

Grading Benchmarks – 3rd GRADE

READING LITERATURE AND INFORMATIONAL TEXT

Reads on grade level

Trimester	1	2	3	4
All	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

Uses a variety of strategies to comprehend, analyze, and critique text

Trimester	1	2	3	4
All	Rarely or never uses strategies to comprehend, analyze, and critique text	Inconsistently uses strategies to comprehend, analyze, and critique text	Consistently uses a variety of strategies to comprehend, analyze, and critique grade-level text	Consistently uses a variety of strategies to comprehend, analyze, and critique above grade-level text

Uses textual evidence when discussing or writing about text

Trimester	1	2	3	4
All	Rarely or never demonstrates understanding of a text; does not or rarely refer(s) explicitly to the text as the basis for answers	Inconsistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of a text, referring explicitly to the text as the basis for answers	Consistently demonstrates understanding of an above grade-level text, referring explicitly to the text as the basis for answers

Determines theme or main idea of a text by utilizing important details from the text

Trimester	1	2	3	4
All	Rarely or never <ul style="list-style-type: none"> recounts stories nor determines the theme/central message, lesson, or moral and explains how it is conveyed through key details in the text 	Inconsistently <ul style="list-style-type: none"> recounts stories and determines the theme/central message, lesson, or moral and explains how it is conveyed through key details in the text 	Consistently <ul style="list-style-type: none"> recounts stories and determines the theme/central message, lesson, or moral and explains how it is conveyed through key details in the text determines the main idea of 	Consistently <ul style="list-style-type: none"> recounts stories and determines the theme/central message, lesson, or moral and explains how it is conveyed through key details in above grade-level text

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	<ul style="list-style-type: none"> accurately determines the main idea of the text; recounts key details and explains how they support the main idea accurately 	<ul style="list-style-type: none"> determines the main idea of the text; recounts key details and explains how they support the main idea 	the text; recounts key details and explains how they support the main idea	<ul style="list-style-type: none"> determines the main of the above grade-level text; recounts key details and explains how they support the main idea
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Identifies and describes point-of-view, characters, settings and events & explains how each impacts the story

Trimester	1	2	3	4
All	Rarely or never identifies and describes point-of-view, a character, setting or event in a story using specific details in a text accurately	Inconsistently identifies and describes point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently identifies and describes point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently identifies and describes point-of-view, a character, setting, or event in a story using specific details in an above grade-level text to support an inference

Determines meanings of words/phrases as they are used in a text

Trimester	1	2	3	4
All	Rarely or never <ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	Inconsistently <ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	Consistently <ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	Consistently <ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in an above grade-level text, distinguishing literal from nonliteral language determines the meaning of general academic and domain-specific words and phrases in an above grade-level text

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FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

Knows and applies grade-level phonics & word analysis skills in decoding & encoding (spelling) words

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> • identifies and knows the meaning of the most common prefixes and derivational suffixes • decodes & encodes words with common Latin suffixes • decodes & encodes multisyllabic words • reads & spells grade-appropriate irregularly spelled words 	<p>Inconsistently</p> <ul style="list-style-type: none"> • identifies and knows the meaning of the most common prefixes and derivational suffixes • decodes & encodes words with common Latin suffixes • decodes & encodes multisyllabic words • reads & spells grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> • identifies and knows the meaning of the most common prefixes and derivational suffixes • decodes & encodes words with common Latin suffixes • decodes & encodes multisyllabic words • reads & spells grade-appropriate irregularly spelled words 	<p>Consistently</p> <ul style="list-style-type: none"> • identifies and knows the meaning of the most common prefixes and derivational suffixes • decodes & encodes words with common Latin suffixes • decodes & encodes multisyllabic words • reads & spells above grade-level irregularly spelled words

Reads grade-level text with sufficient fluency (accuracy, expression, and pacing) to support comprehension

Trimester	1	2	3	4
All	<p>Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate</p>	<p>Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time</p>	<p>Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns</p>	<p>Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns</p>

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WRITING AND LANGUAGE

Utilizes appropriate purpose and content for genre

Trimester	1	2	3	4
All	<p>All Genres</p> <ul style="list-style-type: none"> • Responds to some or no parts of the task <p>Narrative</p> <ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot <p style="text-align: center;"><u>or</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Demonstrates little to no understanding of topic/text(s) • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Uses few to no facts, definitions, or details 	<p>All Genres</p> <ul style="list-style-type: none"> • Responds to most parts of the task <p>Narrative</p> <ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot <p style="text-align: center;"><u>or</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of topic/text(s) • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, or details 	<p>All Genres</p> <ul style="list-style-type: none"> • Responds to all parts of the task <p>Narrative</p> <ul style="list-style-type: none"> • Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations <p style="text-align: center;"><u>or</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Demonstrates an understanding of topic/text(s) • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, and details 	<p>All Genres</p> <ul style="list-style-type: none"> • Responds skillfully to all parts of the task <p>Narrative</p> <ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations <p style="text-align: center;"><u>or</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of topic/text(s) • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples

