

### 3<sup>rd</sup> Grade Report Card Benchmarks Jackson Township School District

Language Arts Literacy - Grade 3				
Reading: Literature and Informational Text				
<i>Reads closely to demonstrate understanding of the text while asking and answering questions by referring to the text for evidence.</i>				
Marking Period	1	2	3	4
<b>ALL</b>	<p>With support, the student is rarely able to: ask and answer questions (who, what, where, why and how) by referring to the text as the basis for the answers. Student is reading significantly below the reading benchmark expectation for third grade.</p>	<p>With limited support, the student is occasionally able to: ask and answer questions (who, what, where, why and how) by referring to the text explicitly as the basis for the answers both orally and in writing. Student is approaching the reading benchmark expectation for third grade.</p>	<p>The student, with independence, is consistently able to: ask and answer questions (who, what, where, why and how) by referring to the text explicitly as the basis for the answers both orally and in writing. The student reads at the benchmark expectation for third grade.</p>	<p>Student consistently surpasses the grade level expectation and is able to: ask and answer questions (who, what, where, why and how) by referring to the text explicitly as the basis for the answers both orally and in writing. Student reads above the benchmark expectation for third grade.</p>
<i>Determines the main idea and/or central lesson, theme or moral of text.</i>				
Marking Period	1	2	3	4

<b>ALL</b>	With support, the student rarely applies the following skills: determining the main idea of a text, recounting key details, explaining how key details support the main idea.	With limited support, the student will occasionally apply the following skills: determining the main idea of a text, recounting key details, explaining how key details support the main idea.	Student consistently applies the following skills with independence: determining the main idea of a text, recounting key details, explaining how key details support the main idea.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence): determining the main idea of a text, recounting key details, explaining how key details support the main idea.
	<i>Describes a series of events, motivations, concepts as to cause and effect and sequencing.</i>			
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	<p>With support, the student rarely applies the following skills: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events and describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>With limited support the student consistently applies the following skills: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events and describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>The student consistently applies the following skills with independence: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events and describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>The student consistently surpasses the grade level expectation for the following skills (with no support and independence): describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events and describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
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*Determines the meaning of words, phrases and/or academic specific vocabulary.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>ALL</b>	With support, the student rarely applies the following skills: determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language and determine the meaning of general academic and domain-specific words and phrases in a text.	With limited support, the student occasionally applies the following skills: determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language and determine the meaning of general academic and domain-specific words and phrases in a text.	The student consistently applies the following skills with independence: determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language and determine the meaning of general academic and domain-specific words and phrases in a text.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence): determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language and determine the meaning of general academic and domain-specific words and phrases in a text.
	<i>Incorporates and uses text features (key words, links, chapters, scenes, stanzas.</i>			
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	With support, the student rarely applies the following skills: refer to parts of stories, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections and use text features and search tools (eg. Key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	With limited support, the student occasionally applies the following skills: refer to parts of stories, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections and use text features and search tools (eg. Key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Student consistently applies the following skills with independence: refer to parts of stories, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections and use text features and search tools (eg. Key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence): refer to parts of stories, dramas, and poems, when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections and use text features and search tools (eg. Key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<i>Distinguishes their own point of view.</i>			
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	With support, the student rarely applies the following skills: distinguish their own point of view from that of the narrator, the characters or the author and support a critical evaluation of author's craft.	With limited support, the student occasionally applies the following skills: distinguish their own point of view from that of the narrator, the characters or the author and support a critical evaluation of author's craft.	Student consistently applies the following skills with independence: distinguish their own point of view from that of the narrator, the characters or the author and support a critical evaluation of author's craft.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence): distinguish their own point of view from that of the narrator, the characters or the author and support a critical evaluation of author's craft.
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*Uses information from text illustrations for setting, mood, characters, key events.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>ALL</b>	<p>With support, the student rarely applies the following skills: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how, key events occur).</p>	<p>With limited support the student occasionally applies the following skills: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how, key events occur).</p>	<p>The student consistently applies the following skills with independence: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how, key events occur).</p>	<p>The student consistently surpasses the grade level expectation for the following skills (with no support and independence): explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting and use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how, key events occur).</p>
<p><i>Describes the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</i></p>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	With support, the student rarely applies the following skills: describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence, provide examples of facts and opinions in a text, and differentiate essential from non-essential information.	With limited support, the student occasionally applies the following skills: describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence, provide examples of facts and opinions in a text, and differentiate essential from non-essential information.	The student consistently applies the following skills with independence: describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence, provide examples of facts and opinions in a text, and differentiate essential from non-essential information.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence)describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence, provide examples of facts and opinions in a text, and differentiate essential from non-essential information.
	<i>Compares/Contrasts themes, settings, plots by the same author and/or key points and details presented in two texts about the same topic.</i>			
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



