

## Springfield Grading Benchmarks – THIRD GRADE

### READING

1) Reads at grade level (Independent reading level).

Trimester	1	2	3	4
1 <sup>st</sup>	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.	Student has achieved reading success at Level N or above
2 <sup>nd</sup>	Student has achieved reading success at Level L or below.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
3 <sup>rd</sup>	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.

*Reading level based on Fountas & Pinnell Expectations for Reading.*

2) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

Proficiency Levels	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student applies few comprehension strategies before, during, and after reading.</li> <li>• Student often does not recognize when meaning has been disrupted.</li> <li>• Student displays little relevant thinking through discussion, notes, and writing about ideas in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted.</li> <li>• Student displays some relevant thinking about ideas through discussion, notes, and writing.</li> <li>• Responses demonstrate a partial understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student applies comprehension strategies before, during, and after reading of texts at student’s reading level.</li> <li>• Student recognizes when meaning is disrupted, chooses and uses fix-up strategies.</li> <li>• Discussion, notes, and writing reveal relevant thinking and understanding of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student applies comprehension strategies to extend and enhance thinking before, during, and after reading texts.</li> <li>• Student displays relevant and original thinking about ideas in texts through discussion, notes and writing.</li> <li>• Student recognizes when meaning is disrupted and applies multiple fix-up strategies.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

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
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details.</li> <li>• Student asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text- based details, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of texts.</li> <li>• Student’s retelling describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information in the text, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding of texts.</li> <li>• Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> <li>• Student describes the stated author’s purpose, as taught in units of study.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

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

Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.				
Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little inferential understanding of texts and shows difficulty retelling and responding.</li> <li>• Student makes few relevant inferences from illustrations.</li> <li>• Student may make some predictions before and during reading, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of texts through retellings and responses.</li> <li>• Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts through retellings and responses.</li> <li>• Student recognizes clues that imply ideas or information.</li> <li>• Retelling includes inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose.</li> <li>• Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study.</li> <li>• Student cites specific text details and examples to assist in interpretation of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an insightful inferential understanding of texts through retellings and responses.</li> <li>• 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.</li> <li>• Student synthesizes stated and implied ideas across the text.</li> <li>• Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study.</li> <li>• Student cites specific text details and examples to assist in interpretation of higher level questions with increasing depth.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

5) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1 <sup>st</sup>	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 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
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 25 or more minutes, using available opportunities to extend reading time.
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 30 or more minutes, using available opportunities to extend reading time.

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

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Lack of fluent reading is evident.</li> <li>• Reading of leveled texts is very choppy and slow.</li> <li>• Student does not attend to spaces between words or to ending</li> </ul>	<ul style="list-style-type: none"> <li>• Reading is somewhat fluent.</li> <li>• Student reads either very slowly or very quickly.</li> <li>• Reading is choppy some of the time.</li> <li>• Student may inaccurately phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates fluent and accurate reading of text.</li> <li>• Student pauses briefly between words.</li> <li>• Student attends to some internal punctuation and most ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates fluent and accurate reading of text.</li> <li>• Student attends to and uses phrasing to read longer sentences.</li> <li>• Student attends to internal and ending</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	<p>punctuation.</p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to use context to confirm or self-correct word recognition and understanding. Little or no rereading occurs.</li> </ul>	<p>words.</p> <ul style="list-style-type: none"> <li>• Student attends to some ending punctuation.</li> <li>• Student uses very little or no expression matched to meaning.</li> <li>• Student sometimes uses context to confirm or self-correct word recognition and understanding. Some rereading occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Expression is matched to text.</li> <li>• Student uses context to confirm or self-correct word recognition and understanding. Student rereads as necessary.</li> </ul>	<p>punctuation.</p> <ul style="list-style-type: none"> <li>• Expression is matched to text and supports understanding.</li> <li>• Student consistently uses context to confirm or self-correct word recognition and understanding. Consistent rereading occurs.</li> </ul>
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7) Written responses include supportive evidence from the text.

Trimester	1	2	3	4
<b>ALL</b>	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 text read, with substantial text evidence.

## Springfield Grading Benchmarks – THIRD GRADE

### WRITING

1) Produces writing appropriate to task, purpose and audience.

