Trimester	1	2	3	4
2nd	Student is rarely able to demonstrate understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • What energy is. • How energy is transferred. • How objects move. • How we measure gravity. • The functions of magnets and electricity. 	Student is beginning to demonstrate understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • What energy is. • How energy is transferred. • How objects move. • How we measure gravity. • The functions of magnets and electricity. 	Student demonstrates understanding of vocabulary and key concepts, including: <ul style="list-style-type: none"> • What energy is. • How energy is transferred. • How objects move. • How we measure gravity. • The functions of magnets and electricity. 	Student consistently and independently extends understanding through application.

Grading Benchmarks – THIRD GRADE

⇒ LIFE SCIENCE: Structures of Life

Trimester	1	2	3	4
3rd	<p>Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> • The life cycle of organisms. • How organisms interact with each other and their habitats. • Why organisms look and act the way they do. • How all organisms are similar. 	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> • The life cycle of organisms. • How organisms interact with each other and their habitats. • Why organisms look and act the way they do. • How all organisms are similar. 	<p>Student demonstrates understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> • The life cycle of organisms. • How organisms interact with each other and their habitats. • Why organisms look and act the way they do. • How all organisms are similar. 	<p>Student consistently and independently extends understanding through application.</p>

2) Applies knowledge to solve scientific investigations.

Trimester	1	2	3	4
ALL	<p>Student is rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</p>	<ul style="list-style-type: none"> • Student is beginning to learn through discovery. • Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> • Student learns through discovery. • Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<p>Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.</p>

Grading Benchmarks – THIRD GRADE

SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ UNIT 1: Colonial America and New Jersey

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:</p> <ul style="list-style-type: none"> • Reasons why people left their homes in Europe to settle the east coast of the United States. • Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). • Understanding New Jersey's unique history. • Comparing the lives of the Native Americans with the colonists. 	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:</p> <ul style="list-style-type: none"> • Reasons why people left their homes in Europe to settle the east coast of the United States. • Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). • Understanding New Jersey's unique history. • Comparing the lives of the Native Americans with the colonists. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including:</p> <ul style="list-style-type: none"> • Reasons why people left their homes in Europe to settle the east coast of the United States. • Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.). • Understanding New Jersey's unique history. • Comparing the lives of the Native Americans with the colonists. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

Grading Benchmarks – THIRD GRADE

⇒ UNIT 2: New Jersey and the American Revolution

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:</p> <ul style="list-style-type: none"> • Understanding events leading to the Declaration of Independence and Revolutionary War. • Learning the parts of the Declaration of Independence and its history. • Understanding how New Jersey's geographical location influenced the Revolutionary War. 	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:</p> <ul style="list-style-type: none"> • Understanding events leading to the Declaration of Independence and Revolutionary War. • Learning the parts of the Declaration of Independence and its history. • Understanding how New Jersey's geographical location influenced the Revolutionary War. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of New Jersey and the American Revolution, including:</p> <ul style="list-style-type: none"> • Understanding events leading to the Declaration of Independence and Revolutionary War. • Learning the parts of the Declaration of Independence and its history. • Understanding how New Jersey's geographical location influenced the Revolutionary War. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	<p>Student rarely adds meaningful contributions to classroom discussions and activities.</p>	<p>Student sometimes adds meaningful contributions to classroom discussions and activities.</p>	<p>Student consistently adds meaningful contributions to classroom discussions and activities.</p>	<p>Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.</p>

Grading Benchmarks – THIRD GRADE

ART

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p>Elements and Principles of Art: Student needs support in the following areas:</p> <ul style="list-style-type: none"> Student is unable to create 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. Student rarely differentiates the differences between various art techniques such as stippling, blending, and overlapping. <p>Art History/Art Appreciation: Student needs support in the following areas:</p> <ul style="list-style-type: none"> Student rarely identifies and distinguishes differences between basic characteristics of artists and movements. 	<p>Elements and Principles of Art: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> Student is developing the skills needed to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. Student is beginning to understand and differentiate the differences between various art techniques such as stippling, blending, and overlapping. <p><u>Art History/Art Appreciation:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> Student is beginning to identify and distinguish differences between basic characteristics of artists and movements. 	<p>Elements and Principles of Art: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> Student is able to create 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping. <p>Art History/Art Appreciation: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> Student identifies and distinguishes differences between basic characteristics of artists and movements. 	<p>Elements and Principles of Art: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> Student creates 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture. Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping. <p>Art History/Art Appreciation: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> Student consistently identifies and distinguishes differences between basic characteristics of artists and movements.