<b>ALL</b>	With support, the student rarely applies the following skills: Compares/Contrasts themes, settings, plots by the same author and/or key points and details presented in two texts about the same topic.	With limited support, the student occasionally applies the following skills: Compares/Contrasts themes, settings, plots by the same author and/or key points and details presented in two texts about the same topic.	The student consistently applies the following skills with independence: Compares/Contrasts themes, settings, plots by the same author and/or key points and details presented in two texts about the same topic.	The student consistently surpasses the grade level expectation for the following skills (with no support and independence): Compares/Contrasts themes, settings, plots by the same author and/or key points and details presented in two texts about the same topic.
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**Reading: Foundational Skills**

*Knows and applies grade level phonics and word analysis when decoding and writing (RF.3.3)*

Marking Period	1	2	3	4
<b>ALL</b>	With support, the student rarely understands and applies grade level phonics and word analysis when decoding and writing.	With limited support, the student occasionally understands and applies grade level phonics and word analysis when decoding and writing.	Student consistently understands and applies grade level phonics and word analysis when decoding and writing.	Student consistently surpasses the grade level expectation for the following skills (with no support and independence): Knowing and applying grade level phonics and word analysis when decoding and writing.

*Reads with accuracy and fluency to support comprehension.*

Marking Period	1	2	3	4
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<b>ALL</b>	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Occasionally the student reads with purpose and understanding. She reads these texts with accuracy, appropriate rate, and expression. She uses the context to confirm or self-correct word recognition and understanding, rereading as necessary.	The student consistently reads with purpose and understanding. She reads these texts with accuracy, appropriate rate, and expression. She uses the context to confirm or self-correct word recognition and understanding, rereading as necessary.	The student reads with purpose and understanding. She reads these texts with accuracy, appropriate rate, and expression. She uses the context to confirm or self-correct word recognition and understanding, rereading as necessary. The student exceeds grade level expectations for this standard.
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**Writing: Opinion**

*Writes opinion pieces on topics or texts to examine a topic and convey ideas and information clearly.*

Marking Period	1	2	3	4
<b>MP3</b>	With significant support, the writer wrote her opinion or her likes and dislikes and said why.	With limited support, the writer is able to write her opinion or her likes and dislikes and gives reasons for her opinion.	With independence, the writer is able to write conveying her opinion and ideas on a text or a topic and helped them understand her reasons.	The writer consistently surpasses the grade level expectation when writing to make a claim about a topic or a text and tried to support her reasons.

*Demonstrates an organizational structure to list reasons that support their opinion.*

Marking Period	1	2	3	4

<b>MP3</b>	With significant support, the writer wrote a part where she got her reader's attention and a part where she said more.	With limited support, the writer's piece has different parts, she wrote a lot of lines for each part.	With independence, the writer wrote several reasons or examples why readers should agree with her opinion and write at least several sentences about each reason. The writer also organizes her information so that each part of her writing was mostly about one thing.	The writer consistently surpasses the grade level expectation by writing several reasons or examples why readers should agree with her opinion and writing at least several sentences about each reason. The writer also organizes her information so that each part of her writing was mostly about one thing, separating sections into paragraphs.
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*Uses linking words and phrases (e.g. because, therefore, since) to connect opinions and reasons.*

Marking Period	1	2	3	4
<b>MP3</b>	With support, the writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	With limited support, the writer connected parts of his piece using words such as: <i>also</i> , <i>another</i> , and <i>because</i>	With independence, the writer connected her ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> . The writer connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer consistently surpasses the grade level expectation by using words and phrases to glue parts of her piece together. She used phrases such as: <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point.