Trimester	1	2	3	4
ALL	<p>Student is unable to produce clear writing appropriate to task, purpose and audience (with guidance from adults) such as:</p> <ul style="list-style-type: none"> <li>• Opinion pieces on topics/texts supporting a point of view with reasons</li> <li>• Informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</li> </ul>	<p>Student produces some clear and coherent writing in which the development and organization is appropriate to task, purpose and audience (with guidance from adults) such as:</p> <ul style="list-style-type: none"> <li>• Opinion pieces on topics/texts supporting a point of view with reasons</li> <li>• Informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</li> </ul>	<p>Student produces clear and coherent writing in which the development and organization is appropriate to task, purpose and audience (with guidance from adults) such as:</p> <ul style="list-style-type: none"> <li>• Opinion pieces on topics/texts supporting a point of view with reasons</li> <li>• Informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</li> </ul>	<p>Student produces exceptionally clear and coherent writing in which the development and organization is appropriate to task, purpose and audience (with guidance from adults) such as:</p> <ul style="list-style-type: none"> <li>• Opinion pieces on topics/texts supporting a point of view with reasons</li> <li>• Informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

2) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 <sup>st</sup>	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 20 minutes.	Student consistently writes independently for 20 minutes or more, using available opportunities to extend writing time.
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 25 minutes.	Student consistently writes independently for 25 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for 30 or more minutes, using available opportunities to extend writing time.

3) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> <li>• Student rarely plans, revises, and edits.</li> <li>• Student does not use an organizational pattern or format relevant to units of study.</li> <li>• Beginnings and endings are either not evident or very weak.</li> <li>• Few ideas are in logical order.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to develop and strengthen writing by planning, revising, and editing.</li> <li>• Student uses some organizational patterns and formats relevant to units of study.</li> <li>• Student uses a brief beginning or ending.</li> <li>• Some ideas are in logical</li> </ul>	<ul style="list-style-type: none"> <li>• Student develops and strengthens writing by planning, revising, and editing.</li> <li>• Student uses organizational patterns relevant to units of study.</li> <li>• Student uses a relevant beginning, middle, and conclusion.</li> <li>• Ideas are organized in</li> </ul>	<ul style="list-style-type: none"> <li>• Student independently develops and strengthens writing by planning, revising, and editing, utilizing mentor texts to guide and deepen their writing.</li> <li>• Student chooses and uses varied organizational patterns and formats that are well-suited to units of study.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	<ul style="list-style-type: none"> <li>• Student uses few complete sentences.</li> </ul>	<p>order.</p> <ul style="list-style-type: none"> <li>• Student uses some complete sentences.</li> </ul>	<p>logical order.</p> <ul style="list-style-type: none"> <li>• Sentences are organized into well-ordered paragraphs.</li> <li>• Student uses some transition words to connect idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses an engaging introduction, body or middle, and conclusion.</li> <li>• Ideas are organized in logical order.</li> <li>• Sentences are organized into well-ordered paragraphs and sections.</li> <li>• Student uses transition words to connect sentences and paragraphs.</li> </ul>
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### 4) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student uses simple, below- grade-level vocabulary.</li> <li>• Student repeats words.</li> <li>• Student’s writing reveals little of the writer’s feelings and voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses some grade-level vocabulary.</li> <li>• Student’s writing reveals some of the writer’s feelings and voice.</li> <li>• Student uses some words that give details and are appropriate to the topic and genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre.</li> <li>• Student uses words that are specific, interesting, and vivid.</li> <li>• Student’s writing is expressive and reveals the writer’s feelings, personality, and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses interesting and sophisticated, above-grade- level vocabulary.</li> <li>• Student chooses words and phrases that are specific, interesting, and vivid.</li> <li>• Student uses figurative language.</li> <li>• The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

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

Trimester	1	2	3	4
ALL	<p>Student rarely applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> <li>• Function of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• Regular and irregular plural nouns</li> <li>• Abstract nouns</li> <li>• Regular and irregular verbs</li> <li>• Simple verb tenses</li> <li>• Subject-verb and pronoun-antecedent agreement</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Simple, compound, and complex sentences</li> <li>• Capitalization of appropriate words in titles</li> <li>• Commas in addresses</li> <li>• Commas and quotation marks in dialogue</li> <li>• Possessives</li> </ul>	<p>Student is beginning to apply correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> <li>• Function of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• Regular and irregular plural nouns</li> <li>• Abstract nouns</li> <li>• Regular and irregular verbs</li> <li>• Simple verb tenses</li> <li>• Subject-verb and pronoun-antecedent agreement</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Simple, compound, and complex sentences</li> <li>• Capitalization of appropriate words in titles</li> <li>• Commas in addresses</li> <li>• Commas and quotation marks in dialogue</li> <li>• Possessives</li> </ul>	<p>Student applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> <li>• Function of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• Regular and irregular plural nouns</li> <li>• Abstract nouns</li> <li>• Regular and irregular verbs</li> <li>• Simple verb tenses</li> <li>• Subject-verb and pronoun-antecedent agreement</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Simple, compound, and complex sentences</li> <li>• Capitalization of appropriate words in titles</li> <li>• Commas in addresses</li> <li>• Commas and quotation marks in dialogue</li> <li>• Possessives</li> </ul>	<p>Student consistently applies grammar, usage, and mechanics skills and edits independently.</p> <ul style="list-style-type: none"> <li>• Function of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• Regular and irregular plural nouns</li> <li>• Abstract nouns</li> <li>• Regular and irregular verbs</li> <li>• Simple verb tenses</li> <li>• Subject-verb and pronoun-antecedent agreement</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Coordinating and subordinating conjunctions</li> <li>• Simple, compound, and complex sentences</li> <li>• Capitalization of appropriate words in titles</li> <li>• Commas in addresses</li> <li>• Commas and quotation marks in dialogue</li> <li>• Possessives</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student rarely demonstrates the ability to use reference materials as needed to support spelling.</li> <li>• Student rarely applies patterns and generalizations to spell words.</li> <li>• Student rarely uses or adds to word wall to learn high- frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates the ability to use reference materials as needed to support correct spelling in written work.</li> <li>• Student sometimes applies patterns and generalizations to spell words correctly.</li> <li>• Student sometimes uses and adds to word wall to learn high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses reference materials as needed to support correct spelling in written work.</li> <li>• Student applies patterns and generalizations to spell words correctly.</li> <li>• Student uses and adds to word wall to learn high-frequency words.</li> </ul>	Student consistently and independently applies spelling rules, patterns, and generalizations.

