

GRADE 3 GRADING BENCHMARK STATEMENTS

ELA: Reading Literature and Informational Text: Grade 3: Statement #1:

Retells texts, including central message and main idea.

Semester	1	2	3
1	<p>Student will retell text but may include some unimportant details or leave out important details. Student may not be able to state main idea.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at a variety of reading levels, Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score below Level 2 on question 3 of Building a Reading Life Performance Task</p>	<p>Student will retell text but may include some unimportant details and is able to state main idea.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 2 at the student’s independent reading level, Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score of level 2 on question 3 of Building a Reading Life Performance Task</p>	<p>Will consistently be able to retell texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 3 at the student’s independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score of 3 on question 3 of Building a Reading Life Performance Task</p>
2	<p>Student will retell text but may include some unimportant details or leave out important details. Student may not be able to state main idea.</p> <p>Evidence may include: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at a variety of reading levels, Anecdotal conferring notes, evidence from student reading notebooks/post-its</p>	<p>Student will retell text but may include some unimportant details and is able to state main idea.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 2 at the student’s independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its</p>	<p>Student will consistently be able to retell texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea.</p> <p>Evidence may include: Running record “within the text” comprehension score of a 3 at the student’s independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its</p>

ELA: Reading Literature and Informational Text: Grade 3: Statement #2:

Describes the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the plot.

Semester	1	2	3
1	<p>Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. No score on question 1 of Building a Reading Life Performance Task</p>	<p>Student describes characters in a story (traits and feelings) and explains or recalls character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. Score of level 2 on question 1 of Building a Reading Life Performance Task</p>	<p>Student consistently and accurately describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the plot.</p> <p>Evidence may include: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. Score of 3 on question 1 of Building a Reading Life Performance Task</p>
2	<p>Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. No score on question 1 of Character Study Unit Performance Task</p>	<p>Student describes characters in a story (traits and feelings) and explains or recalls character actions.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. Score of 2 on question 1 Character Study Unit Performance Task</p>	<p>Student consistently and accurately describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the plot.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. Score of 3 on question 1 Character Study Unit Performance Task</p>

ELA: Reading Literature and Informational Text: Grade 3: Statement #3:

Determines meaning of words and phrases as they are used in a text.

Semester	1	2	3
1 & 2	<p>Student demonstrates limited success in determining the meaning of words or phrases as they are used in a text or incorrectly determines the meaning of words or phrases as they are used in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its evidence from Interactive Read Alouds</p>	<p>Student attempts to determine meaning of words and phrases as they are used in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its, evidence from Interactive Read Alouds</p>	<p>Student consistently determines meaning of words and phrases as they are used in a text.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its, evidence from Interactive Read Alouds</p>

ELA: Reading Literature and Informational Text: Grade 3: Statement #4:

Compares, contrasts and reflects on the most important points and key details presented in two texts on the same topic.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>Student will reflect on texts by locating and listing key details presented in two texts on the same topic.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>No score on question 3 of Research Clubs Performance Task</p>	<p>Student will reflect on texts by comparing and contrasting key key details presented in two texts on the same topic.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>Score of level 2 on question 3 of Research Clubs Performance Task</p>	<p>Student will reflect on texts by comparing and contrasting the most important points and key details presented on two texts on the same topic.</p> <p>Evidence may include: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its</p> <p>Score of level 3 on question 3 of Research Clubs Performance Task</p>

ELA: Reading Foundational Skills: Grade 3: Statement #1:

Knows and applies grade level phonics and word analysis skills in decoding and encoding words.

Semester	1	2	3
1	<p>Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (beginning LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level L texts or below</p>	<p>Student is able to know and apply some grade-level phonics and word analysis skills in decoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (mid-late LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level M texts</p>	<p>Student is able to apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (WW), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level N texts or above</p>
2	<p>Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (beginning LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level N texts or below</p>	<p>Student is able to know and apply some grade-level phonics and word analysis skills in decoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (mid-late LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level O texts</p>	<p>Student is able to apply third grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>Evidence includes: Running Records, Spelling Analysis (WW), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level P texts or above</p>

ELA: Reading Foundational Skills: Grade 3: Statement #2:

Reads grade level texts with sufficient accuracy and fluency.

