

Grading Benchmarks- Grade 3

1) Reads at grade level.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	Student has an independent reading level of 20 or below	Student has an independent reading level of 24	Student has an independent reading level of 28	Student has an independent reading level of 30 or above
2	Student has an independent reading level of 28 or below	Student has an independent reading level of 30	Student has an independent reading level of 34	Student has an independent reading level of 38 or above
3	Student has an independent reading level 30 or below	Student has an independent reading level 34	Student has an independent reading level 38	Student has an independent reading level 40 or above

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

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	<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 	<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. 	<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. 	In above-grade-level texts: <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

	<p>from Level K texts or below.</p>	<ul style="list-style-type: none"> • 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 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. 	<p>compare and contrast story elements and sequence events.</p> <ul style="list-style-type: none"> • 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.
2	<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.
3	<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. 	<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 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of on-level texts. • Student describes story elements using relevant text-based details. 	<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

	<ul style="list-style-type: none"> • 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. 	<p>details.</p> <ul style="list-style-type: none"> • 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 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>text, and uses many relevant text-based details.</p> <ul style="list-style-type: none"> • 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.
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4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student make 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. • 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. 	<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

			<ul style="list-style-type: none"> • Student cites specific support to assist in interpretation of higher level text. 	<p>unstated ideas, as taught in units of study.</p> <ul style="list-style-type: none"> • 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.
2	<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.
3	<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 	<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 	<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 	<ul style="list-style-type: none"> • Student cites specific support to assist in interpretation of higher level questions with increasing depth. In above-grade-level texts: • Student demonstrates an

	<p>reading, as taught in units of study.</p> <ul style="list-style-type: none"> Inferential retelling and responses from Level N texts or below. 	<p>units of study.</p> <ul style="list-style-type: none"> Inferential retelling and responses from Level O texts. 	<p>analyze the main ideas, characters, events, and the author's purpose.</p> <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 P texts. Student cites specific support to assist in interpretation of higher level text. 	<p>insightful inferential 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. 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.
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5) Reads with comprehension: Informational: (Text features; headings, captions, etc).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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<p>ALL</p>	<ul style="list-style-type: none"> • Student demonstrates weak understanding of informational texts. • Summary may include few facts in own language and/or copied text; may include incorrect information. • Summary uses general terms or labels; limited understand of key words/concepts • Student rarely uses print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print encountered in informational texts. • Student rarely uses graphic aids such as illustrations and pictures, photographs, maps , charts/tables, diagrams, and other graphic aids encountered in informational texts. 	<ul style="list-style-type: none"> • Student demonstrates a partial understanding of informational texts. • Partial summary; generally in own language; some important ideas/facts; may include misinterpretations. • Summary includes some language/vocabulary from the text; some understanding of key words/concepts • Student occasionally uses print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print encountered in informational texts. • Student occasionally uses graphic aids such as illustrations and pictures, photographs, maps , charts/tables, diagrams, and other graphic aids encountered in informational texts. 	<ul style="list-style-type: none"> • Student demonstrates an understanding of informational text. • Summary in own language; includes important ideas and a few supporting facts • Summary includes most language/vocabulary from the text; basic understanding of most key words/concepts. • Student uses print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print encountered in informational texts. • Student uses graphic aids such as illustrations and pictures, photographs, maps , charts/tables, diagrams, and other graphic aids encountered in informational texts. • Student uses organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, and other organizational aids encountered in informational texts. • Student asks and answers questions using facts and information in the text. • Student identifies and uses phrases associated with chronology (first, second, third), description (above, beneath, next 	<p>In above-grade level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a thorough understanding of informational text. • Summary in own language; includes the most important ideas and some supporting facts. • Summary includes all important language/vocabulary from the text; good understanding of key words/concepts. • Student uses print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print encountered in informational texts. • Student uses graphic aids such as illustrations and pictures, photographs, maps , charts/tables, diagrams, and other graphic aids encountered in informational texts. • Student uses organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, and other organizational aids encountered in informational texts. • Student asks and answers questions using facts and information in the text. • Student identifies and uses phrases associated with chronology (first, second, third),
<p>ALL</p>	<ul style="list-style-type: none"> • Student rarely uses organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, and other organizational aids encountered in informational texts. • Student asks no or few relevant questions. Student provides no support or weak support when answering questions using facts and information texts. 	<ul style="list-style-type: none"> • Student occasionally uses organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, and other organizational aids encountered in informational texts. • Student asks a few questions and provides a partially supported answer using facts and information texts. 	<ul style="list-style-type: none"> • Student asks and answers questions using facts and information in the text. • Student identifies and uses phrases associated with chronology (first, second, third), description (above, beneath, next 	<ul style="list-style-type: none"> • Student uses organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, and other organizational aids encountered in informational texts. • Student asks and answers questions using facts and information in the text. • Student identifies and uses phrases associated with chronology (first, second, third),

