

Grading Benchmarks – THIRD GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level K or below.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
2nd	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

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

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

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

⇒ Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> ● Student demonstrates a weak literal understanding of texts. ● Retelling may identify few story elements using very few or no text-based details. ● Student asks and answers few relevant questions about the text, as taught in units of study. 	<ul style="list-style-type: none"> ● Student demonstrates a partial literal understanding of texts. ● Retelling may include some details but not the main idea. ● Student compares a few details. ● Student asks a few “right there” questions. 	<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. 	<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.

Grading Benchmarks – THIRD GRADE

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

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

Grading Benchmarks – THIRD GRADE

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

⇒ Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.

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

Grading Benchmarks – THIRD GRADE

<p>reading, as taught in units of study.</p> <ul style="list-style-type: none"> Inferential retelling and responses from Level M texts or below. 	<ul style="list-style-type: none"> Inferential retelling and responses from Level N 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 O texts. Student cites specific support to assist in the interpretation of higher-level text. 	<p>conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose.</p> <ul style="list-style-type: none"> Student synthesizes stated and implied ideas across the text. Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. Inferential retelling and responses from Level P or above texts. Student cites specific support to assist in the interpretation of higher-level questions with increasing depth.
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Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

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

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> Student demonstrates fluent reading. Student reads accurately. Student pauses briefly between words. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<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.

Grading Benchmarks – THIRD GRADE

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	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 more than 25 minutes.
2nd	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.

7) Written responses include supportive evidence from the text.

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

Grading Benchmarks – THIRD GRADE

WRITING

1) Expresses ideas clearly in writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> ● Student’s writing does not have an organizational pattern or format. ● Student has few complete sentences. ● Few ideas are relevant to the topic or in logical order, as taught in units of study for each. 	<ul style="list-style-type: none"> ● Student’s writing has a few elements of organizational structure. ● Some ideas and sentences are in order. ● Student uses some complete sentences, as taught in units of study for each. 	<ul style="list-style-type: none"> ● Student’s writing has a clear organizational pattern or structure related to the topic. ● Student’s writing has complete sentences. ● Student’s writing has a few transitional words. ● Student’s writing has sentences and ideas organized to support the purpose, as taught in units of study for each. 	<ul style="list-style-type: none"> ● Student’s writing has a well-developed organizational pattern or structure. ● Student’s writing flows from beginning to end in a logical, interesting order. ● Student uses well-organized, complete sentences and paragraphs that fit together to support the topic or story, as taught in units of study for each.

Grading Benchmarks – THIRD GRADE

2) Elaborates by using details and descriptions.

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

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

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

Grading Benchmarks – THIRD GRADE

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

5) Applies rules of grammar, usage, and mechanics.				
Trimester	1	2	3	4
1st	<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.
2nd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> • Use parts of speech including correctly conjugated verbs. • Write compound sentences using coordinators. • Use precise vocabulary (synonyms). 	<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. 	<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. 	<ul style="list-style-type: none"> • Student consistently applies above-grade-level grammar, usage, and mechanics skills. • Student consistently edits independently.

Grading Benchmarks – THIRD GRADE

<ul style="list-style-type: none"> ● 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"> ● 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"> ● Correctly use pronoun-antecedent agreement. ● Use commas in a series, between city and state, and between day and year. 	
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6) Learns and applies spelling patterns.

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

Grading Benchmarks – THIRD GRADE

7) Shows evidence of revision.

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

8) Applies handwriting skills to write legibly.

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

Grading Benchmarks – THIRD GRADE

MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p><u>Multiplication Meanings:</u></p> <ul style="list-style-type: none"> ● Student is unable to or rarely understands the meaning of multiplication. ● Student is unable to or rarely understands and works with an array/area model of multiplication. <p><u>Multiplication Fact Strategies:</u> Student is unable to or rarely demonstrates the strategy of utilizing known facts to solve multiplication problems.</p> <p><u>Division Meanings:</u> Student is unable to or rarely demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems.</p> <p><u>Division Facts:</u> Student is unable to or rarely demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p> <p><u>Data and Graphing:</u></p>	<p><u>Multiplication Meanings:</u></p> <ul style="list-style-type: none"> ● Student sometimes understands the meaning of multiplication. ● Student sometimes understands and works with an array/area model of multiplication. <p><u>Multiplication Fact Strategies:</u> Student sometimes demonstrates the strategy of utilizing known facts to solve multiplication problems.</p> <p><u>Division Meanings:</u> Student sometimes demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems.</p> <p><u>Division Facts:</u> Student sometimes demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p> <p><u>Data and Graphing:</u></p>	<p><u>Multiplication Meanings:</u></p> <ul style="list-style-type: none"> ● Student consistently understands the meaning of multiplication. ● Student consistently understands and works with an array/area model of multiplication. <p><u>Multiplication Fact Strategies:</u> Student consistently demonstrates the strategy of utilizing known facts to solve multiplication problems.</p> <p><u>Division Meanings:</u> Student consistently demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems.</p> <p><u>Division Facts:</u> Student consistently demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p> <p><u>Data and Graphing:</u></p>	<p><u>Multiplication Meanings:</u></p> <ul style="list-style-type: none"> ● Student is able to apply and extend content knowledge independently. <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Meanings:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	<ul style="list-style-type: none"> ● Student is unable to or rarely describes, summarizes, and compares data. ● Student is unable to generate measurement data. 	<ul style="list-style-type: none"> ● Student sometimes describes, summarizes, and compares data. ● Student sometimes generates measurement data. 	<ul style="list-style-type: none"> ● Student consistently describes, summarizes, and compares data. ● Student consistently generates measurement data. 	<p><u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.</p>
2nd	<p><u>Place Value:</u> Student is unable to or rarely use knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><u>Time:</u> Student is unable to or rarely tell time to the nearest minute.</p> <p><u>Perimeter & Area:</u></p> <ul style="list-style-type: none"> ● Student is unable to or rarely measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student is unable to or rarely can find the area of 2-D figures using U.S. standard and metric units. <p><u>Geometry:</u> Student is unable to categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p><u>Place Value:</u> Student sometimes uses knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><u>Time:</u> Student can sometimes tell time to the nearest minute.</p> <p><u>Perimeter & Area:</u></p> <ul style="list-style-type: none"> ● Student can sometimes measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student can sometimes find the area of 2-D figures using U.S. standard and metric units. <p><u>Geometry:</u> Student can somewhat categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p><u>Place Value:</u> Student consistently uses knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><u>Time:</u> Student can consistently tell time to the nearest minute.</p> <p><u>Perimeter & Area:</u></p> <ul style="list-style-type: none"> ● Student can consistently measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student can consistently find the area of 2-D figures using U.S. standard and metric units. <p><u>Geometry:</u> Student can consistently categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p><u>Place Value:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Time:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter & Area:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Geometry:</u> Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

