

3rd Grade				
Reading Foundational Skills				
Word Parts				
3.RF.4.6				
Exceeds	Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>Apply word analysis skills to read accurately unfamiliar multisyllabic words in context</li> </ul>		Sample Tasks
			3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>Read multisyllabic words composed of roots and related prefixes and suffixes;</li> <li>Read irregular contractions ( will not = won't)</li> <li>Read possessives (children's and Dennis's)</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Read a list of words that include:  badly, should've, distrust, Chris's</li> </ul>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>perform at least 2 of these basic processes:               <ul style="list-style-type: none"> <li>decode multisyllabic words with prefixes</li> <li>decode multisyllabic words with suffixes</li> <li>read irregular contractions</li> <li>read possessives</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Read a list of words that include:  preheat, playful, won't, school's</li> <li>Recognize or recall specific terminology, such as: contractions, possessives, roots, apostrophe, syllable, base (root) word, prefix, suffix</li> </ul>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		

3rd Grade				
Reading Foundational Skills				
Fluency				
3.RF.5				
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
				<ul style="list-style-type: none"> <li>Orally read grade-level appropriate smoothly and accurately (Above Level U) (WPM 123), with expression that connotes comprehension above grade level.</li> </ul>
		3.5	Orally read grade-level appropriate smoothly and accurately (Level U)	
Meets	Score 3.0	The student can:		<ul style="list-style-type: none"> <li>Wonders Teacher's Edition pg. 272</li> </ul> Level Chart: <a href="https://www.readinga-z.com/updates/raz_correlation_chart.pdf">https://www.readinga-z.com/updates/raz_correlation_chart.pdf</a>
			<ul style="list-style-type: none"> <li>Orally read grade-level appropriate smoothly and accurately (Level S-T (Learning A-Z), Lexile 691-770)</li> <li>(WPM 107), with expression that connotes comprehension at the independent level (EOY).</li> </ul> <p>The student exhibits no major errors or omissions.</p>	
		2.5	Orally read grade-level appropriate smoothly and accurately (Level R)	
Approaching	Score 2.0	The student can:		<ul style="list-style-type: none"> <li>Wonders Teacher's Edition pg. 272</li> <li>Vocabulary: accurate, accuracy, expression, rate, pace, smoothness, expression, independent level, oral read, comprehension</li> </ul>
			<ul style="list-style-type: none"> <li>perform basic processes, such as:               <ul style="list-style-type: none"> <li>Will read Level P-Q, Lexile 601-690 text orally with accuracy, appropriate rate, and expression, but with minor errors in one or more areas <b>or</b> grade level text below &gt;107 cwpm</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
		1.5	Orally read grade-level appropriate smoothly and accurately Level O	
Below	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
			<ul style="list-style-type: none"> <li>Orally read grade-level appropriate smoothly and accurately (Level N) <b>or</b> grade level text below &gt;107 cwpm</li> <li>Choppy word per word reading</li> </ul>	
		0.5	With help, a partial understanding of the 1.0 content. Level M or below.	
	Score 0.0	Will create an * on the report card and requires a comment.		