	<ul style="list-style-type: none"> Student rarely identifies and uses phrases associated with chronology (first, second, third), description (above, beneath, next to, beside), cause and effect (because, as a result), sequence (next, then, finally). 	<ul style="list-style-type: none"> Student occasionally identifies and uses phrases associated with chronology (first, second, third), description (above, beneath, next to, beside), cause and effect (because, as a result), sequence (next, then, finally). 	<ul style="list-style-type: none"> to, beside), cause and effect (because, as a result), sequence (next, then, finally). 	<ul style="list-style-type: none"> description (above, beneath, next to, beside), cause and effect (because, as a result), sequence (next, then, finally).
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6) Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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>In above-grade-level texts:</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.

7) Demonstrates stamina during independent reading.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	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	Student consistently sustains attention during independent

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

8) Written responses include supportive evidence from the text.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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.

Writing Conventions

1) Applies conventions of grammar, usage, and mechanics.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. • Use end punctuation in writing. • Write simple sentences. • Capitalize at the beginning of sentences. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. • Use end punctuation in writing. • Write simple sentences. • Capitalize at the beginning of sentences. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives. • Use end punctuation in writing. • Write simple sentences. • 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.

<p style="text-align: center;">2</p>	<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.
<p style="text-align: center;">3</p>	<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. 	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills.</p> <ul style="list-style-type: none"> • Student consistently edits independently.

2) Learns and applies spelling patterns.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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.

3) Shows evidence of revision.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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. 	<p>Student rereads and revises whole text and parts of text periodically during and after drafting.</p> <ul style="list-style-type: none"> Student adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance the meaning and the organization, as taught in units of study.

4) Applies handwriting skills to write legibly.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	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.
2	Student does not write or rarely writes letters legibly that have	Student is approaching legible cursive writing of letters that have	Student writes all letters legibly that have been introduced in	Student consistently writes all letters legibly that have been

	been introduced in cursive writing.	been introduced.	cursive writing.	introduced in cursive writing.
3	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.

Writing

1. Narrative (organizes ideas with a clear beginning, middle, and end using details).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
ALL	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator • Does not sequence narrative in a logical order. Narrative is confusing • Uses few to no temporal words or phrases to manage the sequence of events. • Conclusion is not attempted or discernible • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator • Organizes some sequencing but might confuse the reader • Uses some temporal words and/or phrases to signal event order • Attempts a conclusion • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Establishes a situation (real or imagined) and introducing characters and/or a narrator • Organizes a clear event sequence that unfolds naturally • Uses temporal words and phrases to signal event order • Provides a sense of closure • Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations 	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator • Coherently organizes a clear event sequence that unfolds naturally • Skillfully uses temporal words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations

2. Opinion (supports a point of view with reasons and information).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
ALL	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text • Organizes with no evidence of paragraph structure • Uses no linking words • Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively • Supports opinion with minimal and/or irrelevant reasons • Provides some explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion • Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion

3. Informative (organizes and conveys facts clearly).

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
ALL	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s) • Organizes with no evidence of paragraph structure • Does not group related information together • Uses no linking words • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Groups related information together • Uses effective linking words and phrases to connect ideas • Uses relevant and sufficient text support from the resources 	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Skillfully groups and structures related information in paragraphs and sections • Uses linking words and phrases strategically to connect ideas within categories of

	<ul style="list-style-type: none"> • Uses few to no facts, definitions, or details 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, or details 	<p>with accuracy</p> <ul style="list-style-type: none"> • Uses credible sources • Develops the topic with facts, definitions, and details 	<p>information</p> <ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples
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4) Demonstrates stamina in independent writing.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	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.
2	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.
3	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.

