

## Grading Benchmarks – THIRD GRADE

### READING

1) Reads at grade level.

Trimester	1	2	3	4
1 <sup>st</sup>	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.
2 <sup>nd</sup>	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.
3 <sup>rd</sup>	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.

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment.*

2) Uses various strategies to decode text.

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 higher level text.

3) Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>Lack of fluent reading is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is somewhat fluent.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates fluent reading.</li> </ul>	In above-grade-level texts:

	<ul style="list-style-type: none"> <li>• Reading of leveled texts is very choppy and slow.</li> <li>• Student does not attend to spaces between words or to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads either very slowly or very quickly.</li> <li>• Reading is choppy some of the time.</li> <li>• Student may inaccurately phrase words.</li> <li>• Student attends to some ending punctuation.</li> <li>• Student uses very little or no expression matched to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads accurately.</li> <li>• Student pauses briefly between words.</li> <li>• Student attends to some internal punctuation and most ending punctuation.</li> <li>• Expression is matched to text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates fluent reading of above-level text.</li> <li>• Reading is fluid and accurate.</li> <li>• Student attends to and uses phrasing to read longer sentences.</li> <li>• Student attends to internal and ending punctuation.</li> <li>• Expression supports understanding.</li> </ul>
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4) Demonstrates reading stamina during independent reading.

Trimester	1	2	3	4
1 <sup>st</sup>	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.
2 <sup>nd</sup>	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 <sup>rd</sup>	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.

5) Reads with comprehension: Literal (main idea, details, character, setting, retells accurately).

Trimester	1	2	3	4
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1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details.</li> <li>• Student asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text based details, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of on-level texts.</li> <li>• Student describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information in the text, as taught in units of study.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding.</li> <li>• Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> <li>• Student describes the stated author’s purpose, as taught in units of study.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details; asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text-based details, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of on-level texts.</li> <li>• Student describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding.</li> <li>• Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> </ul>

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

6) Reads with comprehension: Inferential (inferences, predictions, conclusions)

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student demonstrates little inferential understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates an insightful inferential understanding of texts.</li> </ul>

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

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

## WRITING

1) Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1 <sup>st</sup>	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 <sup>nd</sup>	Student is unable or rarely able to write 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 <sup>rd</sup>	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.

2) 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.

3) Structures writing pieces appropriately based on genre, purpose, and audience

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>The student wrote a story across three or more pages about when he or she did something.</li> <li>The student wrote about his/her topic part by part.</li> <li>The student wrote his/her opinion or likes and dislikes and said why.</li> </ul>	<ul style="list-style-type: none"> <li>The student wrote a lot of lines on a page and wrote about one time when he/she did something.</li> <li>The student's writing had different parts. Each part told different information about the topic.</li> <li>The student wrote his/her opinions or his/her likes and dislikes and gave reasons for his/her opinion.</li> </ul>	<ul style="list-style-type: none"> <li>The student used paragraphs and told the story bit by bit.</li> <li>The student taught readers information about a subject. He/she put in ideas, observations, and questions.</li> <li>The student told readers his/her opinion and ideas on a text or a topic and helped them understand his/her reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Student wrote the important part of an event bit by bit and took out unimportant parts.</li> <li>Student taught readers different things about a subject. He/she put facts, details, quotes, and ideas into each part of his/her writing.</li> <li>Student made a claim about a topic or a text and tried to support his/her reasons.</li> </ul>

