

Grading Benchmarks – Grade Three**Language Arts****Foundational Skills****1. Reads grade level text with accuracy and fluency to support comprehension (L.RF.3.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	- Reads slowly and inaccurately with little or no expression. (Below F&P Instructional Level M) - Unable to apply learned reading strategies	- Reads some words accurately with some expression with below level texts. May not heed punctuation. (F&P Instructional Level M) - With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text	- Independently and consistently reads most words accurately, with high fluency and expression, on grade level. (F&P Instructional Level N) - Independently and consistently applies learned reading strategies to a variety of texts	- Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation (F&P Instructional Level O) - Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level
2	- Reads slowly and inaccurately with little or no expression. (Below F&P Instructional Level N) - Unable to apply learned reading strategies	- Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. (F&P Instructional Level N) - With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text	- Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. (F&P Instructional Level O) - Independently and consistently applies learned reading strategies to a variety of texts	- Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (F&P Instructional Level P) - Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level

3	Reads slowly and inaccurately with little or no expression. (Below F&P Instructional Level O) • Unable to apply learned reading strategies	• Reads most words accurately with some expression with below level texts. Heeds Punctuation most of the time. (F&P Instructional Level O) With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text	• Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. (F&P Instructional Level P) Independently and consistently applies learned reading strategies to a variety of texts	• Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. (F&P Instructional Level Q) • Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level.
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2. Know and apply grade-level phonics and word analysis skills to decode words (L.RF.3.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Even with prompting and support the student is unable to: • Know and apply on grade-level phonics and word analysis skills in decoding and encoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade appropriate irregularly spelled words.	Student inconsistently: • Knows and applies on grade-level phonics and word analysis skills in decoding and encoding words. • Identifies and knows the meaning of the most common prefixes and derivational suffixes. • Decodes words with common Latin suffixes. • Decodes multisyllable words. • Reads grade appropriate irregularly spelled words.	Student consistently: • Knows and applies on grade-level phonics and word analysis skills in decoding and encoding words. • Identifies and knows the meaning of the most common prefixes and derivational suffixes. • Decodes words with common Latin suffixes. • Decodes multisyllable words. • Reads grade appropriate irregularly spelled words.	Student independently and consistently: • Knows and applies above grade-level phonics and word analysis skills in decoding and encoding words. • Identifies and knows the meaning of the most common prefixes and derivational suffixes in above grade level words. • Decodes above grade level words with common Latin suffixes. • Decodes multisyllable above grade level words. • Reads above grade level irregularly spelled words.

Reading Literature**1. Asks and answers questions to demonstrate understanding, citing textual evidence. (RL.CR.3.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of what has been read. The student is unable to: ● Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. ● Demonstrates understanding of the text. ● Refer explicitly to the text when answering questions	Student requires teacher prompting and support to: ● Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. ● Demonstrates understanding of the text. ● Refer explicitly to the text when answering questions	● Student asks and answer questions (who, what, when, why, and how) concerning key details in a literary text. ● Student demonstrates understanding of the text. ● Student is able to refer explicitly to the text when answering questions.	Student asks and answer questions concerning key details in a literary text with an above grade-level text. They are able to: ● Ask and answer questions (who, what, when, why, and how) concerning key details in a literary text. ● Demonstrates understanding of the text. ● Refer explicitly to the text when answering questions

2. Identifies key details from a text to demonstrate understanding of the central message, lesson, or moral. (RL.CI.3.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Even with prompting and support the student is unable to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme or central message ● Sequence the events in a logical order (B/M/E)	Student requires teacher prompting and support to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme or central message ● Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme or central message ● Sequence the events in a logical order (B/M/E)	Independently and consistently in <u>above grade level</u> text, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme or central message ● Sequence the events in a logical order (B/M/E)
2	Even with prompting and support the student is unable to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	Student requires teacher prompting and support to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	Independently and consistently in <u>above grade level</u> text, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)
3	Even with prompting and support the student is unable to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	Student requires teacher prompting and support to: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)	Independently and consistently in <u>above grade level</u> text, the student can: ● Identify main characters ● Identify setting (where & when) ● Identify most major events in a text and how they imply the theme ● Identify theme, lesson, or moral of a story ● Sequence the events in a logical order (B/M/E)

3. Describes story elements (character traits, setting, plot, point of view) using textual evidence. (RL.IT.3.3, RL.3.4, RL.PP.3.5, RL.MF.3.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Even with prompting and support the student: - Needs support to describe the development of individual character's traits, motivations, or feelings - Needs support to explain how the character's actions contribute to the plot within a text. - Needs support to identify key plot details citing text evidence	Student requires prompting and support to: - Describe the development of individual character's traits, motivations, or feelings - Explain how the character's actions contribute to the plot within a text. - Identify key plot details citing text evidence	Student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence	In above grade-level text, the student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence
2	Even with prompting and support the student: - Needs support to describe the development of individual character's traits, motivations, or feelings - Needs support to explain how the character's actions contribute to the plot within a text. - Needs support to identify key plot details citing text evidence. - Needs support to explain how the story elements affect the character's development.	Student requires prompting and support to: - Describe the development of individual character's traits, motivations, or feelings - Explain how the character's actions contribute to the plot within a text. - Identify key plot details citing text evidence - Explain how the story elements affect the character's development.	Student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence - Explain how the story elements affect the character's development.	In above grade-level text, the student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence - Explain how the story elements affect the character's development.

