

GRADING BENCHMARKS –THIRD GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level K or below.	Student has achieved reading success at Level L.	Student has achieved reading success at Level M or N.	Student has achieved reading success at Level O or above.
2nd	Student has achieved reading success at Level M or below	Student has achieved reading success at Level N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.
3rd	Student has achieved reading success at Level N or below	Student has achieved reading success at Level O.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q or above.
Reading level as indicated on the Teachers College Reading Level Benchmarks for Fountas & Pinnell				

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

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

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

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
1st	* Student demonstrates a weak literal understanding of texts.	* Student demonstrates a partial literal understanding of texts.	* Student demonstrates a literal understanding of on-level texts.	In above-grade-level texts: * Student demonstrates a thorough literal understanding.

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

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3rd	<ul style="list-style-type: none"> * Student demonstrates a weak literal understanding of texts. *Retelling may identify few story elements using very few or no text based details. * Student asks and answers few relevant questions about the text, as taught in units of study. 	<ul style="list-style-type: none"> * Student demonstrates a partial literal understanding of texts. * Retelling may include some details but not the main idea. * Student compares a few details. * Student asks a few “right there” questions. * Student may describe some story elements using few text based details, as taught in units of study. 	<ul style="list-style-type: none"> * Student demonstrates a literal understanding of on level texts. *Student describes story elements using relevant text based details. * Student compares, contrasts, and sequences events from texts. * Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose. * Student asks and answers “right there” questions about facts and information in the text, as taught in units of study. * Student cites specific support to assist in interpretation of text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> * Student demonstrates a thorough literal understanding. * Student describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text based details. * Student asks and answers “right there” questions to compare and contrast story elements and sequence events. * Student describes the stated author’s purpose, as taught in units of study. * Student cites specific support to assist in interpretation of text.
<p>Reading level as indicated on the Teachers College Reading Level Benchmarks for Fountas & Pinnell</p>				

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

<p>Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.</p>				
Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> * Student demonstrates little inferential understanding of texts. * Student makes few relevant inferences from illustrations. 	<ul style="list-style-type: none"> * Student demonstrates some inferential understanding of texts. * Student makes some connections, predictions, and 	<ul style="list-style-type: none"> * Student demonstrates an inferential understanding of texts. * Student recognizes some clues that imply ideas or information. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> * Student demonstrates an insightful inferential understanding of texts.

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

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

Reading level as indicated on the Teachers College Reading Level Benchmarks for Fountas & Pinnell

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

Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> * Lack of fluent reading is evident. * Reading of leveled texts is very choppy and slow. * Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> * Reading is somewhat fluent. * Student reads either very slowly or very quickly. * Reading is choppy some of the time. * Student may inaccurately phrase words. * Student attends to some ending punctuation. * Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> * Student demonstrates fluent reading. * Student reads accurately. * Student pauses briefly between words. * Student attends to some internal punctuation and most ending punctuation. * Expression is matched to text. 	<ul style="list-style-type: none"> In above-grade-level texts. * Student demonstrates fluent reading of above level text. * Reading is fluid and accurate. * Student attends to and uses phrasing to read longer sentences. * Student attends to internal and ending punctuation. * Expression supports understanding.

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes or more.
2nd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes or more.
3rd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.

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7) Written responses include supportive evidence from the text.

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

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WRITING

1) Expresses ideas clearly in writing.

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

2) Elaborates by using details and descriptions.

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

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

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

4) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for more than 30 minutes.
2nd	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 30 minutes.	
3rd	Student is unable to write independently for more than 30 minutes.	Student is approaching an independent writing stamina of more than 30 minutes.	Student can consistently write independently for more than 30 minutes.	

5) Applies rules of grammar, usage, and mechanics.

Trimester	1	2	3	4
1st	Student rarely demonstrates the ability to: * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.	Student sometimes demonstrates the ability to: * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.	Student demonstrates the ability to: * Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.	* Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently.