Semester	1	2	3
1	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 0-1 and accuracy score 98%+ on Level L texts or below</p> <p>Reading conferences Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 2 and accuracy score 98%+ on Level M texts</p> <p>Reading conferences Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 98%+ on Level N texts or above</p> <p>Reading conferences Anecdotal notes</p>
2	<p>The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 0-1 and accuracy score 98%+ on Level N texts or below</p> <p>Reading conferences Anecdotal notes</p>	<p>The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 2 and accuracy score 98%+ on Level O texts</p> <p>Reading conferences Anecdotal notes</p>	<p>The student reads with sufficient accuracy and fluency to support comprehension on grade level texts.</p> <p>Evidence may include: Running Record fluency score of 3 and accuracy score of 98%+ on Level P texts or above</p> <p>Reading conferences Anecdotal notes</p>

ELA: Reading Foundational Skills: Grade 3: Statement #3:

Reads and comprehends grade level text with purpose and understanding.

Semester	1	2	3
1	Student is reading independently at level K or below, as assessed by Running Records	Student is reading independently at level L-M, as assessed by Running Records	Student is reading independently at level N or above, as assessed by Running Records
2	Student is reading independently at level M or below, as assessed by Running Records	Student is reading independently at level N-O, as assessed by Running Records	Student is reading independently at level P or above, as assessed by Running Records

ELA: Language: Grade 3: Statement #1:

Demonstrates command of the conventions of standard English usage and mechanics when writing.

Semester	1	2	3
1 & 2	<p>Student demonstrates minimal command of the conventions of standard English usage and mechanics when writing.</p> <p>Evidence may include: Meets few or none of the third grade criteria in the language section of the learning progression, Student's writing notebooks</p>	<p>Student demonstrates limited command of the conventions of standard English usage and mechanics when writing.</p> <p>Evidence may include: Meets some of the third grade criteria in the language section of the learning progression, Student's writing notebooks</p>	<p>Student demonstrates sufficient command of the conventions of standard English usage and mechanics when writing.</p> <p>Evidence may include: Meets all or almost all of the third grade criteria in the language section of the learning progression, Student's writing notebooks</p>

ELA: Writing: Grade 3: Statement #1:

Writes opinion pieces on topics or texts, supporting a point of view with reasons.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>Student writes an opinion piece that may include a claim statement, at least 1 supporting reason and/or a conclusion sentence.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.</p>	<p>Student writes opinion piece with clear claim statement, at least 2 supporting reasons, and/or conclusion sentence.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets some of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.</p>	<p>Student consistently writes detailed opinion piece with clear claim statement, at least 2 supporting reasons with evidence, and conclusion sentence.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.</p>

ELA: Writing: Grade 3: Statement 2:

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

Semester	1	2	3
1	<p>Writes informative/explanatory piece and may include 1 text feature. Transitional words may be used to be presented to the reader.</p> <p>Evidence may include: Writing samples throughout unit. Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade information writing rubric.</p>	<p>Writes informative/explanatory piece on a topic including 1 text feature. Transitional words were used periodically to support the flow of ideas and information was clearly presented to the reader.</p> <p>Evidence may include: Writing samples throughout unit. Student meets some of the third grade criteria on the structure and development section on the 3rd grade information writing rubric.</p>	<p>Consistently writes a detailed informative/explanatory piece on a topic including 2 or more text features. Transitional words and phrases used throughout to support flow of ideas. Information clearly presented to the reader.</p> <p>Evidence may include: Writing samples throughout unit. Student meets all/almost all of third grade criteria on structure and development section on 3rd grade information writing rubric.</p>
2	Not Assessed	Not Assessed	Not Assessed

ELA: Writing: Grade 3: Statement #3:

Writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Semester	1	2	3
1	<p>Student writes a personal narrative small moment piece. Student writes the story in sequential order that may include a lead and/or ending, as well as some details and action.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>	<p>Student writes a personal narrative small moment piece. Student writes the story in sequential order with a lead and ending, and may include some details, action, dialogue, and emotions.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets some of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>	<p>Student consistently writes a personal narrative small moment piece. Student writes the story bit by bit including details, action, dialogue, and emotions as well as a strong lead and ending.</p> <p>Evidence may include: Writing samples throughout the unit</p> <p>Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>
2	<p>Student writes a fairy tale. Student writes the story in sequential order that may include a lead and/or ending, as well as some details and action.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>	<p>Student writes a fairy tale. Student writes the story in sequential order with a lead and ending, and may include some details, action, dialogue, and emotions.</p> <p>Evidence may include: Writing samples throughout unit</p> <p>Student meets some of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>	<p>Student consistently writes a fairy tale. Student writes the story bit by bit including details, action, dialogue, and emotions as well as a strong lead and ending.</p> <p>Evidence may include: Writing samples throughout the unit</p> <p>Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.</p>

Math Grade 3: Statement #1:

Fluently multiplies within 100.

Semester	1	2	3
1	Fact Fluency Level 1 and 2 (0-39 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (40-71 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (72 out of 80 in 4 min)
2	Fact Fluency Level 1 and 2 (0-39 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (40-71 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (72 out of 80 in 4 min)

Math Grade 3: Statement #2:

Applies place value strategies to identify the parts of a number, and to add/subtract within 10,000.

Semester	1	2	3
1	Student shows limited success or unable to use place value strategies to add/subtract within 10,000 Evidence may include: Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments	Student shows partial success when using place value strategies to add/subtract within 10,000 Evidence may include: Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments	Student successfully uses place value strategies to add/subtract within 10,000 Evidence may include: Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments
2	N/A	N/A	N/A

Math Grade 3: Statement #3:

Solves single and multi-step real-life word problems

Semester	1	2	3
1	Student shows limited success with solving single and multi-step word problems Evidence may include: Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments	Student shows partial success with solving single and multi-step word problems Evidence may include: Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments	Student is able to successfully solve single and multi-step word problems Evidence may include: Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments
2	Student shows limited success with solving single and multi-step word problems Evidence may include: Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments	Student shows partial success with solving single and multi-step word problems Evidence may include: Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments	Student is able to successfully solve single and multi-step word problems Evidence may include: Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments

Math Grade 3: Statement #4:

Calculates Perimeter of Polygons

Semester	1	2	3
1	<p>Student is not yet able to, or shows limited success when calculating the perimeter of polygons.</p> <p>Evidence may include: Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when calculating the perimeter of polygons.</p> <p>Evidence may include: Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments</p>	<p>Student is able to calculate the perimeter of polygons successfully.</p> <p>Evidence may include: Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments</p>
2	N/A	N/A	N/A

Math Grade 3: Statement #5:

Models the meaning of operations using equal groups, arrays, area models, number lines, and number models.

Semester	1	2	3
1	<p>Student has shown limited success when modeling the meaning of multiplication</p> <p>Evidence may include: Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when modeling the meaning of multiplication</p> <p>Evidence may include: Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments</p>	<p>Student is able to model the meaning of multiplication</p> <p>Evidence may include: Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments</p>
2	<p>Student has shown limited success when modeling the meaning of multiplication and/or division</p> <p>Evidence may include: Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments</p>	<p>Student has shown partial success when modeling the meaning of multiplication and/or division</p> <p>Evidence may include: Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to model the meaning of multiplication and division</p> <p>Evidence may include: Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments</p>

Math Grade 3: Statement #6:

Identifies and describes various polygon attributes.