**3rd Grade**  
**Reading Literature**  
**Comprehension**  
**3.RL.2.1**

		<b>Score 4.0</b>		<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
<b>Exceeds</b>				<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from a text above level U.</li> </ul>	ReadWorks <a href="#">A Trip to Taughanaock (Lexile 840)</a> <b>Question:</b> Why does Eliza feel amazed when she sees the waterfall? Use text evidence to support your answer.
		3.5		Student can locate answers to who, what, when, where, why questions in the text Level U	
<b>Meets</b>		<b>Score 3.0</b>	<b>The student:</b>	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text, <b>referring explicitly to the text</b> as the basis for the answers in (Level S-T (<a href="#">Learning A-Z</a>), Lexile 691-770)               <ul style="list-style-type: none"> <li>Who, What, When, Where, Why questions</li> <li>Create <b>at least one</b> Who, What, When, Where, Why question</li> <li>Student reads passage /follow standardized assessment expectations</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	During Guided Reading listen for students to ask and answer questions, referring to the leveled reader.  Provide a passage for students to create questions and underline evidence the text that supports the answer to their question.
			2.5	Student can locate answers (who, what, when, where, why questions) in the text Level R	
<b>Approaching</b>		<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>	<ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>ask questions, answer questions, text evidence</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>Student can locate answers to who, what, when, where, why questions in the text Level P-Q</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	Students asks questions that do not demonstrate understanding of the text. (Ex. What color is his hair?)
			1.5	Student can locate answers to who, what, when, where, why questions in the text Level O	
<b>Below</b>		<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>Prompted by the teacher with a question student can locate answers in the text level N</li> </ul>	
			0.5	With help, a student can locate answers to who, what, when, where, why questions in the text Level M or below	
		<b>Score 0.0</b>	<b>Will create an * on the report card and requires a comment.</b>		

**3rd Grade  
Reading Literature  
Identify Theme**

**3.RL.2.2**

Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			<ul style="list-style-type: none"> <li>Identify details that show support of the theme above level U text.</li> </ul>	
		3.5	Level U	
Meets	Score 3.0	The student will be able to:		<ul style="list-style-type: none"> <li>Leveled Readers from Wonders i.e. <u>Why the Sea is Salty: a Scandinavian Folktale</u> Level Chart: <a href="https://www.readinga-z.com/updates/raz_correlation_chart.pdf">https://www.readinga-z.com/updates/raz_correlation_chart.pdf</a></li> </ul>
		<ul style="list-style-type: none"> <li>Retell folktales, fables, and tall tales from diverse cultures;</li> <li>Identify the theme(s) in Level S-T(<u>Learning A-Z</u>), Lexile 691-770.                             <ul style="list-style-type: none"> <li>Student reads passage /follow standardized assessment expectations</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. Level R	
Approaching	Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:		
		<ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>theme, retell</li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li>The student can retell folktales, fables, or tall tales.</li> </ul> <p align="center"><b>or</b></p> <ul style="list-style-type: none"> <li>The student can identify the theme of folktales, fables, or tall tales.</li> <li>Level P-Q</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Level O	
Below	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
		<ul style="list-style-type: none"> <li>The student can retell folktales, fables, or tall tales at a Level N</li> </ul>		
		0.5	With help, a partial understanding of the 1.0 content. Level M or below	
Score 0.0	Will create an * on the report card and requires a comment.			



**3rd Grade**  
**Reading Literature**  
**Story Elements**  
**3.RL.2.3**

				<b>Sample Tasks</b>
<b>Exceeds</b>	<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  Analyze how a change of the character, setting, or event in a story and how it impacts the plot above Level U text.		How do the characters, setting, or events in a story impact the plot? If any <b>one</b> of the story elements changed how would this impact the plot story?
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success. Level U	
<b>Meets</b>	<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>● Describe character traits in a story by their attitudes, motivation &amp; feelings, behavior (excluding physical traits) and explain how their actions contribute to the plot in a Level S-T (<u>Learning A-Z</u>), Lexile 691-770.</li> <li>● Student reads passage /follow standardized assessment expectations</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>● Read <u>Wolf!</u> <ul style="list-style-type: none"> <li>○ describe characters (motivations, or feelings) and how they affect the plot.</li> </ul> </li> </ul>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Approaching</b>	<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terms, such as:               <ul style="list-style-type: none"> <li>○ Character, traits, and motivations</li> </ul> </li> <li>● performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Describe a character using traits</li> <li>○ Identify characters and plot</li> <li>○ Level P-Q</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Level O	
<b>Below</b>	<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> With help: <ul style="list-style-type: none"> <li>○ Describe a character using traits</li> <li>○ Identify characters and plot</li> <li>○ Level N</li> </ul>		
		0.5	With help, a partial understanding of the 1.0 content. Level M or below	
	<b>Score 0.0</b>	<b>Will create an * on the report card and requires a comment.</b>		