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1st	<ul style="list-style-type: none"> * Use end punctuation in writing * Write simple sentences. * Capitalize at the beginning of sentences. 	<ul style="list-style-type: none"> * Use end punctuation in writing. * Write simple sentences. * Capitalize at the beginning of sentences. 	<ul style="list-style-type: none"> * Use end punctuation in writing. * Write simple sentences. * Capitalize at the beginning of sentences. 	
2nd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun-antecedent agreement. * Use commas in a series, between city and state, and between day and year. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun-antecedent agreement. * Use commas in a series, between city and state, and between day and year. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> * Use parts of speech including correctly conjugated verbs. * Write compound sentences using coordinators. * Use precise vocabulary (synonyms). * Capitalize proper nouns. * Use verb tenses correctly. * Correctly use pronoun-antecedent agreement. * Use commas in a series, between city and state, and between day and year. 	<ul style="list-style-type: none"> * Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently.
3rd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> * Write complex sentences. * Correctly use and punctuate dialogue in writing. * Capitalize titles correctly. * Use subject-verb agreement. * Use apostrophes in contractions and possessives, including plural possessives. * Indent when setting or speaker changes. 	<ul style="list-style-type: none"> * Student consistently applies above-grade-level grammar, usage, and mechanics skills. * Student consistently edits independently.

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6) Learns and applies spelling patterns.

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

7) Shows evidence of revision.

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

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8) Applies handwriting skills to write legibly.

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

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LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> * Student rarely uses grade-appropriate academic vocabulary. * Student rarely uses grade-appropriate conventions of standard English grammar and usage. * Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> * Student occasionally uses grade-appropriate academic vocabulary. * Student occasionally uses grade-appropriate conventions of standard English grammar and usage. * Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> * Student consistently uses grade-appropriate academic vocabulary. * Student consistently uses grade-appropriate conventions of standard English grammar and usage. * Student consistently makes effective choices about language and sentence structure for meaning and style. 	<p>Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</p>

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> * Student can rarely report on a topic. * Student rarely recounts stories or experiences with appropriate facts and descriptive details. * Student rarely asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> * Student can occasionally report on a topic. * Student occasionally recounts stories or experiences with appropriate facts and descriptive details. * Student occasionally asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> * Student can report on a topic. * Student can recount stories or experiences with appropriate facts and descriptive details. * Student asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> * Student can report on events, topics, or text in an organized manner. * Student can pose and respond to questions, as well as build on the ideas of previous speakers. * Student can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.

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3) Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> * Student rarely engages in group discussions. * Student rarely stays on topic by linking his/her own additions to the conversations to the previous remarks of others. * Student rarely asks for clarification and further explanation as needed. * Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> * Student occasionally engages in group discussions. * Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> * Student consistently engages in group discussions.* Student consistently stays on topic by linking his/her own addition to the conversation to the previous remarks of others. * Student consistently asks for clarification and further explanation as needed. * Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> * Student consistently engages and extends in group discussions. * Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. * Student consistently asks for clarification and further explanation as needed. * Student consistently extends his/her ideas and understanding in light of the discussion. * Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

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MATHEMATICS

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p><u>Numeration:</u> Student is unable or rarely able to demonstrate understanding of numeration.</p> <p><u>Multiplication Meaning and Facts:</u> Student is unable or rarely able to demonstrate understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies:</u> Student is unable or rarely able to demonstrate understanding of multiplication fact strategies.</p>	<p><u>Numeration:</u> Student demonstrates partial understanding of numeration concepts.</p> <p><u>Multiplication Meaning and Facts:</u> Student demonstrates partial understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies:</u> Student demonstrates partial understanding of multiplication fact strategies.</p>	<p><u>Numeration:</u> Student demonstrates understanding of how to read, write, and compare numbers through 6 digits. * Student demonstrates understanding of number lines and counting on a number line.</p> <p><u>Multiplication Meaning and Facts:</u> Student demonstrates understanding and application of properties and patterns to solve and compare multiplication problems using 0, 1, 2, 5, 9 and 10 as factors.</p> <p><u>Multiplication Fact Strategies:</u> Student demonstrates understanding of how to use known facts to solve multiplication problem using 3, 4, 5, 7 and 8 as factors.</p>	<p><u>Numeration:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p>

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	<p><u>Adding Whole Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of adding whole numbers.</p> <p><u>Subtraction Number Sense:</u> Student is unable or rarely able to demonstrate understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to demonstrate understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Data and Graphing:</u> Student is unable or rarely able to demonstrate understanding of the concepts of data and graphing.</p>	<p><u>Adding Whole Numbers:</u> Student demonstrates partial understanding of the concepts of adding whole numbers.</p> <p><u>Subtraction Number Sense:</u> Student demonstrates partial understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates partial understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Data and Graphing:</u> Student demonstrates partial understanding of the concepts of data and graphing.</p>	<p><u>Adding Whole Numbers:</u> * Student demonstrates understanding of commutative, associative, and identity properties. * Student demonstrates understanding and use of strategies such as rounding, estimating, pictures, and mental math to solve addition problems.</p> <p><u>Subtraction Number Sense:</u> Student demonstrates understanding and use of strategies such as estimation mental math, rounding, and hundreds chart to solve subtraction problems.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates understanding and use of algorithms to solve 2-and 3-digit subtraction problems.</p> <p><u>Data and Graphing:</u> Student demonstrates understanding of how to collect, analyze, and interpret data from pictographs, bar graphs, and line graphs.</p>	<p><u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.</p>
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GRADING BENCHMARKS –THIRD GRADE