Listening and Speaking

1) Clearly expresses ideas orally.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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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. 	<p>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.</p>
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2) Demonstrates listening skills for information and understanding.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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.

3) Participates in group discussions actively and appropriately.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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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) Rounds whole numbers to the nearest 10 or 100.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	Student is unable or rarely able to demonstrate understanding of rounding concepts.	Student demonstrates partial understanding of rounding concepts.	Student demonstrates understanding of rounding concepts.	Student is able to apply and extend content knowledge independently.
2				
3				

2) Uses place value strategies to perform multi-digit arithmetic.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

1	<p>Adding Whole Numbers: Student is unable or rarely able to demonstrate understanding of the concepts of adding whole numbers.</p> <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>Adding Whole Numbers: Student demonstrates partial understanding of the concepts of adding whole numbers.</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>Adding Whole Numbers: Student demonstrates understanding of commutative, associative, and identity properties.</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>Adding Whole Numbers: Student is able to apply and extend content knowledge independently.</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>
2				
3				

3) Knows multiplication facts.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	Student lacks fluency with solving multiplication facts. (Factors: 0, 1, 2, 5, 10)	Student is somewhat fluent with solving multiplication facts. (Factors: 0, 1, 2, 5, 10)	Student is fluent with solving multiplication facts. (Factors: 0, 1, 2, 5, 10)	Student knows from memory all products with factors 0, 1, 2, 5, and 10 and is able to apply and extend knowledge.
2	Student lacks fluency with solving multiplication facts.	Student is somewhat fluent with solving multiplication facts.	Student is fluent with solving multiplication facts. (Factors: 3, 4, 9)	Student knows from memory all products with factors 3, 4, and 9 and is able to apply and extend knowledge.
3	Student lacks fluency with solving multiplication facts.	Student is somewhat fluent with solving multiplication facts.	Student is fluent with solving multiplication facts. (Factors: 6, 7, 8)	Student knows from memory all products of two one-digit numbers.

4) Represents and solves problems involving multiplication and division.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	Student is unable or rarely able to demonstrate understanding and use of strategies to solve multiplication and division problems.	Student demonstrates partial understanding and use of strategies to solve multiplication and division problems.	Student demonstrates understanding and use of strategies to solve multiplication and division problems.	Student is able to apply and extend content knowledge independently.
2				
3				

5. Understands properties of multiplication and the relationships between multiplication and division.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1	Student is unable or rarely able to understand and apply properties (commutative, associative, and distributive) to solve multiplication problems. Student is unable or rarely able to demonstrate understanding of the relationship between multiplication and division problems.	Student demonstrates partial understanding and application of properties (commutative, associative, and distributive) to solve multiplication problems. Student demonstrates partial understanding of the relationship between multiplication and division problems.	Student demonstrates understanding and application of properties (commutative, associative, and distributive) to solve multiplication problems. Student demonstrates understanding of the relationship between multiplication and division problems.	Student is able to apply and extend content knowledge independently.
2				
3				

6. Understands numerators and denominators and how they relate to parts and wholes.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2	Student is unable or rarely able to understand the terms numerator and denominator and their relationship to the whole.	Student is somewhat able to understand the terms numerator and denominator and their relationship to the whole.	Student is able to understand the terms numerator and denominator and their relationship to the whole.	Student is able to apply and extend content knowledge independently.

3				
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7. Represents fractions on a number line.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2	<p>Student is unable or rarely able to understand a fraction as a number on a number line.</p> <p>Student is unable or rarely able to represent a fraction as a number on a number line.</p>	<p>Student is somewhat able to understand a fraction as a number on a number line.</p> <p>Student is somewhat able to represent a fraction as a number on a number line.</p>	<p>Student is able to understand a fraction as a number on a number line.</p> <p>Student is able to represent a fraction as a number on a number line.</p>	<p>Student is able to apply and extend content knowledge independently.</p>
3				