7) Applies writing skills and the writing process across the curriculum.

Trimester	1	2	3	4
ALL	Student rarely or never applies writing skills (rarely rereads or revises) in other curricular areas when appropriate.	Student sometimes applies writing skills (sometimes rereads, revises part of writing, may add or delete a few words, student requires teacher support) in other curricular areas when appropriate.	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

## Springfield Grading Benchmarks – THIRD GRADE

8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
2 <sup>nd</sup> & 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student can only use technology with constant guidance and support to produce and publish writing.</li> <li>Student demonstrates little or no command of keyboarding skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses technology with frequent guidance and support to produce and publish writing.</li> <li>Student demonstrates some command of keyboarding skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses technology with some guidance and support to produce and publish writing.</li> <li>Student demonstrates sufficient command of keyboarding skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student independently uses technology to produce and publish writing.</li> <li>Student consistently demonstrates exceptional command of keyboarding skills.</li> </ul>

### LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>Student rarely uses grade-appropriate academic vocabulary.</li> <li>Student rarely uses grade-appropriate conventions of standard English grammar and usage.</li> <li>Student rarely makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes uses grade-appropriate academic vocabulary.</li> <li>Student sometimes uses grade-appropriate conventions of standard English grammar and usage.</li> <li>Student sometimes makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently uses grade-appropriate academic vocabulary.</li> <li>Student consistently uses grade-appropriate conventions of standard English grammar and usage.</li> <li>Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<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>

## Springfield Grading Benchmarks – THIRD GRADE

2) Demonstrates listening skills for information and understanding.

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

3) Paraphrases key information presented in various forms and subject.

Trimester	1	2	3	4
ALL	Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodality.

## Springfield Grading Benchmarks – THIRD GRADE

### MATHEMATICS

#### Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to represent and solve problems involving multiplication and division (can interpret products of whole numbers; can interpret whole-number quotients of whole numbers; can use multiplication and division within 100 to solve word problems with equal groups; can determine the unknown whole number in a multiplication or division equation relating three whole numbers)</li> <li>• Student is unable or rarely able to understand properties of multiplication and the relationship between multiplication and division (can apply properties of operations as strategies to multiply</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates partial understanding when representing and solving problems involving multiplication and division (can interpret products of whole numbers; can interpret whole-number quotients of whole numbers; can use multiplication and division within 100 to solve word problems with equal groups; can determine the unknown whole number in a multiplication or division equation relating three whole numbers)</li> <li>• Student demonstrates partial understanding of properties of multiplication and the relationship between multiplication and division (can apply properties of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently represents and solves problems involving multiplication and division (can interpret products of whole numbers; can interpret whole-number quotients of whole numbers; can use multiplication and division within 100 to solve word problems with equal groups; can determine the unknown whole number in a multiplication or division equation relating three whole numbers)</li> <li>• Student consistently understands properties of multiplication and the relationship between multiplication and division (can apply properties of operations as strategies to multiply and divide; understands</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently represents and solves problems involving multiplication and division (can interpret products of whole numbers; can interpret whole-number quotients of whole numbers; can use multiplication and division within 100 to solve word problems with equal groups; can determine the unknown whole number in a multiplication or division equation relating three whole numbers) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li> <li>• Student consistently understands</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	<p>and divide; understands division as an unknown-factor problem)</p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to multiply and divide within 100</li> </ul> <p>Student is unable or rarely able to solve problems involving the four operations, and identify and explain patterns in arithmetic (can solve two-step word problems using the four operations; can identify arithmetic patterns and explain them using properties of operations)</p>	<p>as strategies to multiply and divide; understands division as an unknown-factor problem)</p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding when multiplying and dividing within 100</li> </ul> <p>Student demonstrates partial understanding when solving problems involving the four operations, and identifying and explaining patterns in arithmetic (can solve two-step word problems using the four operations; can identify arithmetic patterns and explain them using properties of operations)</p>	<p>division as an unknown-factor problem)</p> <ul style="list-style-type: none"> <li>• Student can consistently multiply and divide within 100</li> </ul> <p>Student consistently solves problems involving the four operations, and identifies and explains patterns in arithmetic (can solve two-step word problems using the four operations; can identify arithmetic patterns and explain them using properties of operations)</p>	<p>properties of multiplication and the relationship between multiplication and division (can apply properties of operations as strategies to multiply and divide; understands division as an unknown-factor problem) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> <li>• Student can consistently multiply and divide within 100 and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li> </ul> <p>Student consistently solves problems involving the four operations, and identifies and explains patterns in arithmetic (can solve two-step word problems using the four operations; can identify arithmetic</p>
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## Springfield Grading Benchmarks – THIRD GRADE