4) Uses writers' craft to effectively enhance independent writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>The student used labels and words to give facts or details.</li> </ul>	<ul style="list-style-type: none"> <li>The student chose strong words that would help readers picture his/her story.</li> <li>The student tried to include the words that showed he/she was an expert on the subject.</li> <li>The student chose words that would make readers agree with his/her opinion.</li> </ul>	<ul style="list-style-type: none"> <li>The student not only told his/her story, but also wrote it in ways that got readers to picture what was happening and that brought his/her story to life.</li> <li>The student chose expert words to teach readers a lot about the subject.</li> <li>The student not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.</li> </ul>	<ul style="list-style-type: none"> <li>Student showed why characters did what they did by including their thinking. The student included precise and sometimes sensory details and used figurative language. The student conveyed emotion or tone of his/her story through description, phrases, dialogue, and thoughts.</li> <li>Student made deliberate word choices to teach his/her readers. The student chose interesting comparisons and used</li> </ul>

				figurative language to clarify his/her points.
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5) Applies editing strategies effectively including expected grade level writing conventions (periods, capitals, commas etc.)

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>The student used all he/she knew about words and chunks of words to help him/her spell.</li> <li>The student ended sentences with punctuation.</li> <li>The student used a capital letter for names.</li> <li>The student used commas in dates and lists.</li> </ul>	<ul style="list-style-type: none"> <li>To spell a word, the student used what she knew about spelling patterns.</li> <li>The student used quotation marks to show what characters said. When the student used words such as <i>can't</i> and <i>don't</i>, he/she used the apostrophe.</li> </ul>	<ul style="list-style-type: none"> <li>The student used what he/she knew about word families and spelling rules to help him/her spell and edit.</li> <li>The student punctuated dialogue correctly with commas and quotation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Student used what he/she knew about word families and spelling rules to help him/her spell and edit.</li> <li>When writing long, complex sentences, the student used commas to make them clear and correct.</li> <li>Student used periods to fix run-on sentences.</li> </ul>

**WORD STUDY**

1) Learns and applies spelling patterns.

Trimester	1	2	3	4
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ALL	<ul style="list-style-type: none"> <li>• Student has limited ability to sort using the word study patterns and needs significant teacher intervention to be successful.</li> <li>• Student has difficulty transferring word study patterns to independent reading and writing and needs significant teacher intervention to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to identify and sort word study patterns with teacher support and guidance.</li> <li>• Student transfers word study patterns learned to independent reading and writing with teacher support and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to identify and sort word study patterns independently.</li> <li>• Student transfers word study patterns learned to independent reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identifies and sorts word study patterns without teacher guidance and accurately extends thinking about patterns and rules.</li> <li>• Student applies and extends word study patterns consistently and accurately to independent reading and writing.</li> </ul>
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**Math**

1) Understands and applies the concepts of addition and subtraction.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>Student is unable or rarely able to demonstrate understanding of the concepts of adding or subtracting whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates partial understanding of the concepts of adding and subtracting whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates understanding of adding whole numbers.</li> <li>Student demonstrates understanding and use of algorithms to solve 2 and 3 digit subtraction problems.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to apply addition and subtraction skills and extend knowledge independently.</li> </ul>

2) Understands and applies the concepts of multiplication and division

Trimester	1	2	3	4

1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Not assessed</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2 <sup>ND</sup> and 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to demonstrate understanding of the concepts of multiplication or division.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of the concepts of multiplication or division.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates knowledge of the relationship between multiplication and division and real world applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to apply multiplication and division skills and extend knowledge independently.</li> </ul>

3) Demonstrates knowledge of facts (+,-,x).

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student computes fewer than 30/60 addition/subtraction facts in 3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to compute 30-44/60 addition/subtraction facts in 3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to compute 45-54/60 addition/subtraction facts in 3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to compute 55-60/60 addition/subtraction facts in 3 minutes.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

4) Utilizes problem solving strategies.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to apply and utilize</li> </ul>

	understanding of the concepts of utilizing problem solving strategies.	partial understanding of problem solving strategies.	demonstrates understanding of problem solving strategies.	problem solving strategies and extend knowledge independently.
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concepts of utilizing problem solving strategies.</li> </ul>			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concepts of utilizing problem solving strategies.</li> </ul>			