*Provides closure on an opinion piece.*

Marking Period	1	2	3	4
MP3	With support, the writer wrote an ending for his piece.	With limited support, the writer wrote an ending in which she reminded readers of her opinion.	With independence, the writer wrote a clear ending/closure, perhaps a thought or comment related to his opinion.	The writer consistently surpasses the grade level expectation by writing an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.

**Writing: Informative/Explanatory**

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

Marking Period	1	2	3	4
MP2	With support, the writer taught her readers about a topic.	With limited support, the writer taught readers some important points about a subject.	With independence, the writer is able to consistently write teaching readers information about a subject. She put in ideas, observations, and questions.	The writer consistently surpasses the grade level expectation by writing to teach readers different things about a subject. She put facts, details, quotes, and ideas into each part of her writing.

*Writes an introduction about a topic whereby facts, details and definitions are grouped together.*

Marking Period	1	2	3	4
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<b>MP2</b>	With support, the writer named his topic in the beginning and got the readers' attention.	With limited support, the writer wrote a beginning in which she named the subject and tried to interest the readers.	With independence, the writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	The writer consistently surpasses the grade level expectation by writing a beginning in which she hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.
<i>Uses linking words and phrases (e.g. also, another and more) to connect ideas within categories of texts.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP2</b>	With support, the writer told different parts about her topic on different pages.	With limited support, the writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	With limited support, the writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	The writer independently used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as: <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> and <i>after</i> .
<i>Provides closure on an informative/explanatory text.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>MP2</b>	With support, the writer wrote an ending.	With limited support, the writer wrote some sentences or a section at the end to wrap up her piece.	With limited support, the writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer independently wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.
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**Writing: Narrative**

*Writes narratives to develop real or imagined experiences or events using effective techniques.*

Marking Period	1	2	3	4
<b>MP1</b>	With support, the writer wrote about when she did something.	With limited support, develops a real experience or event and wrote about one time when she did something.	With limited support, develops a real experience or event and the writer told the story bit by bit.	Independently develops a real experience or event. The writer wrote the important part of an event bit by bit and took out unimportant events.

*Establishes and organizes an event sequence.*

Marking Period	1	2	3	4
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<b>MP1</b>	With support, the writer wrote her story across three or more pages.	With limited support, the writer wrote a lot of lines on a page and wrote across a lot of pages.	With limited support, the writer uses paragraphs and skips lines to separate what happened first from what happened later (and finally) in her story.	The writer consistently uses paragraphs to separate the different parts or times of the story or to show when a new character was speaking.
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*Uses dialogue and descriptions of actions and thoughts.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP1</b>	The writer used labels and words to give details.	The writer chose strong words that would help readers picture her story.	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some of the parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used some figurative language (simile, metaphor, personification) to bring her story to life. The writer used storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.

*Uses temporal words (first, second, third) to signify order.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>MP1</b>	The writer put her pages in order. She used words such as <i>and</i> and <i>then</i> , <i>so</i> .	The writer told the story in order by using words such as <i>when</i> , <i>then</i> , and <i>after</i> .	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	The writer showed how much time went by with words and phrases that mark time <i>such as, just then</i> , and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).
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*Provides closure on a narrative piece.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP1</b>	The writer found a way to end her story.	The writer chose an action, talk, or feeling that would make a good ending.	The writer chose an action, talk, or feeling that would make a good ending and worked to write it well.	The writer wrote an ending that connects to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.

