



4	<b>Distinguished</b>	Independently understands and applies knowledge in ways that <b>extend</b> higher-level thinking skills of the grade-level standards.
3	<b>Proficient</b>	Independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to <b>meet</b> grade-level standards.
2	<b>Developing</b>	Beginning to understand and apply key concepts, processes and skills. <b>Progressing</b> towards grade-level standards.
1	<b>Needs Support</b>	Does not understand key concepts, processes and skills necessary to meet grade-level standards. <b>Area of concern.</b>
N/A	<b>Not assessed at this time</b>	

**Key**

First Trimester	Second Trimester	Third Trimester	All Trimesters
-----------------	------------------	-----------------	----------------

<b>*Benchmark = where we want students</b>	1	2	3*	4
--	---	---	----	---

LANGUAGE ARTS				
Reading Level Reads on grade-level	Below	Below	On	Above
September – December	Student has achieved reading success at a DRA Level 18 or below	Student has achieved reading success at a DRA Level 20 – 24	Student has achieved reading success at a DRA Level 28	Student has achieved reading success at a DRA Level 30 or above
December – March	Student has achieved reading success at a DRA Level 24 or below	Student has achieved reading success at a DRA Level 28 – 30	Student has achieved reading success at a DRA Level 34	Student has achieved reading success at a DRA Level 38 or above
March – June	Student has achieved reading success at a DRA Level 28 or below	Student has achieved reading success at a DRA Level 30 – 34	Student has achieved reading success at a DRA Level 38	Student has achieved reading success at a DRA Level 40 or above

<b>Reading Standards: Foundational Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Trimesters:</b> Reads grade-level text with accuracy, appropriate rate and expression <b>(RF.3.4)</b>  <b>1</b>	Reads below level text without fluency and little to no observation of punctuation.	Reads below level text fluently, observing punctuation at times.	Demonstrates phrased fluent reading on on-level text while observing most punctuation at an acceptable pace.	Demonstrates fluent reading of above level texts observing punctuation at an appropriate pace.
<b>All Trimesters:</b> Knows and applies grade-level phonics and word analysis skills in decoding <b>(RF.3.3)</b>  <b>2</b>	Rarely applies picture clues, word attach/decoding strategies to unknown words. Looks to appeal or for assistance.	Relies heavily on using pictures clues, or particular decoding/word attach strategies to approach unknown words.	Uses a variety of word attack skills to solve new and unknown words consistently.	Actively and competently word-solves while reading above grade-level text at a smooth appropriate pace.
<b>All Trimesters:</b> Recognizes and applies spelling patterns through word study <b>(RF.3.3)</b>  <b>3</b>	Does not master specific phonics patterns assessed using formal and informal measures (Usually below grade-level patterns)	Sometimes masters specific phonics patterns assessed using formal and informal measures (Usually below grade-level patterns)	Consistently masters specific phonics patterns assessed using formal and informal measures (Grade-level patterns)	Exceeds expectations of mastery of above grade-level phonics patterns as assessed using formal and informal measures.

<b>Reading Standards: Literature and Informational Text</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>All Trimesters:</b> Uses text evidence to answer questions ( <b>RL.3.1, RI.3.1</b> ) <b>4</b>	Student's written response reflects little or no understanding of the text.	Student's written response reflects little understanding of the text read and contains little text evidence	Student's written response reflects a literal understanding of the text read, supported by some text evidence	Student's written response reflects literal and inferential understanding of above-level text read, with text evidence
<b>All Trimesters:</b> Recounts fiction/nonfiction and is able to determine main idea, central message/theme, lesson or moral ( <b>RL.3.2, RI.3.2</b> ) <b>5</b>	Student is unable to retell and determine the big picture of text	Student demonstrates partial retell and attempts to explain the big picture of text	Student successfully retells story and identifies the big picture of the text	Student successfully retells and extends ideas in story. Student identifies the big picture and can compare/contrast to another text
<b>All Trimesters:</b> Describes the relationships between events in informational texts and author point of view ( <b>RI.3.3, RI.3.6</b> ) <b>6</b>	Student is unable to describe relationships in text related to time, sequence, or cause/effect	Student sometimes demonstrates the ability to describe relationships in text related to time, sequence, or cause/effect	Student frequently describes relationships between events in text, uses language that pertains to time, sequence, or cause/effect	Student consistently explains relationships among events in text, including what happened and why, and refer to specifics information in the text
<b>All Trimesters:</b> Compares and contrasts across texts ( <b>RL.3.9, RI.3.9</b> ) <b>7</b>	Student identifies story elements but does not infer, draw conclusions, or connect to another text	Student identifies story elements and will sometimes infer, draw conclusions, and connect to another text	Student identifies story elements and can successfully infer, draw conclusions, and connect to another text	Student identifies story elements and is able to provide insightful inferences, draw conclusions, and can analyze and synthesize text
<b>All Trimesters:</b> Describes characters in a story and explains how their actions contribute to the story and point of view of the author/character ( <b>RL.3.3, RL.3.6</b> ) <b>8</b>	Provides little or no description of characters and how their actions contribute to plot or point of view	Can provide brief description of characters and sometimes identifies how their actions contribute to plot and point of view	Can provide accurate description of character and describes how their actions contribute to plot and point of view	Provides in-depth character analysis, describes how their actions contribute to the plot and point of view, and infers/makes predictions based on character action