8. Recognizes and write equivalent fractions.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2	<p>Student is unable or rarely able to understand, recognize and write simple equivalent fractions.</p> <p>Student is unable or rarely able to express whole numbers as fractions.</p>	<p>Student is somewhat able to understand, recognize and write simple equivalent fractions.</p> <p>Student is somewhat able to express whole numbers as fractions.</p>	<p>Student is able to understand, recognize and write simple equivalent fractions.</p> <p>Student is able to express whole numbers as fractions.</p>	<p>Student is able to apply and extend content knowledge independently.</p>
3				

9. Compares fractions.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				

2	Student is unable or rarely able to compare two fractions with the same numerator or same denominator.	Student is somewhat able to compare two fractions with the same numerator or same denominator.	Student is able or rarely able to compare two fractions with the same numerator or same denominator.	Student is able to apply and extend content knowledge independently.
3				

10. Solves problems involving measurement.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2				
3	<p>Student is unable or rarely able to demonstrate understanding of the concepts measurement.</p> <p>Student is unable or rarely able to add, subtract, multiply, or divide (and use drawings) to solve one-step problems involving masses or volumes.</p> <p>Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p>	<p>Student demonstrates partial understanding of the concepts of measurement.</p> <p>Student is somewhat able to add, subtract, multiply, or divide (and use drawings) to solve one-step problems involving masses or volumes.</p> <p>Student is sometimes able to make a table and look for a pattern to solve a word problem.</p>	<p>Student demonstrates understanding of how to use measurement of standard units, capacity, and weight.</p> <p>Student is able to add, subtract, multiply, or divide (and use drawings) to solve one-step problems involving masses or volumes.</p> <p>Student is able to make a table and look for a pattern to solve a word problem.</p>	Student is able to apply and extend content knowledge independently.

11. Understands and applies concepts of time to the nearest minute.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2				
3	Time: Student is unable or rarely able to tell time to the nearest minute.	Time: Student is somewhat able to tell time to the nearest minute. Student is somewhat able to solve	Time: Student is able to tell time to the nearest minute. Student is able to solve word	Time: Student is able to apply and extend content knowledge independently.

	Student is unable to rarely able to solve word problems involving addition and subtraction of time intervals (elapsed time).	word problems involving addition and subtraction of time intervals (elapsed time).	problems involving addition and subtraction of time intervals (elapsed time).	
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12. Represents information in a picture or bar graph.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2				
3	<p>Student is unable or rarely able to demonstrate understanding of the concepts of data and graphing.</p> <p>Student is unable or rarely able to use tables and graphs to draw conclusions.</p>	<p>Student demonstrates partial understanding of the concepts of data and graphing.</p> <p>Student is sometimes able to use tables and graphs to draw conclusions.</p>	<p>Student demonstrates understanding of how to construct a graph and collect, analyze, and interpret data from pictographs, bar graphs, and a line plot.</p> <p>Student is able to use tables and graphs to draw conclusions.</p>	Student is able to apply and extend content knowledge independently.

13. Classifies geometric shapes.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				
2				
3	Student is unable or rarely able to generalize relationships (shared attributes) between objects.	Student is sometimes able to generalize relationships (shared attributes) between objects.	Student is able to generalize relationships (shared attributes) between objects.	Student is able to apply and extend content knowledge independently.

14. Measures area and perimeter of geometric shapes.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1				

2				
3	<p>Student is unable or rarely able to solve real world mathematical problems involving polygons including finding the perimeter and area.</p> <p>Student is unable or rarely able to measure areas by counting unit squares.</p> <p>Student is unable or rarely able to find the area of regular and irregular shapes using multiplication and addition.</p>	<p>Student is somewhat able to solve real world mathematical problems involving polygons including finding the perimeter and area.</p> <p>Student somewhat able to measure areas by counting unit squares.</p> <p>Student is somewhat able to find the area of regular and irregular shapes using multiplication and addition.</p>	<p>Student is able to solve real world mathematical problems involving polygons including finding the perimeter and area.</p> <p>Student is able to measure areas by counting unit squares.</p> <p>Student is able to find the area of regular and irregular shapes using multiplication and addition.</p>	<p>Student is able to apply and extend content knowledge independently.</p>

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

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
ALL	<p>Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.</p>	<p>Student sometimes communicates mathematical thinking using accurate vocabulary.</p>	<p>Student often communicates mathematical thinking using accurate vocabulary.</p>	<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.