### **Writing Process and Publishing**

*Plans, revises, edits and publishes written work.*

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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<b>ALL</b>	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With significant guidance and support from adults and peers the writer is able to apply the following skills: produce writing in which the development, and organization are appropriate to task and purpose and use the writing process to develop and strengthen writing as needed by planning, revising, and editing.	With limited guidance and support from adults and peers the writer is able to apply the following skills: produce writing in which the development, and organization are appropriate to task and purpose and use the writing process to develop and strengthen writing as needed by planning, revising, and editing.	The writer consistently surpasses the grade level expectation and independently applies the following skills: produces writing in which the development, and organization are appropriate to task and purpose and use the writing process to develop and strengthen writing as needed by planning, revising, and editing.
<b>Language</b>				
<i>Demonstrates command of the conventions of standard English grammar and usage when writing (capitalization, punctuation, and spelling) or speaking.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	With significant support and prompting, the writer demonstrates minimal command of conventions of grammar and usage taught thus far when writing or speaking. The writer uses what they know about word families and spelling rules for spelling. The writer writes shorter, less complex sentences.	With support and prompting, the writer is developing their understandings of the conventions of grammar and usage taught thus far when writing or speaking. The writer uses what they know about word families and spelling rules for spelling. Writes longer sentences.	The writer demonstrates a general understanding of the conventions of grammar and usage taught thus far when writing or speaking. The writer uses what they know about word families and spelling rules for spelling. Writes long, complex sentences using commas to make them clear and correct.	The writer demonstrates a complete understanding of the conventions of grammar and usage taught thus far when writing or speaking. The writer uses what they know about word families and spelling rules for spelling. Writes long, complex sentences using commas to make them clear and correct.
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*Uses knowledge of language and its conventions when writing, speaking, reading, or listening.*

Marking Period	1	2	3	4
<b>ALL</b>	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	With prompting and support, students will apply the following skills when speaking or writing: Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style.	With limited support, student will apply the following skills when speaking or writing: Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style	Student independently applies the following skills when speaking or writing :Use grade-appropriate academic vocabulary. Use grade-appropriate conventions of standard English grammar. Make effective choices about language and sentence structure for meaning and style

*Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies, demonstrates understanding of word relationships and nuance in word meaning, and acquires and uses accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.*

<b>ALL</b>	The student is not yet meeting grade level standards for the standard. The student demonstrates minimal understanding of concepts and skills. Performance is inconsistent with support and interventions.	Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student asks consistently for clarification and further explanation is needed. Student consistently extends his/her ideas and understanding in the light of the discussion.	With limited support students will apply the following skills: Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student asks consistently for clarification and further explanation is needed. Student consistently extends his/her ideas and understanding in the light of the discussion.	Student independently applies the following skills: Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student asks consistently for clarification and further explanation is needed. Student consistently extends his/her ideas and understanding in the light of the discussion.
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**Math - Grade 3**

**Operations and Algebraic Thinking**

*Uses arrays to represent multiplication (e.g.  $5 \times 7 = 5$  groups of 7).*

Marking Period	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to use arrays to represent multiplication.	Student sometimes uses arrays to represent multiplication.	Student consistently demonstrates how to use arrays to represent multiplication. Student can write the corresponding repeated addition sentence. Student can create arrays to show the difference between $a \times b$ and $b \times a$ .	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Determines the unknown whole number in a multiplication or division problem (e.g.  $8 \times N = 48$ ;  $48/8 = N$ ).*

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to determine the unknown whole number in a multiplication or division problem.	Student is sometimes able to determine the unknown whole number in a multiplication or division problem.	Student consistently demonstrates understanding of a variable as a symbol that stands for a number in an algebraic expression. Student works with variables in a table. Student determines a rule for numbers in a table and writes an expression. Student determines the value of an unknown in a multiplication or division equation.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself

*Uses multiplication and division within 100 to solve word problems.*

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to use multiplication and division within 100 to solve word problems.	Student is sometimes able to use multiplication and division within 100 to solve word problems.	Student consistently and accurately uses multiplication and division within 100 to solve word problems. Student is consistently able to determine the correct operation when solving a word problem. Student demonstrates the ability to check for reasonableness of an answer.	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.

*Determines the unknown whole number in a multiplication or division equation relating three whole numbers.*

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Student sometimes is able to determine the unknown whole number in a multiplication or division equation relating three whole numbers	Student consistently demonstrates the ability to determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself

*Uses commutative property, associative property, and distributive property of multiplication to solve problems.*

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to use the commutative property, associative property, and distributive property of multiplication to solve problems.	Student is sometimes able to use the commutative property, associative property, and distributive property of multiplication to solve problems.	Student consistently demonstrates the ability to use the commutative property, associative property, and distributive property of multiplication to solve problems. Students consistently identify the property being used to solve the problem.	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.