**3rd Grade**  
**Reading Nonfiction**  
**Comprehension**  
**3.RN.2.1**

		<b>Score 4.0</b>		<b>Exceeds</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text above a Level U.</li> </ul>				ReadWorks Passage <u>Rainforest Rescue</u> (grade 4) Inference: Why is it important that bird, animal and plant species be preserved? Explain.
		<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success. Level U			
		<b>Score 3.0</b>		<b>Meets</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text, <b>referring explicitly</b> to the text as the basis for the answers Level S-T (<u>Learning A-Z</u>), Lexile 691-770.</li> <li>Student reads passage /follow standardized assessment expectations</li> </ul> <b>The student exhibits no major errors or omissions.</b>	During Guided Reading listen for students to ask and answer questions, referring to the text in the nonfiction leveled reader.
		<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. Level R			
		<b>Score 2.0</b>		<b>Approaching</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>ask, answer, evidence, text, support, identify</li> </ul> </li> <li>perform basic processes, such as:               <ul style="list-style-type: none"> <li>Student can locate answers in the text</li> <li>Asks questions about details in text (but questions are not relevant to key details)</li> <li>Level P-Q</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	Students asks questions that do not demonstrate understanding of the text. (Ex. Can the animal fly?)
		<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Level O			
		<b>Score 1.0</b>		<b>Below</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>Prompted by the teacher with a question student can locate answers in a Level N text</li> </ul>	
		<b>0.5</b>	With help, a partial understanding of the 1.0 content. Level M or Below			
		<b>Score 0.0</b>			<b>Will create an * on the report card and requires a comment.</b>	



3rd Grade			
Nonfiction			
Main Idea and Details			
3.RN.2.2			
Exceeds	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>Determine the main idea above a Level U and explain how it is supported by key details. <ul style="list-style-type: none"> <li>Recount the key details and explain how they support the main idea.</li> </ul> </li> </ul>	<p><b>Sample Tasks</b></p> <p>Leveled Readers <b>Beyond:</b>  The National Mall  Inspired by Nature  Destination Saturn  The Fuel of the Future  Write <u>summary</u> following a passage for Main Idea and Details.</p>
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success. Level U
Meets	Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Determine the main idea of a Level S-T text(<u>Learning A-Z</u>), Lexile 691-770 <ul style="list-style-type: none"> <li>Recount the key details and explain how they support the main idea.</li> <li>Student reads passage /follow standardized assessment expectations</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Leveled Readers <b>On-Grade Level:</b></p> <ul style="list-style-type: none"> <li>Use a graphic organizer that provides students the opportunity to determine main idea and list key details, explaining how they support the main idea written.</li> </ul>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. Level R
Approaching	Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>text, main idea, key details, support, evidence, recount</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>identify the main idea</li> <li>recount key details that support the main idea <u>or</u> explain how details support the main idea</li> <li>Level P-Q</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Leveled Readers <b>Approaching:</b>  The National Mall  Inspired by Nature  Destination Saturn  The Fuel of the Future</p>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Level O
Below	Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <ul style="list-style-type: none"> <li>With help, student can identify the main idea or a detail in a Level N text</li> </ul>	
		0.5	With help, a partial understanding of the 1.0 content. Level M or Below
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>	

**3rd Grade  
Nonfiction  
Fact and Opinion  
3.RN.4.1**

		<b>Score 4.0</b>		<b>Exceeds</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Tasks</b>
		<ul style="list-style-type: none"> <li>The student will be able to distinguish their own point of view from that of the author, and provide support for their own claim.</li> </ul>				<a href="#">Junk Food Battles</a> Passage from ReadWorks <a href="#">Point of View</a> graphic organizer from Wonders (2 copies: one author POV/ one student POV) explain how an author uses reasons to support their claim
		<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
		<b>Score 3.0</b>	<b>The student will be able to:</b> <ul style="list-style-type: none"> <li>Distinguish between facts and opinion Level S-T(<a href="#">Learning A-Z</a>), Lexile 691-810</li> <li>Explain how an author uses reasons to support specific points in a text.</li> <li>Student reads passage /follow standardized assessment expectations</li> </ul>		<b>Meets</b>	<a href="#">Junk Food Battles</a> Passage from ReadWorks list facts and opinions & explain how the author uses it to support specific points.
		<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. Level R			
		<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>fact, opinion, support</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>Identify fact statements</li> <li>Identify opinion statements</li> <li>Identify details to support specific points in text Level P-Q</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<b>Approaching</b>	<a href="#">List Fact and Opinion PDF</a> from <i>Junk Food Battles</i> Passage
		<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Level O			
		<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>List facts or opinions with help in a level N text</li> </ul>		<b>Below</b>	
		<b>0.5</b>	With help, a partial understanding of the 1.0 content. Level M or below			
		<b>Score 0.0</b>	<b>Will create an * on the report card and requires a comment.</b>			