Speaking and Listening	1	2	3	4
<b>All Trimesters:</b> Engages effectively in a range of discussions with diverse partners <b>(SL.3.1)</b>  <b>9</b>	Student rarely participates and stays on topic in class discussions	Student occasionally participates in class discussion, links comments to others' remarks and occasionally makes extensions. Tries to stay on topic	Student participates in class discussions, links comments to others' remarks and makes frequent extensions while staying on topic	Students builds on class discussions by respectfully interjecting comments based on other students' responses and connecting to a higher-level idea or text
<b>All Trimesters:</b> Determine main idea and details presented in diverse formats (written text, read alouds, PowerPoints) <b>(SL.3.2, 3.5)</b>  <b>10</b>	Student rarely determines the main idea and details of a text read aloud or presented in diverse formats	Student occasionally determines the main idea and details of a text read aloud or presented in diverse formats	Student determines the main idea and details of a text read aloud or presented in diverse formats	Student determines the main idea and details of a text read aloud or presented in diverse formats and connects to a higher-level idea of text
<b>All Trimesters:</b> Speaks in complete sentences to provide details or clarity <b>(SL.3.6)</b>  <b>11</b>	Student rarely expresses comments using proper grammar convention, grade appropriate vocabulary, and sentence structure for meaning and style	Student occasionally expresses comments using proper grammar convention, grade appropriate vocabulary, and sentence structure for meaning and style	Student expresses comments using proper grammar convention, grade appropriate vocabulary, and sentence structure for meaning and style	Student expresses comments using proper grammar convention, domain specific vocabulary, and sentence structure for meaning and style

Writing	1	2	3	4
<p><b>All Trimesters:</b> Expresses ideas clearly in writing in opinion, informative, and narrative (W.3.1, W.3.2, W.3.3)</p> <p><b>12</b></p>	<ul style="list-style-type: none"> <li>• Student's writing does not have an organizational pattern or format</li> <li>• Student has few complete sentences</li> <li>• Ideas are not in logical order or relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Student's writing has a few elements of organizational structure</li> <li>• Some ideas and sentences are in order</li> <li>• Student uses some complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Students' writing has a clear organizational pattern or structure related to the topic</li> <li>• Student's writing has complete sentences</li> <li>• Student's write has a few transitional words</li> <li>• Student's writing has sentences and ideas organized to support the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Student's writing has a well-developed organizational pattern or structure</li> <li>• Student's writing flows from beginning to end in a logical interesting order</li> <li>• Students uses well-organized, complete sentences and paragraphs that fit together to support the topic or story</li> </ul>
<p><b>All Trimesters:</b> Demonstrates stamina in independent writing (W.3.10)</p> <p><b>13</b></p>	<p>Student is unable to write independently during an extended or short time frame</p>	<p>Student can sometimes independently write during extended and short time frames</p>	<p>Student is able to independently write during extended and short time frames</p>	<p>Student consistently writes independently and publishes final writing piece during extended and short time frames</p>
<p><b>All Trimesters:</b> Elaborates by using details and descriptions (W.3.4, W.3.5)</p> <p><b>14</b></p>	<ul style="list-style-type: none"> <li>• Students uses simple, below grade-level vocabulary</li> <li>• Student repeats words</li> <li>• Student's writing reveals little expression, support, or elaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses some grade-level vocabulary</li> <li>• Student's writing reveals some expression, support, and elaboration</li> <li>• Student uses some words that give details and are appropriate to the topic and genre</li> </ul>	<ul style="list-style-type: none"> <li>• Students uses grade-level vocabulary that gives details and descriptions</li> <li>• Student uses words that are specific, interesting, and vivid</li> <li>• Student's writing is expressive, supportive, and elaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses interesting and sophisticated, domain specific vocabulary</li> <li>• Student chooses words and phrases that are specific, interesting, and vivid</li> <li>• Student uses figurative language, expression, support, and elaboration</li> <li>• The feelings, personality, and interest of the writer are revealed and contribute to the uniqueness of the writing</li> </ul>
<p><b>All Trimesters:</b> Develops and strengthens writing throughout the writing process (W.3.5)</p> <p><b>15</b></p>	<p>Student does not show evidence of planning, revising, and editing writing</p>	<p>Student shows evidence of planning, revising, or editing writing</p>	<p>Student shows evidence of planning, revising, and editing of writing as it relates to topic</p>	<p>Students shows evidence of planning, revising, and editing writing by adding, deleting, rearranging, and substituting words, phrases, and sentences</p>