*Understands division as an unknown-factor problem (e.g. Find 32/8 by finding the number that makes 32 when multiplied by 8.).*

Marking Period	1	2	3	4
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<b>ALL</b>	Student is unable or rarely able to demonstrate understanding of division as an unknown-factor problem.	Student sometimes demonstrates understanding of division as an unknown-factor problem.	Student consistently demonstrates understanding of division as an unknown-factor problem. Student consistently and accurately creates fact families for multiplication and division equations.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself
<i>Memorizes all multiplication facts up to 100 with speed and accuracy.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student is unable or rarely able to recall multiplication facts up to 100 with speed and accuracy.	Student is sometimes able to recall multiplication facts up to 100 with speed and accuracy.	Student consistently demonstrates ability to recall multiplication facts up to 100 with speed and accuracy.	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.
<i>Solves two-step word problems using multiplication and division and uses estimation to check answers.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP3</b>	Student is unable or rarely able to solve two-step word problems using multiplication and division and uses estimation to check answers.	Student is sometimes able to solve two-step word problems using multiplication and division and uses estimation to check answers.	Student consistently demonstrates the ability to solve two-step word problems using multiplication and division. Student consistently explains patterns using properties of operations.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself
<i>Identifies arithmetic patterns (including patterns in the addition table or multiplication table), and explains them using properties of operations.</i>				

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to identify arithmetic patterns (including patterns in the addition table or multiplication table), and is unable or rarely able to explain them using properties of operations.	Student is sometimes able to identify arithmetic patterns (including patterns in the addition table or multiplication table), and is sometimes able to explain them using properties of operations.	Student consistently demonstrates the ability to identify arithmetic patterns (including patterns in the addition table or multiplication table).	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.

**Numbers and Operations Base Ten**

*Uses place value to round whole numbers to the nearest 10 or 100.*

Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to use place value to round whole numbers to the nearest 10 or 100.	Student is sometimes able to use place value to round whole numbers to the nearest 10 or 100.	Student consistently demonstrates ability to use place value to round whole numbers to the nearest 10 or 100.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Fluently adds and subtracts within 1000.*

Marking Period	1	2	3	4
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<b>MP2 &amp; 3</b>	Student is unable or rarely able to fluently add and subtract within 1000.	Student is sometimes able to fluently add and subtract within 1000.	Student consistently demonstrates fluency in adding and subtracting within 1000.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
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*Multiplies one-digit whole numbers by multiples of 10 in the range 10–90 (e.g. 9 x 80, 5 x 60).*

Marking Period	1	2	3	4
<b>MP2 &amp; 3</b>	Student is unable or rarely able to multiply one-digit whole numbers by multiples of 10 in the range 10-90.	Student is sometimes able to multiply one-digit whole numbers by multiples of 10 in the range 10-90.	Student consistently demonstrates the ability to multiply one-digit whole numbers by multiples of 10 in the range 10-90. Students can identify patterns when using multiples of 10.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

**Numbers and Operations - Fractions**

*Reads and writes fractions as equal parts of a whole.*

Marking Period	1	2	3	4
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<b>MP3</b>	Student is unable or rarely able to read and write fractions as equal parts of a whole.	Student sometimes reads and writes fractions as equal parts of a whole.	Student consistently demonstrates ability to read and write fractions as equal parts of a whole. Student consistently demonstrates ability to understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts. Students consistently demonstrates understanding that a fraction $a/b$ as the quantity formed by $a$ parts of a size $1/b$ .	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
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*Writes fractions on a number line diagram.*

Marking Period	1	2	3	4
<b>MP3</b>	Student is unable or rarely able to write fractions on a number line diagram.	Student sometimes is able to write fractions on a number line diagram.	Student consistently demonstrates ability to write fractions on a number line diagram.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Expresses whole numbers as fractions (e.g. Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram).*