Semester	1	2	3
1	<p>Student is not yet able to, or shows limited success when identifying and describing polygon attributes.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when identifying and describing polygon attributes.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments</p>	<p>Student is able to identify and describe polygon attributes successfully.</p> <p>Evidence may include: Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments</p>
2	N/A	N/A	N/A

Math Grade 3: Statement #7:

Recognizes and represents fractions (meaning of numerator and denominator) as a part of a whole through number lines and shapes.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able to, or shows limited success when recognizing and representing fractions using number lines and shapes.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when recognizing and representing fractions using number lines and shapes.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully recognize and represent fractions using number lines and shapes.</p> <p>Evidence may include: End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 3: Statement #8:

Able to identify area of rectangular figures in a variety of ways (arrays, counting unit squares, using LxW formula).

Semester	1	2	3
1	<p>Student is not yet able to, or shows limited success when identifying the area of rectangular figures.</p> <p>Evidence may include: Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when identifying the area of rectangular figures.</p> <p>Evidence may include: Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments</p>	<p>Student is able to identify the area of rectangular figures with success.</p> <p>Evidence may include: Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments</p>
2	N/A	NA	N/A

Math Grade 3: Statement #9:

Draws and interprets a scaled graph using given and/or self-collected data.

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student is not yet able to, or shows limited success when drawing or interpreting a graph using a set of data.</p> <p>Evidence may include: Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when drawing or interpreting a graph using a set of data.</p> <p>Evidence may include: Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to successfully draw or interpret a graph using a set of data.</p> <p>Evidence may include: Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments</p>

Math Grade 3: Statement #10:

Solve problems involving measurement and estimation of intervals (tells and writes time to the nearest minute and solves word problems with elapsed time).

Semester	1	2	3
1	N/A	N/A	N/A
2	<p>Student shows limited success, or not yet able to tell, write, and find elapsed time.</p> <p>Evidence may include: Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student shows partial success when either telling, writing, and finding elapsed time.</p> <p>Evidence may include: Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments</p>	<p>Student is able to tell, write, and find elapsed time to the nearest minute successfully.</p> <p>Evidence may include: Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments</p>

Science: Grade 3: Statement #1:

Designs original solutions or evaluates existing solutions to a specific problem.

Semester	1	2	3
1	<p>The student is not yet able to or shows limited success when designing original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when designing original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to design original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice and observation of students' participation during classroom experiences.</p>
2	<p>The student is not yet able to or shows limited success when designing original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when designing original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to design original solutions or evaluating solutions to problems.</p> <p>Evidence may include: Unit Performance Task, Engineering Practice and observation of students' participation during classroom experiences.</p>

Science: Grade 3: Statement #2:

Plans and carries out investigations that control variables and provides evidence to support explanations.

Semester	1	2	3
1	<p>The student is not yet able or shows limited success when planning and carrying out investigations and providing evidence to support explanations.</p> <p>Evidence may include: Investigation Unit Task and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when planning and carrying out investigations and providing evidence to support explanations.</p> <p>Evidence Includes: Investigation Unit Task and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to plan and carry out investigations and providing evidence to support explanations.</p> <p>Evidence may include: Investigation Unit Task and observation of students' participation during classroom experiences.</p>
2	<p>The student is not yet able or shows limited success when planning and carrying out investigations and providing evidence to support explanations.</p> <p>Evidence may include: Investigation Unit Task and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when planning and carrying out investigations and providing evidence to support explanations.</p> <p>Evidence may include: Investigation Unit Task and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to plan and carry out investigations and providing evidence to support explanations.</p> <p>Evidence may include: Investigation Unit Task and observation of students' participation during classroom experiences.</p>

Science: Grade 3: Statement #3:

Identifies patterns in weather and uses them to predict future weather and describe a region's climate.