3rd Grade

Reading Vocabulary

Context Clues

3.RV.2.1

Exceeds	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>Explain the type of context clue(s) <b>and/or</b> text feature(s) used to determine the meaning of the word</li> </ul>	Sample Tasks						
		3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.							
Meets	Score 3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Apply context clues (e.g., word, phrase, and sentence clues) <b>and/or</b> text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</li> <li>Teacher or student can read/listen/follow along with the text.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	Wonders Weekly Assessments: Circle the words that help you figure out what immigrated means.						
		2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.							
Approaching	Score 2.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:                             <ul style="list-style-type: none"> <li>context clues, phrase, text features</li> </ul> </li> <li>perform basic processes, such as:                             <ul style="list-style-type: none"> <li>Identify the clue(s) but cannot determine the meaning of the unknown word</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Wonders :</p> <p>Provide word and illustrations to scaffold student to determine meaning.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Context Sentence</th> <th>Illustration</th> </tr> </thead> <tbody> <tr> <td>admires</td> <td>My mother admires our beautiful garden.</td> <td></td> </tr> </tbody> </table>	Word	Context Sentence	Illustration	admires	My mother admires our beautiful garden.	
	Word	Context Sentence	Illustration						
admires	My mother admires our beautiful garden.								
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.								
Below	Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>							
		0.5 With help, a partial understanding of the 1.0 content.							
	Score 0.0	<p><b>Will create an * on the report card and requires a comment.</b></p>							

3rd Grade			
Reading Vocabulary			
Figurative Language			
3.RV.3.1			
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> <li>Recognize other types of Figurative Language (e.g. hyperbole, metaphor)</li> </ul>	Sample Tasks
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Meets	Score 3.0	<b>The student can:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language-- <b>SIMILES</b> <ul style="list-style-type: none"> <li>Teacher or student can read/listen/follow along with the text.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<b>Passages (ReadWorks)</b> <i>A New Home</i> <i>Dinosaur Chopper</i> <i>Fleeing Goma; Eruption in the Congo</i> <i>Flu Frenzy</i> <i>King of the Slowpokes?</i>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Approaching	Score 2.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as: <ul style="list-style-type: none"> <li>similes</li> <li>Use clue words to identify figurative language (e.g. as, like)</li> </ul> </li> <li>perform basic processes, such as: <ul style="list-style-type: none"> <li>identify simile in text</li> <li>determine what two things are being compared</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	Brainpop Videos <a href="#">Examples in pictures and words</a>  Definitions (read aloud) <a href="https://quizlet.com/3962217/figurative-language-definitionexamplespictures-flash-cards/">https://quizlet.com/3962217/figurative-language-definitionexamplespictures-flash-cards/</a> Definition <a href="https://kidskonnnect.com/language/figurative-language/">https://kidskonnnect.com/language/figurative-l  anguage/</a>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  Recognize that figurative language has been used, but might not understand the meaning.	
		0.5	With help, a partial understanding of the 1.0 content.
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>	