Marking Period	1	2	3	4
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<b>MP3</b>	Student is unable or rarely able to express whole numbers as fractions.	Student sometimes is able to express whole numbers as fractions.	Student consistently demonstrates the ability to express whole numbers as fractions. Student is consistently able to express a whole number as $a/1$ . Student is consistently able to recognize that $a/1=a$ . Student is consistently able to recognize that $a/a = 1$ .	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
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*Compares two fractions (understanding they must have the same denominator) using the symbols  $<$ ,  $>$ , and  $=$ .*

Marking Period	1	2	3	4
<b>MP3</b>	Student is rarely able or unable to compare two fractions using the symbols $<$ , $>$ , and $=$ .	Student is sometimes able to compare two fractions using the symbols $<$ , $>$ , and $=$ .	Student consistently demonstrates ability to compare two fractions using $<$ , $>$ , and $=$ .	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

**Measurement and Data**

*Tells and writes time to the nearest minute and solves word problems involving addition and subtraction of time intervals in minutes.*

Marking Period	1	2	3	4
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<b>MP3</b>	Student is unable or rarely able to tell and write time to the nearest minute and solve word problems involving addition and subtraction of time intervals in minutes.	Student sometimes tells and writes time to the nearest minute and solves word problems involving addition and subtraction of time intervals in minutes	Student consistently demonstrates the ability to tell and write time to the nearest minute and solve word problems involving addition and subtraction of time intervals in minutes.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
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*Measures, estimates, and solves word problems of liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).*

Marking Period	1	2	3	4
<b>MP3</b>	Student is unable or rarely able to measure, estimate, and solve word problems of liquid volumes and masses of objects using standard units of grams, kilograms, and liters.	Student sometimes is able to measure, estimate, and solve word problems of liquid volumes and masses of objects using standard units of grams, kilograms, and liters.	Student consistently demonstrates the ability to measure, estimate, and solve word problems of liquid volumes and masses of objects using standard units of grams, kilograms, and liters.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Draws and solves two-step word problems using a scaled bar graph to represent a data set with several categories (e.g. draw a bar graph in which each square in the bar graph might represent 5 pets).*

Marking Period	1	2	3	4
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<b>MP2 &amp; 3</b>	Student is unable or rarely able to draw and solve two-step word problems using a scaled bar graph to represent a data set with several categories.	Student sometimes is able to draw and solve two-step word problems using a scaled bar graph to represent a data set with several categories.	Student consistently and accurately demonstrates how to draw and solve two-step word problems using a scaled bar graph to represent a data set with several categories. Student consistently demonstrates ability to solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled bar graph.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
	<i>Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</i>			

<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP3</b>	Student is unable or rarely able to generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	Student sometimes generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	Student can consistently demonstrate the ability to generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

<i>Relate area to the operations of multiplication and addition.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>MP2 &amp; 3</b>	Student is unable or rarely able to relate area to the operations of multiplication and addition.	Student sometimes is able to relate area to the operations of multiplication and addition.	Student consistently and accurately demonstrates the ability to relate the operations of multiplication and addition. Student consistently finds the area by multiplying the side lengths. Students consistently solve real-world and mathematical problems. Student consistently finds an unknown side length. Student consistently exhibits rectangles with the same perimeter and different areas, or with the same areas and different perimeters.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
<i>Solves real-world and mathematical problems involving perimeters of polygons.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>MP3</b>	Students is unable or rarely able to solve real-world and mathematical problems involving perimeters of polygons.	Students sometimes solves real-world and mathematical problems involving perimeters of polygons.	Student consistently and accurately demonstrates ability to solve real-world and mathematical problems involving perimeters of polygons. Student consistently finds perimeter given the side lengths of a polygon.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
<b>Geometry</b>				

*Understands that shapes in different categories (e.g. rhombuses, rectangles, and others) may share attributes (e.g. having four sides) and that the shared attributes can define a larger category (e.g. quadrilaterals).*

Marking Period	1	2	3	4
<b>MP3</b>	Student is unable or rarely able to understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category.	Student sometimes understands that shapes in different categories may share attributes, and that the shared attributes can define a larger category.	Student consistently and accurately demonstrates that shapes in different categories may share attributes, and that the shared attributes can define a larger category.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Partition shapes into parts with equal areas. Expresses the area of each part as a unit fraction of the whole (e.g. partition a shape into 8 parts with equal area, and describes the area of each part as 1/8 of the area of the shape).*