3	Even with prompting and support the student: - Needs support to describe the development of individual character's traits, motivations, or feelings - Needs support to explain how the character's actions contribute to the plot within a text. - Needs support to identify key plot details citing text evidence. - Needs support to explain how the story elements affect the character's development.	Student requires prompting and support to: - Describe the development of individual character's traits, motivations, or feelings - Explain how the character's actions contribute to the plot within a text. - Identify key plot details citing text evidence - Explain how the story elements affect the character's development.	Student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence - Explain how the story elements affect the character's development.	In above grade-level text, the student independently and consistently: - Describes the development of individual character's traits, motivations, or feelings - Explains how the character's actions contribute to the plot within a text. - Identifies key plot details citing text evidence - Explain how the story elements affect the character's development.
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4. Compare and contrast elements of literary texts with similar characters. (RL.CT.3.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Even with prompting and support the student is: - Unable to make connections, makes inaccurate or incomplete inferences about characters, setting, and events using text clues and illustrations. - Unable to identify basic relationships between characters	Student requires prompting and support to: - Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations - Draw conclusions from relationships between characters	Independently and consistently uses background knowledge to: - Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations - Draws conclusions from relationships between characters	In above grade-level text, the student independently and consistently: - Makes sophisticated inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters with a above grade-level text. - Draws conclusions from relationships between characters

2	Even with prompting and support the student: • Unable to use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations • Unable to draw conclusions from relationships between characters • Determine the point of view of the characters.	Student requires prompting and support to: • Use background knowledge to make meaningful connections, inferences about characters, setting and events using text clues and illustrations • Draw conclusions from relationships between characters • Determine the point of view of the characters.	Independently and consistently uses background knowledge to: • Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describes the characters in a story (motivation, traits, feelings) • Describes how their actions contribute to the plot.	In Independently and consistently uses background knowledge to make meaningful connections with an above grade-level text. • Make sophisticated connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describes the characters in a story (motivation, traits, feelings) • Describes how their actions contribute to the plot.
3	Even with prompting and support the student is unable to: • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describe the characters in a story (motivation, traits, feelings) • Describe how their actions contribute to the plot. • Consistently compare and/or contrast two or more characters/event using details/illustrations • Compare the reader's point of view with the author's point of view.	Student requires prompting and support to: • Use background knowledge to make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describe the characters in a story (motivation, traits, feelings) • Describe how their actions contribute to the plot. • Consistently compare and/or contrast two or more characters/event using details/illustrations • Compare the reader's point of view with the author's point of view.	Student independently and consistently uses background knowledge to: • Make meaningful connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describe the characters in a story (motivation, traits, feelings) • Describe how their actions contribute to the plot. • Compare and/or contrast two or more characters/event using details/illustrations • Compare the reader's point of view with the author's point of view.	In <u>above grade-level text</u>, the student independently and consistently: • Make sophisticated connections, inferences about characters, setting, and events using text clues and illustrations and draws conclusions from relationships between characters • Describe the characters in a story (motivation, traits, feelings) • Describe how their actions contribute to the plot. • Compare and/or contrast two or more characters/event using details/illustrations • Compare the reader's point of view with the author's point of view.

Reading Informational Text**1. Asks and answers questions to demonstrate understanding citing textual evidence. (RI.CR.3.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.	Independently asks and answers who, what, when, why and how questions concerning key details in an informational text.	Independently asks and answers complex inferential questions, makes connections to background knowledge to demonstrate understanding of text and can refer explicitly to the text for the basis of their answers.	Student independently asks and answers complex inferential questions, makes connections to background knowledge to demonstrate understanding of above grade level text and can refer explicitly to the text for the basis of their answers.

2. Summarizes and identifies the main idea and supporting details of a text by citing details/examples. (RI.CI.3.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Demonstrates little or no understanding of the main purpose of a given text, or the purpose of reading a given text. • Cannot identify the main idea • Unable to describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Requires teacher prompting or support to: • Identify the main topic of an informational text, including what the author wants to answer, explain or describe. • Identifies key details that support the main idea • Describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Student independently and consistently: • Identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. • Identifies key details that support the main idea • Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	In above grade-level texts, the student independently and consistently: • Identifies the main topic of an informational text, as well as the focus of specific paragraph within the text • Identifies key details that support the main idea • Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.