<p>2nd</p>	<p><u>Division Facts:</u> Student is unable or rarely able to demonstrate understanding of division facts.</p> <p><u>Division Meanings:</u> Student is unable or rarely able to demonstrate understanding of division meanings.</p> <p><u>Multiplying Greater Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of multiplying greater numbers.</p> <p><u>Understand Fractions:</u> Student is unable or rarely able to demonstrate understanding of fractions.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of dividing 1-digit numbers.</p>	<p><u>Division Facts:</u> Student demonstrates partial understanding of division facts.</p> <p><u>Division Meanings:</u> Student demonstrates partial understanding of division meanings.</p> <p><u>Multiplying Greater Numbers:</u> Student demonstrates partial understanding of the concepts of multiplying greater numbers.</p> <p><u>Understanding Fractions:</u> Student demonstrates partial understanding of fractions:</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates partial understanding of the concepts of dividing 1-digit numbers.</p>	<p><u>Division Facts:</u> Student demonstrates understanding of the relationship between multiplication and division to solve division problems.</p> <p><u>Division Meanings:</u> Student demonstrates understanding and use of strategies to solve division problems.</p> <p><u>Multiplying Greater Numbers:</u> Student demonstrates understanding and use of strategies to solve 2-or3-digit-number by 1-digiit-number multiplication problems.</p> <p><u>Understanding Fractions:</u> Student demonstrates understanding of how to name, write, add, subtract, and compare fractions.</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates understanding and use of different strategies and patterns to divide using 1-digit numbers.</p>	<p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Meanings:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is able to apply and extend content knowledge independently.</p>
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GRADING BENCHMARKS –THIRD GRADE

<p>3rd</p>	<p><u>Time:</u> Student is unable or rarely able to demonstrate understanding of the concept of time.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to demonstrate understanding of metric measurement.</p> <p><u>Patterns and Relationships:</u> Student is unable or rarely able to demonstrate understanding patterns and relationships.</p> <p><u>Shapes:</u> Student is unable or rarely able to demonstrate understanding of the concepts of shapes.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to demonstrate understanding of perimeter and area.</p>	<p><u>Time:</u> Student demonstrates partial understanding of the concept of time.</p> <p><u>Metric Measurement:</u> Student demonstrates partial understanding of metric measurement.</p> <p><u>Patterns and Relationships:</u> Student demonstrates partial understanding of patterns and relationships.</p> <p><u>Shapes:</u> Student demonstrates partial understanding of the concepts of shapes.</p> <p><u>Perimeter and Area:</u> Student demonstrates partial understanding of perimeter and area.</p>	<p><u>Time:</u> Student demonstrates understanding of different ways to name time.</p> <p><u>Metric Measurement:</u> Student demonstrates understanding of how to use metric measurements of standard units, capacity, and mass.</p> <p><u>Patterns and Relationships:</u> Student demonstrates understanding of how to interpret and describe patterns.</p> <p><u>Shapes:</u> Student demonstrates understanding of how to describe, classify, and analyze</p> <p><u>Perimeter and Area:</u> Student demonstrates understanding of how to use unit amounts to measure.</p>	<p><u>Time:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Patterns and Relationships:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Shapes:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p>
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GRADING BENCHMARKS –THIRD GRADE

2) Recalls math facts with speed and accuracy.