Marking Period	1	2	3	4
<b>MP3</b>	Student is unable or rarely able to partition shapes into parts with equal areas. Student is unable or rarely able to express the area of each part as a unit fraction of the whole.	Student sometimes partition shapes into parts with equal areas. Student is unable or rarely able to express the area of each part as a unit fraction of the whole.	Student can consistently and accurately demonstrate the ability to partition shapes into parts with equal areas. Student is unable or rarely able to express the area of each part as a unit fraction of the whole.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

### Social Studies - Grade 3

*Acquires and applies key vocabulary.*

Marking Period	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to demonstrate understanding of key vocabulary and its usage.	Student is beginning to demonstrate and apply understanding of key vocabulary and its usage.	Student consistently demonstrates understanding and application of key vocabulary and its usage.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Demonstrates an understanding of content knowledge.*

Marking Period	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to demonstrate understanding of facts and/or key concepts relating to the content knowledge.	Student is beginning to demonstrate an understanding of facts and/or key concepts relating to the content knowledge.	Student consistently demonstrates an understanding of facts and key concepts relating to the content knowledge.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.

*Utilizes social studies skills to maximize understanding.*

Marking Period	1	2	3	4
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<b>ALL</b>	Student is unable or rarely able to utilize social studies skills to maximize understanding.	Student is beginning to utilize social studies skills to maximize understanding.	Student consistently uses social studies skills to maximize understanding.	Student consistently exceeds grade level standards, demonstrates concepts, and applies concepts to real-world situations. Student makes insightful connections to other ideas and concepts, and independently challenges him or herself.
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**Science - Grade 3  
All Units**

*Content: Demonstrates an understanding of content knowledge*

Marking Period	1	2	3	4
<b>ALL</b>	The student is able to recognize and describe the core ideas.	The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon.	The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge.	The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis.

*Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations*

Marking Period	1	2	3	4
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<b>ALL</b>	The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student consistently is able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.
<i>Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.
<i>Performance Expectations: Satisfies performance expectations for the Design Challenge</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Students have designed a solution that did not follow any of the criteria and constraints of the design challenge.	Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge, and considers real world applications.

## Special Areas - Grade 3

### Art - Grade 3

*Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art.*

Marking Period	1	2	3	4
<b>ALL</b>	Student is unable to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is developing the skills needed to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is able to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is consistently able to complete 2 and 3-dimensional works of art using basic elements and principles of art.

*Uses evaluation tools to assess art.*

Marking Period	1	2	3	4
<b>ALL</b>	Student rarely listens in class, and does not respect rules, routines and procedures, nor focuses on a given task.	Student sometimes listens in class, focuses on a given task, and respects rules, routines and procedures.	Student listens in class, focuses on a given task, and respects rules, routines and procedures.	Student consistently listens in class, focuses on a given task, and respects rules, routines and procedures.

*Responds to artwork based on personal, cultural and historical points of view.*

Marking Period	1	2	3	4
<b>ALL</b>	Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is rarely able to compare and contrast	Student sometimes creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is beginning to compare and	Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is able to compare and contrast	Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. Student is consistently

	culturally and historically diverse works of art. Student rarely identifies and distinguishes between basic characteristics of artists and movements.	contrast culturally and historically diverse works of art. Student is beginning to identify and distinguish between basic characteristics of artists and movements.	culturally and historically diverse works of art. Student identifies and distinguishes between basic characteristics of artists and movements.	able to compare and contrast culturally and historically diverse works of art. Student consistently identifies and distinguishes between basic characteristics of artists and movements.
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*Participates with effort, cooperates, and follows directions.*

Marking Period	1	2	3	4
ALL	Student rarely listens in class, focuses on a given task and respects rules, routines and procedures.	Student sometimes listens in class, focuses on a given task and respects rules, routines and procedures.	Student listens in class, focuses on a given task and respects rules, routines and procedures.	Student consistently listens in class, focuses on a given task and respects rules, routines and procedures.