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	<p><u>or</u></p> <p>Opinion</p> <ul style="list-style-type: none"> • Demonstrates little to no understanding of topic • Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion 	<p><u>or</u></p> <p>Opinion</p> <ul style="list-style-type: none"> • Supports opinion with minimal or irrelevant and/or reasons • Provides some explanation of how reasons support opinion 	<p><u>or</u></p> <p>Opinion</p> <ul style="list-style-type: none"> • States an opinion that demonstrates an understanding of topic • Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion 	<p><u>or</u></p> <p>Opinion</p> <ul style="list-style-type: none"> • States an opinion that demonstrates an insightful understanding of topic • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion
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Engages reader with an interesting opening, logical sequence & appropriate conclusion

Trimester	1	2	3	4
All	<p>Narrative</p> <ul style="list-style-type: none"> • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator • Does not sequence narrative in a logical order. Narrative is confusing • Uses few to no temporal words or phrases to manage the sequence of events. • Conclusion is not attempted or discernible <p><u>or</u></p>	<p>Narrative</p> <ul style="list-style-type: none"> • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot <p><u>or</u></p>	<p>Narrative</p> <ul style="list-style-type: none"> • Establishes a situation (real or imagined) and introduces characters and/or a narrator • Organizes a clear event sequence that unfolds naturally • Uses temporal words and phrases to signal event order • Provides a sense of closure <p><u>or</u></p>	<p>Narrative</p> <ul style="list-style-type: none"> • Orients the reader by establishing a vivid situation (real or imagined) and introduces characters and/or a narrator • Coherently organizes a clear event sequence that unfolds naturally • Skillfully uses temporal words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events <p><u>or</u></p>

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	<p>Informational</p> <ul style="list-style-type: none"> • Does not state a thesis/topic sentence • Organizes with no evidence of paragraph structure • Does not group related information together • Uses no linking words 	<p>Informational</p> <ul style="list-style-type: none"> • Unclear thesis/topic sentence • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas 	<p>Informational</p> <ul style="list-style-type: none"> • Organizes ideas and information using a clear thesis/topic sentence, details, explanation, and concluding sentence • Groups related information together • Uses effective linking words and phrases to connect ideas 	<p>Informational</p> <ul style="list-style-type: none"> • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Skillfully groups and structures related information in paragraphs and sections • Uses linking words and phrases strategically to connect ideas within categories of information
	<u>or</u>	<u>or</u>	<u>or</u>	<u>or</u>
	<p>Opinion</p> <ul style="list-style-type: none"> • Does not state an opinion • Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion 	<p>Opinion</p> <ul style="list-style-type: none"> • States an opinion that demonstrates limited understanding of topic • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but not effectively 	<p>Opinion</p> <ul style="list-style-type: none"> • States an opinion that demonstrates an understanding of topic • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion 	<p>Opinion</p> <ul style="list-style-type: none"> • States an opinion that demonstrates an insightful understanding of topic • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion

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Uses appropriate language conventions (sentence structure, grammar, usage, punctuation, capitalization & spelling)

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> • Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice 	<ul style="list-style-type: none"> • Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Utilizes precise and sophisticated word choice

Acquires & uses grade-level appropriate vocabulary

Trimester	1	2	3	4
All	Rarely or never uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Inconsistently uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Consistently uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Consistently acquires and uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic

Grading Benchmarks – 3rd GRADE

SPEAKING & LISTENING

Engages in collaborative discussions

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> • comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion • follows agreed-upon rules for discussions • asks questions, stays on topic, and links comments to the remarks of others • explains own ideas and understandings in light of the discussion 	<p>Inconsistently</p> <ul style="list-style-type: none"> • comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion • follows agreed-upon rules for discussions • asks questions, stays on topic, and links comments to the remarks of others • explains own ideas and understandings in light of the discussion 	<p>Consistently</p> <ul style="list-style-type: none"> • comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion • follows agreed-upon rules for discussions • asks questions, stays on topic, and links comments to the remarks of others • explains own ideas and understandings in light of the discussion 	<p>Consistently</p> <ul style="list-style-type: none"> • comes to discussions prepared, having read or studied required material • follows agreed-upon rules for discussions and carries out assigned roles • poses and responds to specific questions, and makes comments that contribute to the discussion and links to the remarks of others • reviews the key ideas expressed and explains own ideas and understanding in light of the discussion