Language	1	2	3	4
<p><b>All Trimesters:</b> Uses appropriate grammar, spelling, mechanics, punctuation, and capitalization when speaking and writing (L.3.1, L.3.2, L.3.3)</p> <p>16</p>	<p>Students rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech</li> <li>• Use complete sentences</li> <li>• Capitalize</li> <li>• Use proper punctuation</li> <li>• Use subject/verb agreement</li> <li>• Indent</li> </ul>	<p>Students sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech</li> <li>• Use complete sentences</li> <li>• Capitalize</li> <li>• Use proper punctuation</li> <li>• Use subject/verb agreement</li> <li>• Indent</li> </ul>	<p>Students demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech</li> <li>• Use complete sentences</li> <li>• Capitalize</li> <li>• Use proper punctuation</li> <li>• Use subject/verb agreement</li> <li>• Indent</li> </ul>	<p>Students correctly applies the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech</li> <li>• Use complete sentences</li> <li>• Capitalize</li> <li>• Use proper punctuation</li> <li>• Use subject/verb agreement</li> <li>• Indent</li> <li>• Edit independently</li> </ul>
<p><b>All Trimesters:</b> Determine the meaning of unknown and multiple meaning words and phrases (L.3.4)</p> <p>17</p>	<p>Student is unable to determining meaning of unknown words, multiple meanings, and phrases through the use of context clues, affixes, and roots; does not use glossaries or dictionaries</p>	<p>Student can sometimes determine meaning of unknown words, multiple meanings, and phrases through the use of context clues, affixes, and roots; may or may not use glossaries or dictionaries</p>	<p>Student can determine meaning of unknown words, multiple meanings, and phrases through the use of context clues, affixes, and roots; independently uses glossaries and dictionaries</p>	<p>Student can determine meaning of unknown words, multiple meanings, and phrases through the use of context clues, affixes, and roots and incorporate synonymous words; uses a variety of resources</p>
<p><b>All Trimesters:</b> Understands and uses grade-level and domain-specific vocabulary (L.3.6)</p> <p>18</p>	<p>Vocabulary usage is simplistic and does not include domain specific vocabulary</p>	<p>Attempts grade-level vocabulary usage and sometimes uses domain specific vocabulary</p>	<p>Student successfully uses grade-level vocabulary and domain specific vocabulary</p>	<p>Student always uses grade-level and domain specific vocabulary and expands/explores vocabulary beyond teacher expectation</p>

MATHEMATICS				
Operations & Algebraic Thinking				
	1	2	3	4
<b>All Trimesters:</b> Knows, from memory, all multiplication facts; 0 – 9 ( <b>OA.C.7</b> )  <b>19</b>	Rarely recalls all products of two one-digit numbers.	Occasionally recalls all products of two one-digit numbers.	Fluently recalls all products of two one-digit numbers.	Verbally expresses strategies used to fluently recall all products of two one-digit numbers. Applies knowledge in ways that extend higher level thinking skills.
Represents and solves problems involving multiplication and division ( <b>OA.A</b> )				
First Trimester	Rarely able to represent and solve problems involving <b>multiplication</b> , even with teacher assistance.	Occasionally represents and solves problems involving <b>multiplication</b> . Student may need teacher assistance.	Represents and solves problems involving <b>multiplication</b> .	Accurately and efficiently represents and solves problems involving <b>multiplication</b> in multiple ways (decomposing numbers, pictures, etc.). Applies knowledge in ways that extend higher level thinking skills.
Second Trimester	Rarely able to represent and solve problems involving <b>multiplication and division</b> , even with teacher assistance.	Occasionally represents and solves problems involving <b>multiplication and division</b> . Student may need teacher assistance.	Represents and solves problems involving <b>multiplication and division</b> .	Accurately and efficiently represents and solves problems involving <b>multiplication and division</b> in multiple ways (decomposing numbers, pictures, etc.). Applies knowledge in ways that extend higher level thinking skills.
<b>20</b>  Third Trimester	Rarely able to represent and solve problems involving <b>multiplication and division</b> , even with teacher assistance.	Occasionally represents and solves problems involving <b>multiplication and division</b> . Student may need teacher assistance.	Represents and solves problems involving <b>multiplication and division</b> .	Accurately and efficiently represents and solves problems involving <b>multiplication and division</b> in multiple ways (decomposing numbers, pictures, etc.). Applies knowledge in ways that extend higher level thinking skills.