Trimester	1	2	3	4
1st	<p><u>Multiplication Fact Strategies:</u> Student is unable or rarely able to recall factors 3, 4, 6, 6, 7 and 8 with accuracy.</p> <p><u>Multiplication Meaning and Facts:</u> Student is unable or rarely able to recall factors 0, 1, 2, 5, 9 and 10 with accuracy.</p>	<p><u>Multiplication Fact Strategies:</u> Student can sometimes recall factors 3, 4, 6, 7, and 8 with accuracy.</p> <p><u>Multiplication Meaning and Facts:</u> Student can sometimes recall factors 9, 1, 2, 5, 9 and 10 with accuracy.</p>	<p><u>Multiplication Fact Strategies:</u> Student can consistently recall factors 3, 4, 6, 7 and 8 with speed and accuracy.</p> <p><u>Multiplication Meaning and Facts:</u> Student can consistently recall factors 0, 1, 2, 5, 9 and 10 with accuracy.</p>	<p><u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts:</u> Student is able to apply and extend content knowledge independently.</p>
2nd	<p><u>Division Facts:</u> Student is unable or rarely able to use the relationship between multiplication and division to solve division problems.</p>	<p><u>Division Facts:</u> Student sometimes uses the relationship between multiplication and division to solve division problems.</p>	<p><u>Division Facts:</u> Student sometimes uses the relationship between multiplication and division to solve division problems.</p>	<p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p>
3rd	<p><u>Multiplying Greater Numbers:</u> Student is unable or rarely able to recall multiplication facts to solve 2 or 3 digit number by 1 digit number multiplication problems.</p> <p><u>Dividing 1 Digit Numbers:</u> Student is unable or rarely able to recall multiplication facts to solve division problems with 1 digit divisor.</p>	<p><u>Multiplying Greater Numbers:</u> Student sometimes recalls multiplication facts to solve 2 or 3 digit number by 1 digit number multiplication problems.</p> <p><u>Dividing 1 Digit Numbers:</u> Student sometimes recalls multiplication facts to solve division problems with 1 digit divisor.</p>	<p><u>Multiplying Greater Numbers:</u> Student consistently recalls multiplication facts to solve 2 or 3 digit number by 1 digit number multiplication problems.</p> <p><u>Dividing 1 Digit Numbers:</u> Student consistently recalls multiplication facts to solve division problems with 1 digit divisor.</p>	<p><u>Multiplying Greater Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Dividing 1 Digit Numbers:</u> Student is able to apply and extend content knowledge independently.</p>

Grading Benchmarks - Third Grade

3) Understands and solves word problems accurately.

Trimester	1	2	3	4
1st	<p><u>Numeration:</u> Student is unable or rarely able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Fact Strategies:</u> Student is unable or rarely able to answer two-step word problems.</p> <p><u>Adding Whole Numbers:</u> Student is unable or rarely able to use a picture or diagram to solve a word problem.</p> <p><u>Subtracting Number Sense:</u> Student is unable or rarely able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable to rarely able to use a picture, diagram, or number sentence to solve a word problem.</p>	<p><u>Numeration:</u> Student is sometimes able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Fact Strategies:</u> Student is sometimes able to answer two-step word problems.</p> <p><u>Adding Whole Numbers:</u> Student is sometimes able to use a picture or diagram to solve a word problem.</p> <p><u>Subtraction Number Sense:</u> Student is sometimes able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is sometimes able to use a picture, diagram, or number sentence to solve a word problem.</p>	<p><u>Numeration:</u> Student is able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Fact Strategies:</u> Student is able to answer two-step word problems.</p> <p><u>Adding Whole Numbers:</u> Student is able to use a picture or diagram to solve a word problem.</p> <p><u>Subtraction Number Sense:</u> Student is able to use a strategy such as estimation to check for reasonableness of an answer.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to use a picture, diagram, or number sentence to solve a word problem.</p>	<p><u>Numeration:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Fact Strategies:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p>

GRADING BENCHMARKS – THIRD GRADE

	<u>Data and Graphing:</u> Student is unable or rarely able to use tables and graphs to draw conclusions.	<u>Data and Graphing:</u> Student is sometimes able to use tables and graphs to draw conclusions.	<u>Data and Graphing:</u> Student is able to use tables and graphs to draw conclusions	<u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.
2nd	<p><u>Division Meanings:</u> Student is unable to rarely able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is unable or rarely able to represent information with diagrams and number sentences.</p> <p><u>Understanding Fractions:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Division Meanings:</u> Student is sometimes able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is sometimes able to represent information with diagrams and number sentences.</p> <p><u>Understanding Fractions:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Division Meanings:</u> Student is able to use objects and pictures to solve a problem.</p> <p><u>Division Facts:</u> Student is able to represent information with diagrams and number sentences.</p> <p><u>Understanding Fractions:</u> Student is able to make a table and look for a pattern to solve a word problem.</p>	<p><u>Division Meanings:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.</p>
3rd	<u>Patterns and Relationships:</u> Student is unable or rarely able to solve problems through reasoning or use objects to act out a problem.	<u>Patterns and Relationships:</u> Student is sometimes able to solve problems through reasoning and use objects to act out a problem.	<u>Patterns and Relationships:</u> Student is able to solve problems through reasoning and use objects to act out a problem.	<u>Patterns and Relationships:</u> Student is able to apply and extend content knowledge independently.