Grading Benchmarks – THIRD GRADE

	<ul style="list-style-type: none"> • Student rarely identifies characteristics of artworks from diverse cultures such as themes and symbols. • Student rarely identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. • Student rarely identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student rarely applies use of elements of art and a variety of media in his/her artwork. • Student rarely demonstrates the application of visual literacy. • Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> • Student is beginning to understand and identify characteristics of artworks from diverse cultures such as themes and symbols. • Student is beginning to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. • Student is beginning to understand and identify the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to apply use of elements of art and a variety of media in his/her artwork. • Student is beginning to understand and demonstrate the application of visual literacy. • Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> • Student understands and can identify characteristics of artworks from diverse cultures such as themes and symbols. • Student identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. • Student understands and identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student applies use of elements of art and a variety of media in his/her artwork. • Student understands and demonstrates the application of visual literacy. • Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. 	<ul style="list-style-type: none"> • Student consistently identifies characteristics of artworks from diverse cultures such as themes and symbols. • Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale. • Student consistently understands and identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student consistently applies use of elements of art and a variety of media in his/her artwork. • Student understands and consistently demonstrates the application of visual literacy. • Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.
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Grading Benchmarks – THIRD GRADE

<ul style="list-style-type: none"> • Student rarely uses art media/tools appropriate to the production of art. <p>Aesthetic Response and Critique Methodologies: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is rarely able to compare and contrast culturally and historically diverse works of art. • Student is rarely able to use evaluative tools such as rubrics for self-assessment. • Student rarely uses visual art terminology to evaluate the strengths and weaknesses of selected artwork. 	<ul style="list-style-type: none"> • Student is beginning to use a wide array of art media/tools appropriate to the production of art. <p>Aesthetic Response and Critique Methodologies: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to learn how to compare and contrast culturally and historically diverse works of art. • Student is beginning to use evaluative tools such as rubrics for self-assessment. • Student is beginning to use visual art terminology to evaluate the strengths and weaknesses of selected artwork. 	<ul style="list-style-type: none"> • Student uses a wide array of art media/tools appropriate to the production of art. • Student demonstrates creative expression of ideas. <p>Aesthetic Response and Critique Methodologies: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to compare and contrast culturally and historically diverse works of art. • Student is able to use evaluative tools such as rubrics for self-assessment. • Student is able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork. 	<ul style="list-style-type: none"> • Student consistently utilizes a wide array of art media/tools appropriate to the production of art. • Student consistently demonstrates creative expression of ideas. <p><u>Aesthetic Response and Critique Methodologies:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to compare and contrast culturally and historically diverse works of art. • Student is able to use evaluative tools such as rubrics for self-assessment. • Student is consistently able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.
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Grading Benchmarks – THIRD GRADE

MUSIC

1) Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p>Performance: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to sing music from complex notation using partner songs and rounds in extended range. • Student is unable to sing alone and with others using all Kodaly syllables. • Student is unable to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. • Student is unable to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, and all corresponding rests. • Student is unable to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. 	<p>Performance: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is developing the ability to sing music from complex notation using partner songs and rounds in extended range. • Student is developing the ability to sing alone and with others using all Kodaly syllables. • Student is developing the ability to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. • Student is developing the ability to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. • Student is developing the ability to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. 	<p>Performance: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to sing music from complex notation using partner songs and rounds in extended range. • Student is able to sing alone and with others using all Kodaly syllables. • Student is able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. • Student is able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. • Student is able to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi. 	<p>Performance: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to sing music from complex notation using partner songs and rounds in extended range. • Student is consistently able to sing alone and with others using all Kodaly syllables. • Student is consistently able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques. • Student is consistently able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests. • Student is consistently able to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi.

Grading Benchmarks – THIRD GRADE

	<p>Listen and Respond: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. • Student is unable to critique musical performance using evaluative tools. <p>Create: Student is unable to improvise, notate, and perform melodic patterns on the recorder.</p> <p>Reading and Notating: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to read notes on the treble clef. • Student is unable to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. • Student is unable to identify 2/4, 3/4, and 4/4 time signatures. 	<p>Listen and Respond: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. • Student is beginning to critique musical performance using evaluative tools. <p>Create: Student is beginning to learn how to improvise, notate, and perform melodic patterns on the recorder.</p> <p>Reading and Notating: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to read notes on the treble clef. • Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. • Student is beginning to identify 2/4, 3/4, and 4/4 time signatures. 	<p>Listen and Respond: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. • Student is able to critique musical performance using evaluative tools. <p>Create: Student is able to improvise, notate and perform melodic patterns on the recorder.</p> <p>Reading and Notating: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to read notes on the treble clef. • Student is able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. • Student is able to identify 2/4, 3/4, and 4/4 time signatures. 	<p>Listen and Respond: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology. • Student is consistently able to critique using evaluative tools. <p>Create: Student is consistently able improvise, notate, and perform melodic patterns on the recorder.</p> <p>Reading and Notating: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to read on the treble clef. • Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests. • Student is consistently able to identify 2/4, 3/4, and 4/4 time signatures.
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