				patterns and explain them using properties of operations) and makes insightful connections to other ideas and concepts and independently challenges himself/herself.
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary.	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary.	Student communicates all mathematical thinking precisely and with accurate vocabulary.	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary.</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student in unable or rarely able to apply a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations.	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

## Springfield Grading Benchmarks – THIRD GRADE

4) Shows consistency and accuracy when computing

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 operations 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

### Number and Operations

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to use place value understanding and properties of operations to perform multi-digit arithmetic (can round whole numbers to the nearest 10 or 100; can fluently add and subtract within 1,000; can multiply one-digit whole numbers by multiples of 10 in the range 10-90)</li> <li>• Student is unable or rarely able to develop understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of place value and properties of operations to perform multi-digit arithmetic (can round whole numbers to the nearest 10 or 100; can fluently add and subtract within 1,000; can multiply one-digit whole numbers by multiples of 10 in the range 10-90)</li> <li>• Student demonstrates partial understanding of fractions as numbers (can understand that</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses place value understanding and properties of operations to perform multi-digit arithmetic (can round whole numbers to the nearest 10 or 100; can fluently add and subtract within 1,000; can multiply one-digit whole numbers by multiples of 10 in the range 10-90)</li> <li>• Student consistently develops understanding of fractions as numbers (can understand that</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses place value understanding and properties of operations to perform multi-digit arithmetic (can round whole numbers to the nearest 10 or 100; can fluently add and subtract within 1,000; can multiply one-digit whole numbers by multiples of 10 in the range 10-90) and makes insightful connections to other ideas and concepts and independently</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	fractions as numbers (can understand that fractions represent parts of a whole; can understand a fraction as a number on the number line; can explain equivalence of fractions in special cases and compare fractions by reasoning about their size)	fractions represent parts of a whole; can understand a fraction as a number on the number line; can explain equivalence of fractions in special cases and compare fractions by reasoning about their size)	fractions represent parts of a whole; can understand a fraction as a number on the number line; can explain equivalence of fractions in special cases and compare fractions by reasoning about their size)	challenges himself/herself <ul style="list-style-type: none"> <li>• Student consistently develops understanding of fractions as numbers (can understand that fractions represent parts of a whole; can understand a fraction as a number on the number line; can explain equivalence of fractions in special cases and compare fractions by reasoning about their size) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li> </ul>
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student is unable or rarely able to apply a variety of Number and Operations skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

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 operations 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