5) Measures and estimates lengths in standard or metric units.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concept of estimating length in standard or metric units.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates partial understanding of the concepts of measurement in standard or metric units.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates understanding of the concepts of measurement in standard or metric units.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to apply knowledge of the concepts of measurement in standard or metric units and extend knowledge independently.</li> </ul>

2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concept of estimating length in standard or metric units.</li> </ul>			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concept of estimating length in standard or metric units.</li> </ul>			

6) Understands and applies concept of area and perimeter.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of area and perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of the concepts of area and perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates knowledge of the concepts of area and perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to apply understanding of area and perimeter and extends knowledge to real world applications independently.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of</li> </ul>			

	area and perimeter.			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concepts of area and perimeter.</li> </ul>			

7) Tells and writes time to the minute.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concept of telling time.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to write time to the nearest quarter, half, and hour.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to write time to the nearest five minute.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to write time to the nearest minute.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concept of telling time to the minute.</li> </ul>			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concept of telling time to the minute.</li> </ul>			

8) Collects, records, and interprets data.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to demonstrate understanding of the concepts of collecting, recording, and interpreting data.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates partial understanding of the concepts of collecting, recording, and interpreting data.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates understanding of the concepts of collecting, recording, and interpreting data.</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to independently apply and extend knowledge of collecting, recording, and interpreting data.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concepts of collecting, recording, and interpreting data.</li> </ul>			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable to demonstrate understanding of the concepts of collecting, recording, and interpreting data.</li> </ul>			

9) Identifies and compares attributes of shapes.

Trimester	1	2	3	4
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1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Not assessed</li> </ul>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of identifying and comparing attributes of shapes.</li> </ul>			
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of identifying and comparing attributes of shapes.</li> </ul>			

10) Expresses the area of each part as a fraction of the whole.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Not assessed</li> </ul>			
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of the area of each part as a fraction of the whole.</li> </ul>			

3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable to demonstrate understanding of the concepts of the area of each part as a fraction of the whole.</li> </ul>			
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**Science**

1) Actively participates in lessons and activities.

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> <li>• Student rarely participates in lessons through discussion and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes participates in lessons through discussion and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently participates in lessons through discussion and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently participates in lessons through discussion and activities and adds conversation that is relevant and extends the topic.</li> </ul>