3rd Grade				
Writing				
Writes on Topic				
3.W.4				
Exceeds	Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> Generate at least 4 well written paragraphs that includes: <ul style="list-style-type: none"> <li>• a thoroughly developed topic with details.</li> <li>• avoids rambling and/or repeating information.</li> </ul>		Sample Tasks
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>• Generate at least 3 paragraphs:               <ul style="list-style-type: none"> <li>○ Organizing ideas in a clear sequence with a beginning, a middle, and an end.</li> <li>○ Some evidence of repetition.</li> </ul> </li> <li>• Includes dynamic words and use vivid or challenging words</li> <li>• Use the editing checklist to edit writing (e.g., spelling, capitalization, usage, punctuation).</li> </ul> <b>The student exhibits no major errors or omissions.</b>		Writing Prompts
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>• recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>○ draft, edit, revise, publish, genre, topic, supporting details</li> </ul> </li> <li>• perform basic processes, such as:               <ul style="list-style-type: none"> <li>○ Generate a multi-paragraph piece:                   <ul style="list-style-type: none"> <li>▪ Unclear sequence</li> <li>▪ Some evidence of repetition</li> <li>▪ Undeveloped ideas</li> </ul> </li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>• Create a paragraph <i>with teacher prompting</i>:               <ul style="list-style-type: none"> <li>○ With limited details included the final draft.</li> <li>○ Use a provided graphic organizer to organize and develop ideas.</li> <li>○ write topic sentence</li> <li>○ provide a beginning, middle <u>or</u> end.</li> </ul> </li> </ul>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		

3rd Grade				
Writing				
Grammar				
3.W.6.1e				
Exceeds	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>The student can:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of English grammar and usage, focusing on:               <ul style="list-style-type: none"> <li>○ Write simple, compound and complex sentences with prepositions</li> </ul> </li> </ul> <p style="text-align: center;"><b><i>Build upon previously taught concepts</i></b></p>		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Meets	Score 3.0	<p>The student can:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of English grammar and usage, focusing on:               <ul style="list-style-type: none"> <li>○ Write simple, compound and complex sentences with conjunctions using commas correctly ( and, for, but, or)</li> </ul> </li> </ul> <p style="text-align: center;"><b><i>Build upon previously taught concepts</i></b></p> <p>The student exhibits no major errors or omissions.</p>		Writing Prompts
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Approaching	Score 2.0	<p>The student can:</p> <ul style="list-style-type: none"> <li>● recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Identify nouns, pronouns, verbs, adjectives, adverbs, conjunctions, commas</li> </ul> </li> <li>● perform basic processes, such as:               <ul style="list-style-type: none"> <li>○ uses and, but</li> <li>○ sentence strips provided for student to edit</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Below	Score 1.0	With help, very little understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, very little understanding of the 2.0 content, but not the 3.0 content.		
	Score 0.0	Will create an * on the report card and requires a comment.		



3rd Grade				
Writing				
Conventions				
3.W.6.2				
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks Use editing checklist from BCSC and/or Wonders.
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>● Correctly capitalize proper nouns (Ex: abbreviations, geographic, and words in titles)</li> <li>● Use quotation marks to mark direct speech.</li> <li>● Use commas for coordinating adjectives (e.g., a small, red bicycle).</li> <li>● Accurate spelling of words using spelling patterns and generalizations.</li> </ul> <b>The student exhibits no major errors or omissions.</b>		Use editing checklist from BCSC and/or Wonders.
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>● Capitalize, abbreviations, geographic, titles, quotation marks, comma, coordinating adjectives</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ correct capitalization of proper nouns (titles, greetings, holidays, geographic names)</li> <li>○ correct use of commas in series</li> <li>○ accurate spelling of common grade-appropriate high frequency words</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		Use editing checklist from BCSC and/or Wonders.
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		