## Springfield Grading Benchmarks – THIRD GRADE

### Measurement and Data

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (can tell and write time to the nearest minute, measure time intervals in minutes, and solve word problems involving addition and subtraction of time intervals in minutes; can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters and can use all four operations to solve one-step word problems involving masses or volumes that are given in the same units)</li> <li>• Student is unable or rarely able to represent and interpret data (can draw a scaled picture graph and bar graph to</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates partial understanding when solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (can tell and write time to the nearest minute, measure time intervals in minutes, and solve word problems involving addition and subtraction of time intervals in minutes; can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters and can use all four operations to solve one-step word problems involving masses or volumes that are given in the same units)</li> <li>• Student demonstrates partial understanding when representing and interpreting data (can</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (can tell and write time to the nearest minute, measure time intervals in minutes, and solve word problems involving addition and subtraction of time intervals in minutes; can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters and can use all four operations to solve one-step word problems involving masses or volumes that are given in the same units)</li> <li>• Student consistently represents and interprets data (can draw a scaled picture graph and bar graph to</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (can tell and write time to the nearest minute, measure time intervals in minutes, and solve word problems involving addition and subtraction of time intervals in minutes; can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters and can use all four operations to solve one-step word problems involving masses or volumes that are given in the same units) and makes insightful connections to other ideas and concepts and independently challenges</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	<p>represent data and can solve one- and two-step “how many more” and “how many less” problems using information from a bar graph; can measure lengths using rulers marked with halves and fourths of an inch and can show the data by making a line plot)</p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to understand concepts of area and relate area to multiplication and to addition (can recognize area as an attribute of plane figures and understand area measurement; can measure areas by counting unit squares; can find area by multiplying and adding)</li> <li>• Student is unable or rarely able to recognize perimeter as an attribute of plane figures and distinguishes between linear and area measures (can solve real world and mathematical problems involving perimeters of</li> </ul>	<p>draw a scaled picture graph and bar graph to represent data and can solve one- and two-step “how many more” and “how many less” problems using information from a bar graph; can measure lengths using rulers marked with halves and fourths of an inch and can show the data by making a line plot)</p> <ul style="list-style-type: none"> <li>• Student demonstrates partial understanding of concepts of area and when relating area to multiplication and to addition (can recognize area as an attribute of plane figures and understand area measurement; can measure areas by counting unit squares; can find area by multiplying and adding)</li> <li>• Student demonstrates partial understanding when recognizing perimeter as an attribute of plane figures and when distinguishing between linear and area measures (can solve</li> </ul>	<p>represent data and can solve one- and two-step “how many more” and “how many less” problems using information from a bar graph; can measure lengths using rulers marked with halves and fourths of an inch and can show the data by making a line plot)</p> <ul style="list-style-type: none"> <li>• Student consistently understands concepts of area and relates area to multiplication and to addition (can recognize area as an attribute of plane figures and understand area measurement; can measure areas by counting unit squares; can find area by multiplying and adding)</li> <li>• Student consistently recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures (can solve real world and mathematical problems involving perimeters of polygons, including</li> </ul>	<p>himself/herself</p> <ul style="list-style-type: none"> <li>• Student consistently represents and interprets data (can draw a scaled picture graph and bar graph to represent data and can solve one- and two-step “how many more” and “how many less” problems using information from a bar graph; can measure lengths using rulers marked with halves and fourths of an inch and can show the data by making a line plot) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li> <li>• Student consistently understands concepts of area and relates area to multiplication and to addition (can recognize area as an attribute of plane figures and understand area measurement; can measure areas by counting unit squares; can find area by</li> </ul>
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## Springfield Grading Benchmarks – THIRD GRADE

	polygons, including finding the perimeter with given and unknown sides)	real world and mathematical problems involving perimeters of polygons, including finding the perimeter with given and unknown sides)	finding the perimeter with given and unknown sides)	multiplying and adding) and makes insightful connections to other ideas and concepts and independently challenges himself/herself <ul style="list-style-type: none"><li>• Student consistently recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures (can solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter with given and unknown sides) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li></ul>
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## Springfield Grading Benchmarks – THIRD GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
	Student in unable or rarely able to apply a variety of Measurement and Data skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
<b>ALL</b>	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 operations 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

## Springfield Grading Benchmarks – THIRD GRADE

### Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>Student is unable or rarely able to reason with shapes and their attributes (understands that shapes in different categories may share attributes and that shared attributes can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole)</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates partial understanding when reasoning with shapes and their attributes (understands that shapes in different categories may share attributes and that shared attributes can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole)</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently reasons with shapes and their attributes (understands that shapes in different categories may share attributes and that shared attributes can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole)</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently reasons with shapes and their attributes (understands that shapes in different categories may share attributes and that shared attributes can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

## Springfield Grading Benchmarks – THIRD GRADE

### SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH, PHYSICAL, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Planets:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• The Sun and the Moon have distinct physical features;</li> <li>• Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.</li> </ul> <p><u>Matter:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Solids, liquids, and objects have properties that can be used to describe and group the objects;</li> <li>• A solid has definite shape, but a liquid does not; a liquid takes</li> </ul>	<p><u>Planets:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• The Sun and the Moon have distinct physical features;</li> <li>• Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.</li> </ul> <p><u>Matter:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Solids, liquids, and objects have properties that can be used to describe and group the objects;</li> <li>• A solid has definite shape, but a liquid does not; a liquid takes the shape of the container it is in;</li> </ul>	<p><u>Planets:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• The Sun and the Moon have distinct physical features;</li> <li>• Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.</li> </ul> <p><u>Matter:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Solids, liquids, and objects have properties that can be used to describe and group the objects;</li> <li>• A solid has definite shape, but a liquid does not; a liquid takes the shape of the container it is in;</li> </ul>	<p><u>Planets:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> <li>• The Sun and the Moon have distinct physical features;</li> <li>• Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.</li> </ul> <p><u>Matter:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> <li>• Solids, liquids, and objects have properties that can be used to describe and group the objects;</li> <li>• A solid has definite shape, but a liquid does not; a liquid takes the shape of the container it is in;</li> <li>• A gas does not have a definite shape or volume;</li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