1) Demonstrates understanding of concepts and vocabulary

	1	2	3	4
Chemistry	<p>Student shows little understanding that he or she can :</p> <ul style="list-style-type: none"> <li>• Describe properties of materials</li> <li>• Recognize potential hazards of chemicals</li> <li>• Interpret results of physical and chemical tests</li> <li>• Classify household chemicals by physical and chemical properties</li> <li>• Create mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• Student shows some understanding that he or she can:</li> <li>• Describe properties of materials</li> <li>• Recognize potential hazards of chemicals</li> <li>• Interpret results of physical and chemical tests</li> <li>• Classify household chemicals by physical and chemical properties</li> <li>• Create mixtures</li> <li>• Investigate separation of</li> </ul>	<ul style="list-style-type: none"> <li>• Student shows consistent understanding that he or she can:</li> <li>• Describe properties of materials</li> <li>• Recognize potential hazards of chemicals</li> <li>• Interpret results of physical and chemical tests</li> <li>• Classify household chemicals by physical and chemical properties</li> </ul>	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> <li>• Describe properties of materials</li> <li>• Recognize potential hazards of chemicals</li> <li>• Interpret results of physical and chemical tests</li> <li>• Classify household chemicals by physical and chemical properties</li> <li>• Create mixtures</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate separation of mixtures and describe the properties</li> <li>Classify acids, bases, or neutral substances</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<p>mixtures and describe the properties</p> <ul style="list-style-type: none"> <li>Classify acids, bases, or neutral substances</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Create mixtures</li> <li>Investigate separation of mixtures and describe the properties</li> <li>Classify acids, bases, or neutral substances</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Investigate separation of mixtures and describe the properties</li> <li>Classify acids, bases, or neutral substances</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>
Animals	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Compare and contrast living and non-living things</li> <li>Identify the basic needs of living things</li> </ul>	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Compare and contrast living and non-living things</li> <li>Identify the basic needs of living things</li> </ul>	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Compare and contrast living and non-living things</li> <li>Identify the basic needs of living things</li> </ul>	<p>Student shows consistent understanding and that he or she can extend thinking to a higher level:</p> <ul style="list-style-type: none"> <li>Compare and contrast living and non-living things</li> <li>Identify the basic needs of living things</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare and contrast life cycles</li> <li>• Communicate how living organisms can be sorted</li> <li>• Identify the characteristics of an animal</li> <li>• Identify the five major vertebrate groups</li> <li>• Identify the major invertebrate groups</li> <li>• Understand the relationship of living things to their environment</li> <li>• Diagram a food chain/web</li> <li>• Diagram the life cycles of animals</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast life cycles</li> <li>• Communicate how living organisms can be sorted</li> <li>• Identify the characteristics of an animal</li> <li>• Identify the five major vertebrate groups</li> <li>• Identify the major invertebrate groups</li> <li>• Understand the relationship of living things to their environment</li> <li>• Diagram a food chain/web</li> <li>• Diagram the life cycles of animals</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast life cycles</li> <li>• Communicate how living organisms can be sorted</li> <li>• Identify the characteristics of an animal</li> <li>• Identify the five major vertebrate groups</li> <li>• Identify the major invertebrate groups</li> <li>• Understand the relationship of living things to their environment</li> <li>• Diagram a food chain/web</li> <li>• Diagram the life cycles of animals</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast life cycles</li> <li>• Communicate how living organisms can be sorted</li> <li>• Identify the characteristics of an animal</li> <li>• Identify the five major vertebrate groups</li> <li>• Identify the major invertebrate groups</li> <li>• Understand the relationship of living things to their environment</li> <li>• Diagram a food chain/web</li> <li>• Diagram the life cycles of animals</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>
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<p>Solar System</p>	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> <li>• Identify the earth, moon, sun and planets and their relationship within the solar system</li> <li>• Explain how the sun supplies heat and light to the earth</li> <li>• Relate the motions of the earth/sun/moon system to units of time</li> <li>• Compare and contrast the planets of the solar system</li> <li>• Investigate the concepts of rotation and revolution and their effects (day, night, seasons)</li> <li>• Recognize that invisible forces can act at a distance</li> </ul>	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> <li>• Identify the earth, moon, sun and planets and their relationship within the solar system</li> <li>• Explain how the sun supplies heat and light to the earth</li> <li>• Relate the motions of the earth/sun/moon system to units of time</li> <li>• Compare and contrast the planets of the solar system</li> <li>• Investigate the concepts of rotation and revolution and their effects (day, night, seasons)</li> <li>• Recognize that invisible forces can act at a distance</li> <li>• Investigate asteroids, meteorites, and comets</li> </ul>	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> <li>• Identify the earth, moon, sun and planets and their relationship within the solar system</li> <li>• Explain how the sun supplies heat and light to the earth</li> <li>• Relate the motions of the earth/sun/moon system to units of time</li> <li>• Compare and contrast the planets of the solar system</li> <li>• Investigate the concepts of rotation and revolution and their effects (day, night, seasons)</li> <li>• Recognize that invisible forces can act at a distance</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level:</p> <ul style="list-style-type: none"> <li>• Identify the earth, moon, sun and planets and their relationship within the solar system</li> <li>• Explain how the sun supplies heat and light to the earth</li> <li>• Relate the motions of the earth/sun/moon system to units of time</li> <li>• Compare and contrast the planets of the solar system</li> <li>• Investigate the concepts of rotation and revolution and their effects (day, night, seasons)</li> <li>• Recognize that invisible forces can act at a distance</li> <li>• Investigate asteroids,</li> </ul>
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	<ul style="list-style-type: none"> <li>Investigate asteroids, meteorites, and comets</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>Investigate asteroids, meteorites, and comets</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>meteorites, and comets</li> <li>use scientific method to record data</li> <li>identify and define key vocabulary terms</li> </ul>
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## Social Studies

1) Actively participates in lessons and activities.