**Grade 3**  
**Number Sense**  
**Equivalent Fractions**  
**3.NS.7**

				Sample Tasks
Exceeds	Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>recognize and generate equivalent fractions.</li> <li>explain why the fractions are equivalent (e.g. by using a visual fraction models, multiplication principle, and/or words)</li> </ul>		Recognize and explain: $\frac{3}{5}$ and $\frac{6}{10}$ Are they equivalent or not equivalent? Explain how you know.  Other fractions such as: fifths, eighths, etc.
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>recognize and generate simple equivalent fractions.(e.g. <math>\frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3}</math>)</li> <li>explain why the fractions are equivalent (e.g. by using a visual fraction model)</li> </ul> <b>The student exhibits no major errors or omissions.</b>		1a. Draw a model or write a fraction equivalent to $\frac{1}{2}$ .  1b. How do you know that these fractions are equivalent?
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>equivalent fraction, numerator, denominator</li> </ul> </li> <li>perform basic processes, such as:               <ul style="list-style-type: none"> <li>The student will recognize simple equivalent fractions with visual models.</li> <li>Write the fraction associated with the model</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		Match the words on the left with the answer. $\frac{2}{4}$  A. numerator _____ $\frac{1}{2} = \frac{2}{4}$ B. denominator _____ 4 C. equivalent fraction _____ 2
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li>Partition circles and rectangles into two, three, and four equal parts</li> <li>Describe the shares using the word halve, third, fourths</li> <li>Write the fraction associated with the shape</li> </ul>		Divide the rectangle into two equal parts.  Divide again into 4 equal parts to demonstrate that when dividing into fourths,
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	Will create an * on the report card and requires a comment.		



3rd Grade		Computation		Multiply and Divide up to 100		3.C.5	
Score	4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.					
		<ul style="list-style-type: none"> <li>• Answer Multiplication/Division facts up to <math>12 \times 12 = 144</math>.</li> <li>• 2 digit by 1 digit multiplication.</li> <li>• Divide within 100 with a remainder.</li> </ul>					
		3.5		In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score	3.0	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (eg. knowing that <math>8 \times 5 = 40</math>, one knows <math>40/5 = 8</math>), or properties of operations.</li> </ul>		The student exhibits no major errors or omissions.		2.5	
				No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score	2.0	<ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o Fact Families, Inverse relationships</li> <li>o performs basic processes, such as: <ul style="list-style-type: none"> <li>o Given a multiplication fact, <ul style="list-style-type: none"> <li>• Represent it as repeated Addition</li> <li>• Construct the related Multiplication/Division Fact Family (eg. <math>8 \times 5 = 40</math>, one knows <math>5 \times 8 = 40</math>, <math>40/5 = 8</math> and <math>40/8 = 5</math>)</li> </ul> </li> </ul> </li> </ul> </li> </ul>		<p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		1.5	
				Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
Score	1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> <li>o With help, represent multiplication as repeated Addition</li> <li>o With help, construct the related Multiplication/Division Fact Family (eg. <math>8 \times 5 = 40</math>, one knows <math>5 \times 8 = 40</math>, <math>40/5 = 8</math> and <math>40/8 = 5</math>)</li> </ul>				0.5	
				With help, a partial understanding of the 1.0 content.			
Score	0.0	Will create an * on the report card and requires a comment.					

3rd Grade

Computation

Add and Subtract up to 1000

3.C.1

Exceeds		Meets		Approaching		Below	
Score	4.0	Score	3.0	Score	2.0	Score	1.0
Sample Tasks	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>Add fluently within 10,000 with regrouping.</li> <li>Subtract fluently within 10,000 with regrouping.</li> </ul>	<p>The student can:</p> <ul style="list-style-type: none"> <li>Add whole numbers fluently within 1000 with regrouping.</li> <li>Subtract whole numbers fluently within 1000 with regrouping.</li> </ul>	<p>956-79= _____</p> <p>899+21= _____</p> <p>342+369= _____</p>	<p>The student exhibits no major errors or omissions.</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:                             <ul style="list-style-type: none"> <li>Addition, Subtraction, digit, and whole number</li> <li>perform basic processes, such as:                                     <ul style="list-style-type: none"> <li>Add two whole numbers fluently within 100 without regrouping.</li> <li>Subtract two whole numbers fluently within 100 without regrouping.</li> </ul> </li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>23+52= _____</p> <p>45+53= _____</p> <p>14+23= _____</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> <li>With help, add and subtract two whole numbers fluently within 100 without regrouping.</li> </ul>
	Score	3.5	Score	2.5	Score	1.5	Score
	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	<p>The student exhibits no major errors or omissions.</p>	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	<p>With help, a partial understanding of the 1.0 content.</p>	<p>Will create an * on the report card and requires a comment.</p>	