<p>the shape of the container it is in;</p> <ul style="list-style-type: none"> <li>• A gas does not have a definite shape or volume; it expands or contracts to fill the shape of the container it is in;</li> <li>• Heat energy moves and changes matter.</li> </ul> <p><u>Animal Adaptations:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms have a variety of observable features that enable them to obtain food and reproduce;</li> <li>• All organisms transfer matter and convert energy from one form to another;</li> <li>• Organisms reproduce, develop, have predictable life cycles, and pass on some traits to their offspring;</li> <li>• Organisms have various structural and behavioral adaptations that allow them to survive in their environments.</li> </ul>	<ul style="list-style-type: none"> <li>• A gas does not have a definite shape or volume; it expands or contracts to fill the shape of the container it is in;</li> <li>• Heat energy moves and changes matter.</li> </ul> <p><u>Animal Adaptations:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms have a variety of observable features that enable them to obtain food and reproduce;</li> <li>• All organisms transfer matter and convert energy from one form to another;</li> <li>• Organisms reproduce, develop, have predictable life cycles, and pass on some traits to their offspring;</li> <li>• Organisms have various structural and behavioral adaptations that allow them to survive in their environments.</li> </ul>	<ul style="list-style-type: none"> <li>• A gas does not have a definite shape or volume; it expands or contracts to fill the shape of the container it is in;</li> <li>• Heat energy moves and changes matter.</li> </ul> <p><u>Animal Adaptations:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms have a variety of observable features that enable them to obtain food and reproduce;</li> <li>• All organisms transfer matter and convert energy from one form to another;</li> <li>• Organisms reproduce, develop, have predictable life cycles, and pass on some traits to their offspring;</li> <li>• Organisms have various structural and behavioral adaptations that allow them to survive in their environments.</li> </ul>	<p>it expands or contracts to fill the shape of the container it is in;</p> <ul style="list-style-type: none"> <li>• Heat energy moves and changes matter.</li> </ul> <p><u>Animal Adaptations:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> <li>• Living organisms have a variety of observable features that enable them to obtain food and reproduce;</li> <li>• All organisms transfer matter and convert energy from one form to another;</li> <li>• Organisms reproduce, develop, have predictable life cycles, and pass on some traits to their offspring;</li> <li>• Organisms have various structural and behavioral adaptations that allow them to survive in their environments.</li> </ul> <p><u>Life Cycles:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> <li>• Living organisms require</li> </ul>
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## Springfield Grading Benchmarks – THIRD GRADE

<p><u>Life Cycles:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms require nutrients and water from their habitat in order to grow and reproduce;</li> <li>• The ways in which the life cycles of creatures are alike and different.</li> </ul> <p><u>Earth's Resources:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Earth's atmosphere is a blanket of air surrounding our plant and it interacts with all things on Earth's surface;</li> <li>• Water is one of our most important resources and is found on Earth's surface, in the atmosphere, and underground;</li> <li>• Land is an ever-changing resource that supplies us with shelter and food;</li> </ul>	<p><u>Life Cycles:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms require nutrients and water from their habitat in order to grow and reproduce;</li> <li>• The ways in which the life cycles of creatures are alike and different.</li> </ul> <p><u>Earth's Resources:</u> Student is beginning to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Earth's atmosphere is a blanket of air surrounding our plant and it interacts with all things on Earth's surface;</li> <li>• Water is one of our most important resources and is found on Earth's surface, in the atmosphere, and underground;</li> <li>• Land is an ever-changing resource that supplies us with shelter and food;</li> <li>• Improper use of land can jeopardize other resources.</li> </ul>	<p><u>Life Cycles:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Living organisms require nutrients and water from their habitat in order to grow and reproduce;</li> <li>• The ways in which the life cycles of creatures are alike and different.</li> </ul> <p><u>Earth's Resources:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> <li>• Earth's atmosphere is a blanket of air surrounding our plant and it interacts with all things on Earth's surface;</li> <li>• Water is one of our most important resources and is found on Earth's surface, in the atmosphere, and underground;</li> <li>• Land is an ever-changing resource that supplies us with shelter and food;</li> <li>• Improper use of land can jeopardize other resources.</li> </ul>	<p>nutrients and water from their habitat in order to grow and reproduce;</p> <ul style="list-style-type: none"> <li>• The ways in which the life cycles of creatures are alike and different.</li> </ul> <p><u>Earth's Resources:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> <li>• Earth's atmosphere is a blanket of air surrounding our plant and it interacts with all things on Earth's surface;</li> <li>• Water is one of our most important resources and is found on Earth's surface, in the atmosphere, and underground;</li> <li>• Land is an ever-changing resource that supplies us with shelter and food;</li> <li>• Improper use of land can jeopardize other resources.</li> </ul>
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## Springfield Grading Benchmarks – THIRD GRADE