Operations & Algebraic Thinking	1	2	3	4
Solves word problems using addition, subtraction, multiplication, and division (O.A.D.8)				
First Trimester	Rarely solves two-step word problems using addition, subtraction, and multiplication; provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation.	Occasionally solves two-step word problems using addition, subtraction, and multiplication; provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation.	Solves two-step word problems using addition, subtraction, and multiplication; provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation.	Accurately and efficiently solves two-step word problems using addition, subtraction, and multiplication; provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation. Also includes domain-specific vocabulary and solves the problem in multiple ways in order to check solution. Applies knowledge in ways that extend higher level thinking skills.
Second Trimester	Rarely solves two-step word problems using the four operations; attempts solving word problems but is unable to develop a mathematical plan and arrive at the correct answer.	Occasionally solves two-step word problems using the four operations, develops a reasonable mathematical plan and arrives at a partially correct answer.	Solves two-step word problems using the four operations, provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation.	Accurately and efficiently solves two-step word problems using the four operations, provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation. Also includes domain-specific vocabulary and solves the problem in multiple ways in order to check solution. Applies knowledge in ways that extend higher level thinking skills.
Third Trimester	Rarely solves two-step word problems using the four operations; attempts solving word problems but is unable to develop a mathematical plan and arrive at the correct answer.	Occasionally solves two-step word problems using the four operations, develops a reasonable mathematical plan and arrives at a partially correct answer.	Solves two-step word problems using the four operations, provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation.	Accurately and efficiently solves two-step word problems using the four operations, provides a mathematical plan, labels the problem, provides an equation/number sentence, and visual representation. Also includes domain-specific vocabulary and solves the problem in multiple ways in order to check solution. Applies knowledge in ways that extend higher level thinking skills.



Number Operations in Base Ten	1	2	3	4
<p><b>All Trimesters:</b> Uses strategies to add/subtract whole numbers within 1000 (NBT.A.2)</p> <p>22</p>	<p>Rarely is able to apply strategies to add/subtract whole numbers within 1000, even with teacher assistance.</p>	<p>Occasionally applies a strategy to add/subtract whole numbers within 1000. Strategies or answers may be incorrect or met with some success.</p>	<p>Fluently applies strategies to add/subtract whole numbers within 1000 and arrive at the correct answer.</p>	<p>Applies and explains various computation strategies to add/subtract whole numbers within 1000 and arrive at the correct answer. Applies knowledge in ways that extend higher level thinking skills.</p>
<p><b>All Trimesters:</b> Rounds whole numbers to the nearest 10 or 100 (NBT.A.1)</p> <p>23</p>	<p>Rarely uses place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>Occasionally uses place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>Uses place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>Accurately and efficiently uses place value to round whole numbers to the nearest 10 or 100 and explains, in sequence, how they arrived at the answer. Applies knowledge in ways that extend higher level thinking skills.</p>

Numbers & Operations – Fractions		1	2	3	4
Understands and Compares Fractions (NF.A.2)					
First Trimester					
	Second Trimester	Rarely understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Occasionally understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Accurately and efficiently understands a fraction as a number on the number line. Represents fractions on a number line diagram. Applies knowledge in ways that extend higher level thinking skills.
24	Third Trimester	Rarely understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Occasionally understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Understands a fraction as a number on the number line. Represents fractions on a number line diagram.	Accurately and efficiently understands a fraction as a number on the number line. Represents fractions on a number line diagram. Applies knowledge in ways that extend higher level thinking skills.
Recognizes and generates simple equivalent fractions (NF.A.3.b, NF.A.3.d)					
First and Second Trimesters					
25	Third Trimester	<ul style="list-style-type: none"> <li>Rarely recognizes and generates simple equivalent fractions through the use of manipulatives and a visual display.</li> <li>Rarely compares two fractions with the same numerator or the same denominator by reasoning about their size.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally recognizes and generates simple equivalent fractions through the use of manipulatives and a visual display.</li> <li>Occasionally compares two fractions with the same numerator or the same denominator by reasoning about their size.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and generates simple equivalent fractions through the use of manipulatives and a visual display.</li> <li>Compares two fractions with the same numerator or the same denominator by reasoning about their size.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently recognizes and generates simple equivalent fractions through the use of manipulatives and a visual display.</li> <li>Accurately and efficiently compares two fractions with the same numerator or the same denominator by reasoning about their size.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>