3rd Grade

Computation

Math Facts

3.C.6

		Score		Sample Tasks
Exceeds	Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>Demonstrate fluency with multiplication facts and corresponding division facts beyond 10s, efficiently and accurately.</li> </ul>		<ul style="list-style-type: none"> <li>Technology (Moby Max, Front Row), timed tests with mixed up facts</li> </ul>
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<b>The student:</b> <ul style="list-style-type: none"> <li>Demonstrate fluency with multiplication facts and corresponding division facts of 0-10, efficiently and accurately.</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Use technology (Moby Max, Front Row), timed tests</li> </ul>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>fact families, multiplication, product, symbols such as X, *, /, ÷ division</li> <li>performs basic processes, such as:                                     <ul style="list-style-type: none"> <li>Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10, efficiently and accurately.</li> </ul> </li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>Use technology (ex: Moby Max, Front Row), timed tests</li> </ul>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		

3rd Grade				
Algebraic Thinking				
Real-World Story Problems (+/-)				
3.AT.1				
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			<ul style="list-style-type: none"> <li>Solve real-world problems involving addition and subtraction of whole numbers greater than 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</li> <li>Create a problem or analyze an error involving real world addition and subtraction</li> </ul>	Student can create their own problem that fits the standard, solve it, and explain their solution OR find an error in a problem and explain where the "student" went wrong
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</li> </ul> <b>The student exhibits no major errors or omissions.</b>		
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>real-world problems</li> </ul> </li> <li>perform basic processes, such as:               <ul style="list-style-type: none"> <li>identifying the process involved in solving the problem</li> <li>solve real-world problems involving addition and subtraction of whole numbers within 100</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<p>The baking company had 39 eggs, then employees used 23 eggs to make cupcakes. How many eggs are left?</p> <p>Part A: Which operation do you need to use? Addition or Subtraction</p> <p>Part B: Solve the problem. Show your work.</p>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li><b>With help,</b> solve real-world problems involving addition and subtraction of whole numbers within 100</li> </ul>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		



3rd Grade

Algebraic Thinking


Real World Problems x/• •


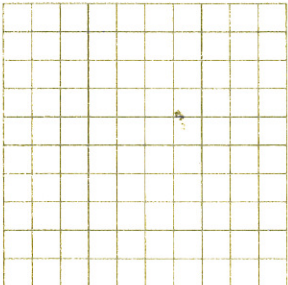
3.AT.2

		3.AT.2		Sample Tasks
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		
		<ul style="list-style-type: none"> <li>Create a problem or analyze an error involving real world multiplication or division</li> </ul>		
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Solve real-world problems involving whole number <b>multiplication and division within 100</b> in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<p>Justin, Carl, Ryan, and Will each have seven alien trading cards. How many cards do they have in all? Answer: _____</p> <p>Ms. Bran brought 4 evenly divided boxes of muffins to class. There are 36 muffins altogether. How many muffins are in each box?</p>
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognize or recall specific terminology, such as:                             <ul style="list-style-type: none"> <li>multiplication, division, array, operation</li> </ul> </li> <li>perform basic processes, such as:                             <ul style="list-style-type: none"> <li>Solve real-world problems involving whole number multiplication</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>James has 28 marbles. He puts them into 4 bags. He puts the same number of marbles in each bag. How many marbles are in each bag?</p> <p>What operation would you use to solve this problem? addition, subtraction, multiplication or division</p>
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p> <p><b>With help, solve real-world problems involving whole number multiplication.</b></p>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<p><b>Will create an * on the report card and requires a comment.</b></p>		