2) Demonstrates understanding of math facts.

Trimester	1	2	3	4
1st	<p><u>Multiplication Meaning and Facts:</u> Student is unable to or rarely recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student is unable to or rarely uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student sometimes recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student sometimes uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student consistently recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student consistently uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p>
2nd	<p><u>Multiplication Meaning and Facts:</u> Student is unable to or rarely recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student is unable to or rarely uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student sometimes recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student sometimes uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student consistently recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><u>Multiplication Fact Strategies:</u> Student consistently uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><u>Multiplication Meaning and Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p>

3) Understands and solves word problems accurately.

Trimester	1	2	3	4
1st	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> ● Student is unable to or rarely answers one-step word problems using objects, pictures, and/or multiplication. ● Student is unable to or rarely answers multiple-step word problems using multiplication. 	<p><u>Multiplication</u></p> <ul style="list-style-type: none"> ● Student sometimes answers one-step word problems using objects, pictures, and/or multiplication. ● Student sometimes answers multiple-step word problems using multiplication. 	<p><u>Multiplication:</u></p> <ul style="list-style-type: none"> ● Student consistently answers one-step word problems using objects, pictures, and/or multiplication. ● Student consistently answers multiple-step word problems using multiplication. 	<p><u>Multiplication</u></p> <ul style="list-style-type: none"> ● Student is able to apply and extend content knowledge independently. ● Student is able to apply and extend content knowledge independently.

Grading Benchmarks – THIRD GRADE

	<p><u>Division Meanings and Facts:</u> Student is unable to or rarely answers one-step word problems using objects, pictures, and/or division.</p> <p><u>Division Fact Strategies:</u> Student is unable to or rarely answers multiple-step word problems using diagrams and number sentences.</p> <p><u>Graphing:</u></p> <ul style="list-style-type: none"> • Student is unable to or rarely collects, analyzes, and summarizes data. • Student is unable to or rarely solves “how many more” and “how many less” word problems. 	<p><u>Division Meanings and Facts:</u> Student sometimes answers one-step word problems using objects, pictures, and/or division.</p> <p><u>Division Fact Strategies:</u> Student sometimes answers multiple-step word problems using diagrams and number sentences.</p> <p><u>Graphing:</u></p> <ul style="list-style-type: none"> • Student sometimes collects, analyzes, and summarizes data. • Student sometimes solves “how many more” and “how many less” word problems. 	<p><u>Division Meanings and Facts:</u> Student consistently answers one-step word problems using objects, pictures, and/or division.</p> <p><u>Division Fact Strategies:</u> Student consistently answers multiple-step word problems using diagrams and number sentences.</p> <p><u>Graphing:</u></p> <ul style="list-style-type: none"> • Student consistently collects, analyzes, and summarizes data. • Student consistently solves “how many more” and “how many less” word problems. 	<p><u>Division Meanings and Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts Strategies:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Graphing:</u> Student is able to apply and extend content knowledge independently.</p>
2nd	<p><u>Addition:</u> Student is unable to or can rarely solve addition problems with 3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><u>Subtraction:</u> Student is unable to or rarely can solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p>	<p><u>Addition:</u> Student can somewhat solve addition problems with 3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><u>Subtraction:</u> Student can somewhat solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p>	<p><u>Addition:</u> Student can consistently solve addition problems with 3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><u>Subtraction:</u> Student can consistently solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p>	<p><u>Addition:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction:</u> Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks – THIRD GRADE

	<u>Perimeter & Area:</u> <ul style="list-style-type: none"> ● Student is unable to or rarely can measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student is unable to or rarely can find the area of 2-D figures using U.S. standard and metric units. 	<u>Perimeter & Area:</u> <ul style="list-style-type: none"> ● Student can somewhat measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student can somewhat find the area of 2-D figures using U.S. standard and metric units. 	<u>Perimeter & Area:</u> <ul style="list-style-type: none"> ● Student can consistently measure and find the perimeter of 2-D figures using U.S. standard and metric units. ● Student can consistently find the area of 2-D figures using U.S. standard and metric units. 	<u>Perimeter & Area:</u> Student is able to apply and extend content knowledge independently.
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4) Computes accurately.				
Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

5) Clearly expresses mathematical thinking in written and oral form.				
Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes communicates mathematical thinking using accurate vocabulary.	Student consistently communicates mathematical thinking using accurate vocabulary.	<ul style="list-style-type: none"> ● Student communicates all mathematical thinking precisely and with accurate vocabulary. ● Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.