	<ul style="list-style-type: none"> <li>Improper use of land can jeopardize other resources.</li> </ul> <p>Student is unable or rarely able to communicate using acquired vocabulary.</p>	<p>Student is beginning to communicate or sometimes communicates using acquired vocabulary.</p>	<p>Student communicates using acquired vocabulary.</p>	<p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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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"> <li>Student is beginning to learn through discovery.</li> <li>Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</li> </ul>	<ul style="list-style-type: none"> <li>Student learns through discovery.</li> <li>Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).</li> </ul>	<p>Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.</p>

## Springfield Grading Benchmarks – THIRD GRADE

### SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
ALL	<p>Student does not understand or rarely demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>❖ Civics, Government, and Human rights               <ul style="list-style-type: none"> <li>➤ Constitutional rights/Bill of Rights (freedom of expression, freedom of religion, the right to vote, the right to due process)</li> <li>➤ The influence of “fairness,” “equality,” and the “common good” and its change of local and national levels of US government</li> <li>➤ Organization, definitions, limitations, and powers of government</li> <li>➤ Roles and responsibilities of the 3 branches of the national government</li> <li>➤ National and state governments: Sharing power in the federal</li> </ul> </li> </ul>	<p>Student sometimes demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>❖ Civics, Government, and Human rights               <ul style="list-style-type: none"> <li>➤ Constitutional rights/Bill of Rights (freedom of expression, freedom of religion, the right to vote, the right to due process)</li> <li>➤ The influence of “fairness,” “equality,” and the “common good” and its change of local and national levels of US government</li> <li>➤ Organization, definitions, limitations, and powers of government</li> <li>➤ Roles and responsibilities of the 3 branches of the national government</li> <li>➤ National and state governments: Sharing power in the federal system</li> </ul> </li> </ul>	<p>Student demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>❖ Civics, Government, and Human rights               <ul style="list-style-type: none"> <li>➤ Constitutional rights/Bill of Rights (freedom of expression, freedom of religion, the right to vote, the right to due process)</li> <li>➤ The influence of “fairness,” “equality,” and the “common good” and its change of local and national levels of US government</li> <li>➤ Organization, definitions, limitations, and powers of government</li> <li>➤ Roles and responsibilities of the 3 branches of the national government</li> <li>➤ National and state governments: Sharing power in the federal system</li> </ul> </li> </ul>	<p>Student consistently demonstrates an understanding of concepts and independently applies them to other learning situations, making insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <ul style="list-style-type: none"> <li>❖ Civics, Government, and Human rights               <ul style="list-style-type: none"> <li>➤ Constitutional rights/Bill of Rights (freedom of expression, freedom of religion, the right to vote, the right to due process)</li> <li>➤ The influence of “fairness,” “equality,” and the “common good” and its change of local and national levels of US government</li> <li>➤ Organization, definitions, limitations, and powers of government</li> <li>➤ Roles and responsibilities of the 3 branches of the national government</li> <li>➤ National and state governments: Sharing power in the federal</li> </ul> </li> </ul>