Measurement & Data	1	2	3	4
<b>Uses and applies measurement (MD.D.8)</b>				
First Trimester				
Second Trimester	Student is unable to understand or process the system of measurement (area and perimeter), even with teacher assistance.	Student has a partial understanding of the system of measurement (area and perimeter) with few errors. Student may attempt a number sentence or visual display to represent area or perimeter.	Student is able to understand, distinguish and contrast the differences between area and perimeter using both number sentences and a visual display	Student is able to meet requirements of a 3 (benchmark) and also explain the process using academic vocabulary, and show multiple ways of solving area and perimeter to check solution (synthesize). Applies knowledge in ways that extend higher level thinking skills.
26 Third Trimester	Student is unable to understand or process the system of measurement (area and perimeter), even with teacher assistance.	Student has a partial understanding of the system of measurement (area and perimeter) with few errors. Student may attempt a number sentence or visual display to represent area or perimeter.	Student is able to understand, distinguish and contrast the differences between area and perimeter using both number sentences and a visual display	Student is able to meet requirements of a 3 (benchmark) and also explain the process using academic vocabulary, and show multiple ways of solving area and perimeter to check solution (synthesize). Applies knowledge in ways that extend higher level thinking skills.
<b>Solves word problems involving addition and subtraction of time intervals (MD.A.1)</b>				
First and Second Trimesters				
27 Third Trimester	Rarely attempts to solve word problems but is unable to develop a mathematical plan and arrive at the correct answer	Occasionally develops a reasonable mathematical plan and arrives at a partially correct answer	Correctly answers the problem, provide a mathematical plan, label the problem, provide an equation/number sentence and visual representation.	Accurately and efficiently answers the problem, provide a mathematical plan, label the problem, provide an equation/number sentence and visual representation. Also includes domain-specific vocabulary and solves the problem in multiple ways in order to check the solution. Applies knowledge in ways that extend higher level thinking skills.
<b>Tells and writes time to the nearest minute (MD.A.1)</b>				
First and Second Trimesters				
28 Third Trimester	Rarely tells time (written and verbally) to the nearest minute using numbers and words.	Occasionally tells time (written and verbally) to the nearest minute using numbers and words.	Tells time (written and verbally) to the nearest minute using numbers and words.	Accurately and efficiently tells time (written and verbally) to the nearest minute using numbers and words and appropriate terms such as analog, digital, A.M., and P.M. Proves thinking by displaying time on both an analog and digital clock. Applies knowledge in ways that extend higher level thinking skills.

Measurement & Data		1	2	3	4
Collects, generates, organizes and displays data in a graph, chart or picture representation <b>(MD.B.3)</b>					
First and Second Trimesters					
29	Third Trimester	Rarely draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. For example, draw a bar graph in which each square in the bar graph might represent five pets.	Occasionally draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. For example, draw a bar graph in which each square in the bar graph might represent five pets.	Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. For example, draw a bar graph in which each square in the bar graph might represent five pets.	Accurately and efficiently draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. For example, draw a bar graph in which each square in the bar graph might represent five pets. Applies knowledge in ways that extend higher level thinking skills.

Geometry		1	2	3	4
Identifies, classifies, and describes the properties of shapes (G.A.1)					
First and Second Trimesters					
30	Third Trimester	Rarely identifies, classifies, and describes the properties of shapes.	Occasionally classifies, and describes/differentiates the properties of shapes with partial success. Errors are evident.	Identifies, classifies, and describes/differentiates the properties of shapes.	Accurately and efficiently identifies, classifies, and describes/differentiates the properties of shapes and provides an analysis of how shapes are the same or different. Applies knowledge in ways that extend higher level thinking skills.
Creates shapes of equal parts and records as a fraction (G.A.2)					
First and Second Trimesters					
31	Third Trimester	Rarely creates shapes of equal parts and records it as a fraction.	Occasionally creates shapes of equal parts and records it as a fraction.	Creates shapes of equal parts and records it as a fraction. Recognizes the area of each part as equal.	Accurately and efficiently creates shapes of equal parts and records it as a fraction. Recognizes the area of each part as equal. Analyzes the different shapes that construct a larger shape using correct mathematical vocabulary. Applies knowledge in ways that extend higher level thinking skills.