Trimester	1	2	3	4
All	Student rarely participates in lessons through discussion and activities.	Student sometimes participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities and adds conversation that is relevant and extends the topic.

2) Demonstrates understanding of concepts and vocabulary.

Unit	1	2	3	4
Government	Student shows little understanding that he or she can:	Student shows some understanding that he or she can:	Student shows consistent understanding that he or she can:	Student shows consistent understanding and can

	<ul style="list-style-type: none"> <li>Identify and describe functions and responsibilities of the three branches of government.</li> <li>Describe American values and beliefs as evidenced in the Constitution and Bill of Rights.</li> <li>Analyze positive contributions to society by American citizens.</li> <li>Define and describe the American electoral process.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe functions and responsibilities of the three branches of government.</li> <li>Describe American values and beliefs as evidenced in the Constitution and Bill of Rights.</li> <li>Analyze positive contributions to society by American citizens.</li> <li>Define and describe the American electoral process.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe functions and responsibilities of the three branches of government.</li> <li>Describe American values and beliefs as evidenced in the Constitution and Bill of Rights.</li> <li>Analyze positive contributions to society by American citizens.</li> <li>Define and describe the American electoral process.</li> </ul>	<p>extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> <li>Identifying and describing functions and responsibilities of the three branches of government.</li> <li>Describing American values and beliefs as evidenced in the Constitution and Bill of Rights.</li> <li>Analyzing positive contributions to society by American citizens.</li> <li>Defining and describing the American electoral process.</li> </ul>
Maps and Globes	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Apply rules of map reading including units of measure, keys, scale, longitude and latitude.</li> </ul>	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Apply rules of map reading including units of measure, keys, scale, longitude and latitude.</li> </ul>	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Apply rules of map reading including units of measure, keys, scale, longitude and latitude.</li> </ul>	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> <li>Applying rules of map reading including units of measure, keys,</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and define various landforms on a variety of maps.</li> <li>Utilize symbols on a route map to plan travel.</li> <li>Interpret symbols on a resource map and classify resources by type and location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define various landforms on a variety of maps.</li> <li>Utilize symbols on a route map to plan travel.</li> <li>Interpret symbols on a resource map and classify resources by type and location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define various landforms on a variety of maps.</li> <li>Utilize symbols on a route map to plan travel.</li> <li>Interpret symbols on a resource map and classify resources by type and location.</li> </ul>	<p>scale, longitude and latitude.</p> <ul style="list-style-type: none"> <li>Identifying and defining various landforms on a variety of maps.</li> <li>Utilizing symbols on a route map to plan travel.</li> <li>Interpreting symbols on a resource map and classifying resources by type and location.</li> </ul>
Bordentown History	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Describe the history of Bordentown including the origin of its name, famous residents, and important buildings.</li> <li>Analyze Bordentown's role in major events in US history including but not exclusive to</li> </ul>	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Describe the history of Bordentown including the origin of its name, famous residents, and important buildings.</li> <li>Analyze Bordentown's role in major events in US history including but not exclusive to</li> </ul>	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> <li>Describe the history of Bordentown including the origin of its name, famous residents, and important buildings.</li> <li>Analyze Bordentown's role in major events in US history including but not exclusive to</li> </ul>	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> <li>Describe the history of Bordentown including the origin of its name, famous residents, and important buildings.</li> <li>Analyze Bordentown's role in major events in US history including</li> </ul>

	the Revolutionary War.	the Revolutionary War.	the Revolutionary War.	but not exclusive to the Revolutionary War.
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