### Music - Grade 3

*Demonstrates and understands skills and concepts.*

Marking Period	1	2	3	4
ALL	Student needs support in the following areas: <ul style="list-style-type: none"> <li>Student is unable to sing in harmony using partner songs and rounds.</li> <li>Student is unable to perform basic rhythm patterns.</li> </ul>	Student is approaching standards in the following areas: <ul style="list-style-type: none"> <li>Student is developing the ability to sing in harmony using partner songs and rounds.</li> <li>Student is developing the ability to perform basic rhythm</li> </ul>	Student meets standards in the following areas: <ul style="list-style-type: none"> <li>Student is able to sing in harmony using partner songs and rounds.</li> <li>Student is able to perform basic rhythm patterns.</li> </ul>	Student exceeds standards in the following areas: <ul style="list-style-type: none"> <li>Student is consistently able to sing in harmony using partner songs and rounds.</li> <li>Student is consistently able to perform basic rhythm patterns.</li> </ul>

		patterns.		
<i>Identifies instruments and families of the orchestra.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student is unable to identify instruments and families of the orchestra.	Student is beginning to identify instruments and families of the orchestra.	Student is able to identify instruments and families of the orchestra.	Student is consistently able to identify instruments and families of the orchestra.
<i>Participates with effort, cooperates and follows directions.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student rarely listens in class and does not respect rules, routines, procedures, nor focuses on a given task.	Student sometimes listens in class, respects rules, routines, procedures, and focuses on a given task.	Student listens in class, respects rules, routines, procedures, and focuses on a given task.	Student consistently listens in class, respects rules, routines, procedures, and focuses on a given task.
<b>World Language - Grade 3</b>				
<i>Exchange information using words, phrases and short sentences practiced in class. (Communication)</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	Student rarely demonstrates understanding of key vocabulary and its usage.	Student is beginning to demonstrate understanding of key vocabulary and its usage.	Student demonstrates a general understanding of key vocabulary and its usage.	Student consistently demonstrates understanding of key vocabulary and its usage.
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*Demonstrates an understanding of the practices and perspectives of the culture (Culture).*

Marking Period	1	2	3	4
<b>ALL</b>	Student rarely demonstrates understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student is beginning to demonstrate an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student demonstrates a general understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student consistently demonstrates an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.

*Participates with effort, cooperates, and follows directions.*

Marking Period	1	2	3	4
<b>ALL</b>	Student rarely listens in class or focuses on a given task and does not respect rules, routines, and procedures.	Student sometimes listens in class and focuses on a given task. Student sometimes respect rules, routines, and procedures.	Student generally listens in class and focuses on a given task. Student generally respects rules, routines, and procedures.	Student consistently listens in class and focuses on a given task. Student consistently respects rules, routines, and procedures.

### Physical Education - Grade 3

*Participates and engages in moderate to vigorous age-appropriate activities.*

Marking Period	1	2	3	4
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<b>ALL</b>	Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation.	Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times.	Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time.	Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision.
<i>Demonstrates understanding of concepts and skills.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Struggles perform safe, efficient, and effective movements during skill practice and in applied activity settings.	Occasionally able to perform some motor skills and concepts with occasional redirection needed.	Frequently demonstrates proficiency in most fine and gross motor skills and concepts.	Consistently demonstrates above-level proficiency in all concepts and skills presented in class.
<i>Demonstrates control when moving in relation to others, objects, and boundaries in personal and general space.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Rarely demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Occasionally demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Frequently demonstrates control when moving in and around other, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Consistently demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.
<i>Demonstrates good sportsmanship and appropriate behavior as both a player and an observer.</i>				
<b>Marking Period</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class	Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class	Frequently displays good sportsmanship and appropriate behavior during class.	Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules.
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**Media and Technology - Grade 3**

*Follows basic rules of the library/technology setting.*

Marking Period	1	2	3	4
<b>ALL</b>	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills

*Locate Books and Media using the Destiny online database within their Lexile Level.*

Marking Period	1	2	3	4
<b>ALL</b>	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

*Creates a document using a word processing application.*

Marking Period	1	2	3	4
<b>ALL</b>	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

*Demonstrates developmentally appropriate navigation skills.*

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.
<i>Utilizes technology in the understanding of Plagiarism and Internet Safety</i>				
Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.