3rd Grade			
Algebraic Thinking			
Two-step Story Problems (-,+ ,x, /)			
3.AT.3			
Exceeds	Score 4.0	<b>Demonstrates and applies understanding beyond grade level standard consistently and independently.</b> <ul style="list-style-type: none"> <li>Solve 2 step problems involving decimals (e.g.money)</li> <li>Create a problem or analyze an error involving a two step story problem (x, /,+,-)</li> </ul>	
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Meets	Score 3.0	<b>Demonstrates and applies understanding of grade level standard consistently and independently. (Some errors do not affect understanding)</b> <ul style="list-style-type: none"> <li>Solve two step real world problems using two of the four operations of addition, subtraction, multiplication, and division. (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.)</li> </ul> <b>The student exhibits no errors or omissions.</b>	
		2.5	There are a couple of errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Approaching	Score 2.0	<b>There are a couple errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>The student can solve one step real world problems. (e.g. using any of the four operations)</li> <li>The student can solve two step story problems using one operation.</li> </ul> <b>However, the student exhibits several errors or omissions regarding the more complex ideas and processes.</b>	
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Below	Score 1.0	<b>With help, very limited understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> <ul style="list-style-type: none"> <li><b>With help</b>, the student can solve one step real world problems. (e.g. using any of the four operations)</li> <li><b>With help</b>, the student can solve two step story problems using one operation.</li> </ul>	
		0.5	With help, a partial understanding of the 1.0 content.
Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		



3rd Grade			
Measurement			
Telling Time			
3.M.3			
Exceeds	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>Solve real world problems about time using all four operations in intervals (minutes, seconds).</li> </ul>	<p><b>Sample Tasks</b></p> <p>A jogger runs for 20 minutes each day. How many hours does he spend running in 4 days?</p>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>tell and write time               <ul style="list-style-type: none"> <li>to the nearest minute from analog clocks</li> <li>using a.m. and p.m.</li> </ul> </li> <li>measure time intervals in minutes</li> <li>solve real-world problems using elapsed time in minutes</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>Time Relationships, such as 60 minutes = 1 hour</li> <li>Count by 5s up to 60 and know the corresponding number on the Analog Clock</li> <li>Digital, Analog, Hour (Little Hand) and Minute (Big Hand), Half past, Quarter after</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>tell or write time to the nearest hour, half hour, quarter hour or 5 minutes from analog clocks</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>The school day starts in the AM or PM?</li> <li>The sun goes down in the AM or PM?</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	0.5	With help, a partial understanding of 1.0 content.	
	Score 0.0	<p><b>Will create an * on the report card and requires a comment.</b></p>	

3rd Grade				
Measurement				
Area and Perimeter (Rectangles)				
3.M.5				
Exceeds	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul style="list-style-type: none"> <li>Find the area of an irregular polygon.</li> <li>Find the perimeter of an irregular polygon.</li> </ul>		Sample Tasks
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<b>The student can:</b> <ul style="list-style-type: none"> <li>Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>Identify <b>and</b> draw rectangles with the same perimeter and different areas or with the same area and different perimeters</li> </ul> <b>The student exhibits no major errors or omissions.</b>		The rectangles below have the same perimeter. 
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>units squares, <math>A = L \cdot W</math> formula, rectangles, perimeter, area</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>count squares to determine area</li> <li>repeated addition to solve perimeter</li> <li>identify rectangles with the same perimeter</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		Shade in a shape with an area of 9 square units. 
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<b>Will create an * on the report card and requires a comment.</b>		



3rd Grade				
Measurement				
Perimeter (Polygons)				
3.M.7				
Exceeds	Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <li>Find perimeter of irregular polygons given the side lengths or by finding an unknown side length.</li> </ul>		Sample Tasks
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Meets	Score 3.0	<p>The student can:</p> <ul style="list-style-type: none"> <li>Find perimeters of polygons given the side lengths or by finding an unknown side length.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		The perimeter of the rectangle is 28 units. The length is 8 units. What is the width, in units, of the rectangle?
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Approaching	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>length, width, polygon</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Find the perimeter of polygons given all the sides lengths</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		
		1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Below	Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
		0.5	With help, a partial understanding of the 1.0 content.	
	Score 0.0	<p>Will create an * on the report card and requires a comment.</p>		

4/2017