## Springfield Grading Benchmarks – THIRD GRADE

	<p>system</p> <ul style="list-style-type: none"> <li>➤ Representative democracy: Roles of elected representatives/interactions with citizens at the local, state, and national level</li> <li>➤ Government functions, services provided, and impact of policy decisions at the community, county, state, and national levels</li> <li>➤ Civil rights leaders/Human rights proponents</li> <li>➤ Civic responsibilities</li> <li>➤ Creating change at the local, state, or national level</li> <li>➤ Governments, languages, customs, and laws of other nations</li> <li>➤ Collaboration of diverse cultures to address community, state, national, and global challenges</li> </ul> <p>❖ Geography, People, and the Environment</p> <ul style="list-style-type: none"> <li>➤ Measure distance and determine time zones and locations using</li> </ul>	<ul style="list-style-type: none"> <li>➤ Representative democracy: Roles of elected representatives/interactions with citizens at the local, state, and national level</li> <li>➤ Government functions, services provided, and impact of policy decisions at the community, county, state, and national levels</li> <li>➤ Civil rights leaders/Human rights proponents</li> <li>➤ Civic responsibilities</li> <li>➤ Creating change at the local, state, or national level</li> <li>➤ Governments, languages, customs, and laws of other nations</li> <li>➤ Collaboration of diverse cultures to address community, state, national, and global challenges</li> </ul> <p>❖ Geography, People, and the Environment</p> <ul style="list-style-type: none"> <li>➤ Measure distance and determine time zones and locations using latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>➤ Representative democracy: Roles of elected representatives/interactions with citizens at the local, state, and national level</li> <li>➤ Government functions, services provided, and impact of policy decisions at the community, county, state, and national levels</li> <li>➤ Civil rights leaders/Human rights proponents</li> <li>➤ Civic responsibilities</li> <li>➤ Creating change at the local, state, or national level</li> <li>➤ Governments, languages, customs, and laws of other nations</li> <li>➤ Collaboration of diverse cultures to address community, state, national, and global challenges</li> </ul> <p>❖ Geography, People, and the Environment</p> <ul style="list-style-type: none"> <li>➤ Measure distance and determine time zones and locations using latitude and longitude</li> </ul>	<p>system</p> <ul style="list-style-type: none"> <li>➤ Representative democracy: Roles of elected representatives/interactions with citizens at the local, state, and national level</li> <li>➤ Government functions, services provided, and impact of policy decisions at the community, county, state, and national levels</li> <li>➤ Civil rights leaders/Human rights proponents</li> <li>➤ Civic responsibilities</li> <li>➤ Creating change at the local, state, or national level</li> <li>➤ Governments, languages, customs, and laws of other nations</li> <li>➤ Collaboration of diverse cultures to address community, state, national, and global challenges</li> </ul> <p>❖ Geography, People, and the Environment</p> <ul style="list-style-type: none"> <li>➤ Measure distance and determine time zones and locations using latitude and longitude</li> <li>➤ Compare and contrast</li> </ul>
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## Springfield Grading Benchmarks – THIRD GRADE

	<ul style="list-style-type: none"> <li>➤ latitude and longitude</li> <li>➤ Compare and contrast characteristics of regions in the US</li> <li>➤ Compare ways people chose to use and divide natural resources</li> <li>➤ Identify the major cities in New Jersey, the United States, and major world regions.</li> <li>➤</li> <li>❖ Economics, Innovation, and Technology             <ul style="list-style-type: none"> <li>➤ Producers and consumers</li> <li>➤ Supply and demand/price and output</li> <li>➤ Exchange, availability, production, distribution, and consumption of goods and services</li> <li>➤ Roles and relationships within the economic system</li> <li>➤ Access to and use of resources</li> <li>➤ Role of money, savings, debt, and investment/long-term financial decisions and goals within the community</li> <li>➤ Increased collaboration and spread of ideas due</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare and contrast characteristics of regions in the US</li> <li>➤ Compare ways people chose to use and divide natural resources</li> <li>➤ Identify the major cities in New Jersey, the United States, and major world regions.</li> <li>❖ Economics, Innovation, and Technology             <ul style="list-style-type: none"> <li>➤ Producers and consumers</li> <li>➤ Supply and demand/price and output</li> <li>➤ Exchange, availability, production, distribution, and consumption of goods and services</li> <li>➤ Roles and relationships within the economic system</li> <li>➤ Access to and use of resources</li> <li>➤ Role of money, savings, debt, and investment/long-term financial decisions and goals within the community</li> <li>➤ Increased collaboration and spread of ideas due to development of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare and contrast characteristics of regions in the US</li> <li>➤ Compare ways people chose to use and divide natural resources</li> <li>➤ Identify the major cities in New Jersey, the United States, and major world regions.</li> <li>❖ Economics, Innovation, and Technology             <ul style="list-style-type: none"> <li>➤ Producers and consumers</li> <li>➤ Supply and demand/price and output</li> <li>➤ Exchange, availability, production, distribution, and consumption of goods and services</li> <li>➤ Roles and relationships within the economic system</li> <li>➤ Access to and use of resources</li> <li>➤ Role of money, savings, debt, and investment/long-term financial decisions and goals within the community</li> <li>➤ Increased collaboration and spread of ideas due to development of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ characteristics of regions in the US</li> <li>➤ Compare ways people chose to use and divide natural resources</li> <li>➤ Identify the major cities in New Jersey, the United States, and major world regions.</li> <li>❖ Economics, Innovation, and Technology             <ul style="list-style-type: none"> <li>➤ Producers and consumers</li> <li>➤ Supply and demand/price and output</li> <li>➤ Exchange, availability, production, distribution, and consumption of goods and services</li> <li>➤ Roles and relationships within the economic system</li> <li>➤ Access to and use of resources</li> <li>➤ Role of money, savings, debt, and investment/long-term financial decisions and goals within the community</li> <li>➤ Increased collaboration and spread of ideas due to development of communication systems</li> </ul> </li> </ul>
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## Springfield Grading Benchmarks – THIRD GRADE

	to development of communication systems	communication systems	communication systems	
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.