GRADING BENCHMARKS –THIRD GRADE

	<p><u>Shapes:</u> Student is unable or rarely able to generalize relationships between objects:</p> <p><u>Time:</u> Student is unable or rarely able to start with the end result and work backwards to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u> * Student is unable or rarely able to use standard multiplication algorithm as a shortcut. * Student is unable or rarely able to use regrouping. * Student is unable or rarely able to write complete number sentences or equations.</p>	<p><u>Shapes:</u> Student is sometimes able to generalize relationships between objects.</p> <p><u>Time:</u> Student is sometimes able to start with the end result and work backwards to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is sometimes able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p><u>Metric Measurement:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u> * Student sometimes uses standard multiplication algorithm as a shortcut. * Student sometimes uses regrouping. * Student sometimes writes complete number sentences or equations.</p>	<p><u>Shapes:</u> Student is able to generalize relationships between objects.</p> <p><u>Time:</u> Student is able to start with the end result and work backwards to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is able to break apart a harder problem or find a simpler problem to solve a word problem.</p> <p><u>Metric Measurement:</u> Student is able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u> * Student consistently uses standard multiplication algorithm as a shortcut. * Student uses regrouping. * Student writes complete number sentences or equations.</p>	<p><u>Shapes:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Time:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u> * Student consistently uses shortcut strategies. * Student regroup through 3 digits. * Student is able to write vertical and horizontal equations.</p>
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GRADING BENCHMARKS – THIRD GRADE

	<u>Dividing with 1-Digit Numbers:</u> Student is unable or rarely able to use place value blocks, breaking calculations, into smaller calculations, or recognizing remainders.	<u>Dividing with 1 Digit Numbers:</u> Student sometimes uses place value blocks, breaking calculations into smaller calculations, and recognizing remainders.	<u>Dividing with 1 Digit Numbers:</u> Student consistently uses place value blocks, breaking calculations into smaller calculations and recognizing remainders.	<u>Dividing with 1 Digit Numbers:</u> Student consistently uses mental math, estimation, and multiple step problems.
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4) Computes accurately.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operation and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

5) Clearly expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary.	* Student communicates all mathematical thinking precisely and with accurate vocabulary. * Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

GRADING BENCHMARKS –THIRD GRADE

SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

EARTH SCIENCE: Solar, Water Cycle, Weather and Air				
Trimester	1	2	3	4
1st	<p>Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * The solar system, the bodies in it and how they move. * Where water is found on Earth and why it is in different places. * How weather conditions are measured. * The different forms of precipitation. * How to use a map to describe Earth’s physical features. 	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * The solar system, the bodies in it and how they move. * Where water is found on Earth and why it is in different places. * How weather conditions are measured. * The different forms of precipitation. * How to use a map to describe Earth’s physical features 	<p>Student is demonstrates demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * The solar system, the bodies in it and how they move. * Where water is found on Earth and why it is in different places. * How weather conditions are measured. * The different forms of precipitation. * How to use a map to describe Earth’s physical features. 	<p>Student consistently and independently extends understanding through application.</p>
PHYSICAL SCIENCE: Force and Motion				
Trimester	1	2	3	4
2nd	<p>Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Types of forces. * How force causes motion. * The role of simple machines in everyday life. 	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Types of forces. * How force causes motion. * The role of simple machines in everyday life. 	<p>Student is demonstrates demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Types of forces. * How force causes motion. * The role of simple machines in everyday life. 	<p>Student consistently and independently extends understanding through application.</p> <ul style="list-style-type: none"> * Types of forces. * How force causes motion. * The role of simple machines in everyday life.