Semester	1	2	3
1	<p>Student is not yet able, or shows limited success when identifying patterns in weather to predict or describe the climate.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>Student shows partial success when identifying patterns in weather to predict or describe the climate.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>Student is able to identify patterns in weather to predict or describe climate successfully.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>
2	Not Assessed	Not Assessed	Not Assessed

Science: Grade 3: Statement #4:

Recognizes that organisms have many different methods for survival and are found in environments that best meet those needs.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>The student is not yet able or shows limited success when recognizing organisms' methods of survival and environmental needs.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when recognizing organisms' methods of survival and environmental needs.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to recognize organisms' methods of survival and environmental needs.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>

Science: Grade 3: Statement #5:

Identifies basic forces and how they influence motion.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	<p>The student is not yet able or shows limited success when identifying basic forces and how they influence motion.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>The shows partial success when identifying basic forces and how they influence motion.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>	<p>The student is successfully able to identify basic forces and how they influence motion.</p> <p>Evidence may include: Unit Performance Task and observation of students' participation during classroom experiences.</p>

Social Studies: Grade 3: Statement #1:

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of the United States.

Semester	1	2	3
1	<p>The student has limited success with identifying features of regions in the United States and is unable to describe how landforms, climate and weather, and/or availability of resources have impacted where and how people live and work in different regions of the United States.</p> <p>Evidence includes:</p> <p>The student scores a total of 3 or below on performance task rubric.</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>	<p>The student lists features of a region and attempts to describe how landforms, climate and weather, and/or availability of resources have impacted where and how people live and work in different regions of the United States.</p> <p>Evidence includes:</p> <p>The student scores a total of 4-6 on performance task rubric.</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>	<p>The student successfully describes how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of the United States.</p> <p>Evidence includes:</p> <p>The student scores a total of 7-9 on performance task rubric.</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>
2	Not Assessed	Not Assessed	Not Assessed

Social Studies: Grade 3: Statement #2:

Compares and contrasts information that can be found on maps and globes and determines how the information may be useful.

Semester	1	2	3
1	<p>The student has limited success with locating information on maps and globes and is unable to determine how the information may be useful.</p> <p>Evidence includes:</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>	<p>The student is able to locate information on maps and globes and may be able to determine how the information is useful.</p> <p>Evidence includes:</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>	<p>The student is able to compare and contrast information that can be found on maps and globes and determine how the information may be useful.</p> <p>Evidence includes:</p> <p>Interactive SS Notebook</p> <p>Anecdotal Notes</p>
2	Not Assessed	Not Assessed	Not Assessed

Social Studies: Grade 3: Statement #3:

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey.

Semester	1	2	3
1	<p>The student has limited success with identifying features of regions of New Jersey and is unable to describe how landforms, climate and weather, and/or availability of resources have impacted where and how people live and work in different regions of New Jersey.</p> <p>Evidence includes: The student scores a total of 6 or below on the performance assessment.</p> <p>Interactive SS Notebook Anecdotal Notes</p>	<p>The student lists features of a region and attempts to describe how landforms, climate and weather, and/or availability of resources have impacted where and how people live and work in different regions of New Jersey.</p> <p>Evidence includes: The student scores a total of 7-9 on the performance assessment.</p> <p>Interactive SS Notebook Anecdotal Notes</p>	<p>The student successfully describes how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey.</p> <p>Evidence includes: The student scores a total of 10-12 on the performance assessment.</p> <p>Interactive SS Notebook Anecdotal Notes</p>
2	Not Assessed	Not Assessed	Not Assessed

Social Studies: Grade 3: Statement #4:

Determines how local communities have changed over time, and explains the reasons for changes.

Semester	1	2	3
1	<p>Student has limited success with identifying and explaining how their local community has changed over time using 2 or less examples(schools, transportation/roads, population, agriculture to suburban, job opportunities, lifestyle).</p> <p>Evidence includes: Interactive SS Notebook Anecdotal Notes</p>	<p>The student is able to identify and explain how their local community has changed over time using 3-4 examples(schools, transportation/roads, population, agriculture to suburban, job opportunities, lifestyle).</p> <p>Evidence includes: Interactive SS Notebook Anecdotal Notes</p>	<p>The student is able to identify and explain how their local community has changed over time using 5-6 examples(schools, transportation/roads, population, agriculture to suburban, job opportunities, lifestyle).</p> <p>Evidence includes: Interactive SS Notebook Anecdotal Notes</p>
2	Not Assessed	Not Assessed	Not Assessed