GRADING BENCHMARKS -THIRD GRADE

LIFE SCIENCE: Living things Depend on one Another				
Trimester	1	2	3	4
3rd	<p>Student is rarely able to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Life cycles of living things. * A plant has a structure that enables it to survive. * Plants and animals depend on one another. 	<p>Student is beginning to demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Life cycles of living things. * A plant has a structure that enables it to survive. * Plants and animals depend on one another. 	<p>Student demonstrates demonstrate understanding of vocabulary and key concepts, including:</p> <ul style="list-style-type: none"> * Life cycles of living things. * A plant has a structure that enables it to survive. * Plants and animals depend on one another. 	<p>Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.</p> <ul style="list-style-type: none"> * Life cycles of living things. * A plant has a structure that enables it to survive. * Plants and animals depend on one another.

2) Applies knowledge to solve scientific investigations.

Trimester	1	2	3	4
ALL	<p>Student is rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</p>	<ul style="list-style-type: none"> * Student is beginning to learn through discovery. * Student sometimes uses scientific process to conduct investigations and communication observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> * Student learns through discovery. * Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<p>Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.</p>

GRADING BENCHMARKS –THIRD GRADE

SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

UNIT 1: Civics/Government/Human Rights				
Trimester	1	2	3	4
1st	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How government and laws help democracy function. * How cultures and governments of nations differ. * How people show respect for diversity and tolerance for others. 	<p>Student is beginning to demonstrates knowledge of facts and understanding of the unit.</p> <p>the colonists.</p> <ul style="list-style-type: none"> * How government and laws help democracy function. * How cultures and governments of nations differ. * How people show respect for diversity and tolerance for others. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How government and laws help democracy function. * How cultures and governments of nations differ. * How people show respect for diversity and tolerance for others. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p> <ul style="list-style-type: none"> * How government and laws help democracy function. * How cultures and governments of nations differ. * How people show respect for diversity and tolerance for others.
UNIT 2: Geography				
Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How maps and globes help us to identify geographic features and cities of New Jersey, United States and the world. * How global interdependence affect people and countries. * How people us natural resources. 	<p>Student is beginning to demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How maps and globes help us to identify geographic features and cities of New Jersey, United States and the world. * How global interdependence affect people and countries. * How people us natural resources. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of the unit:</p> <ul style="list-style-type: none"> * How maps and globes help us to identify geographic features and cities of New Jersey, United States and the world. * How global interdependence affect people and countries. * How people us natural resources. 	<p>Student meets standards and is able to extend key concepts of the unit.</p> <ul style="list-style-type: none"> * How maps and globes help us to identify geographic features and cities of New Jersey, United States and the world. * How global interdependence affect people and countries. * How people us natural resources.

GRADING BENCHMARKS –THIRD GRADE

UNIT 3: Economics, Innovation & Technology				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How natural resources impact the wants and needs of people and nations. * How we apply economic decision making to choices regarding scarcity resources. 	<p>Student is beginning to demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How natural resources impact the wants and needs of people and nations. * How we apply economic decision making to choices regarding scarcity resources. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of the unit:</p> <ul style="list-style-type: none"> * How natural resources impact the wants and needs of people and nations. * How we apply economic decision making to choices regarding scarcity resources. 	<p>Student meets standards and is able to extend key concepts of the unit.</p> <ul style="list-style-type: none"> * How natural resources impact the wants and needs of people and nations. * How we apply economic decision making to choices regarding scarcity resources.
UNIT 4: History Culture and Perspective				
Trimester	1	2	3	4
ALL	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How the immigration of Europeans to the Americas impacted the Native Americans * What motivates people to immigrate and what challenges they face. * How cultural differences impacts immigrants. * How bullying impacts individuals and society. * How great men and women have influenced history. 	<p>Student is beginning to demonstrates knowledge of facts and understanding of key concepts of the unit.</p> <ul style="list-style-type: none"> * How the immigration of Europeans to the Americas impacted the Native Americans * What motivates people to immigrate and what challenges they face. * How cultural differences impacts immigrants. * How bullying impacts individuals and society. * How great men and women have influenced history. 	<p>Student demonstrates knowledge of facts and understanding of key concepts of the unit:</p> <ul style="list-style-type: none"> * How the immigration of Europeans to the Americas impacted the Native Americans * What motivates people to immigrate and what challenges they face. * How cultural differences impacts immigrants. * How bullying impacts individuals and society. * How great men and women have influenced history. 	<p>Student meets standards and is able to extend key concepts of the unit.</p> <ul style="list-style-type: none"> * How the immigration of Europeans to the Americas impacted the Native Americans * What motivates people to immigrate and what challenges they face. * How cultural differences impacts immigrants. * How bullying impacts individuals and society. * How great men and women have influenced history.