3. Demonstrates the ability to use text features to better understand and explain key ideas in a text. (RI.TS.3.4, RI.MF.3.6, RIAA.3.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting and support, the student is unable to: - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - Demonstrate understanding of how images and text features contribute to and clarify text.	With prompting and support, the student is beginning to: - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - Demonstrate understanding of how images and text features contribute to and clarify text.	With prompting and support, the student can: - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - Demonstrate understanding of how images and text features contribute to and clarify text.	The student consistently and independently can: - Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - Demonstrate understanding of how images and text features contribute to and clarify text.

4. Compares/contrasts multiple texts (historical, scientific, or technical) with similar events or main ideas. (RI.IT.3.3, RI.PP.3.5, RI.CT.3.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Not Assessed at this time			
2	Even with prompting and support the student is unable to: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect	With prompting and support the student can: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect	The student can: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect	Student independently and consistently can: - Closely read in above grade level text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect in above grade level text.
3	Even with prompting and support the student is unable to: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect - Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas	With prompting and support the student can: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect - Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas	The student independently and consistently can: - Closely read text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect - Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas - Determine their own point of view from that of the author	Student independently and consistently can: - Closely read in above grade level text to determine important events, ideas or concepts - Identify words that signify time order, sequence, and cause/effect in above grade level text. - Explain how historical events, scientific ideas or “how to” procedures are related in above grade level text by analyzing the sequence of events and the cause and effect - Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas

Writing /Language**1. Demonstrates a command of spelling, punctuation, proper grammar, and sentence/paragraph structure during the writing process (L.WF.3.2, L.WF.3.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and support the student rarely applies grade- level mechanics of capitalization, punctuation, grammar and is rarely able to: • Displays partial mastery of weekly spelling tests • Numerous spelling errors that detract from meaning • Does not spell high frequency words correctly • Does not attempt to spell untaught words through application of phonic skills and spelling strategies • Use parts of speech • Demonstrate command of conventions of spelling • Spell singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. • Student rarely writes individual letters and names in cursive.	With prompting and support the student applies grade-level mechanics of capitalization, punctuation, grammar and can: • Display partial mastery of weekly spelling tests • Patterns of spelling errors that begin to interfere with meaning • Attempts to spell high frequency words correctly • Attempts to spell untaught words with lack of phonemic awareness and spelling strategies • Demonstrates limited command of conventions of spelling at an appropriate level of complexity. • Errors in spelling often impede understanding. • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. • Student is able to write name and most individual letters in cursive.	Student applies grade-level mechanics of capitalization, punctuation, grammar and can: • Demonstrates command of conventions spelling at an appropriate level of complexity. • Consistently masters weekly spelling tests with 90% -95% accuracy • Applies spelling patterns; some errors do not interfere with meaning • Spells most high frequency words correctly • Attempts to spell untaught words phonetically • Use parts of speech including singular, plural and abstract nouns, adverbs, and adjectives • Use end punctuation in writing • Write simple sentences • Capitalize at the beginning of sentences. • Student can write name and individual letters in cursive.	Student consistently applies above grade level conventions of grammar and usage and can: • Consistently masters weekly spelling tests with 100% accuracy • Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words • Spells high frequency words correctly • Spells untaught words phonetically with minimal errors • Demonstrates full command of conventions of spelling at an above grade-level complexity • There are virtually no spelling errors in written work and on assessments

2	Student rarely applies grade level grammar and usage as listed in 1st Trimester, plus: • Displays partial mastery of weekly spelling tests • Numerous spelling errors that detract from meaning • Does not spell high frequency words correctly • Does not attempt to spell untaught words through application of phonic skills and spelling strategies • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student is able to write name and most individual letters in cursive.	Student is beginning to apply grade level grammar and usage as listed in the 1st Trimester, plus: • Display partial mastery of weekly spelling tests • Patterns of spelling errors that begin to interfere with meaning • Attempts to spell high frequency words correctly • Attempts to spell untaught words with lack of phonemic awareness and spelling strategies • Demonstrates limited command of conventions of spelling at an appropriate level of complexity. • Errors in spelling often impede understanding. • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student can write name and individual letters in cursive.	Student applies grade-level mechanics of capitalization, punctuation, and grammar as listed in the 1st Trimester plus the student can: • Demonstrates command of conventions spelling at an appropriate level of complexity. • Consistently masters weekly spelling tests with 90% -95% accuracy • Applies spelling patterns; some errors do not interfere with meaning • Spells most high frequency words correctly • Attempts to spell untaught words phonetically • Use parts of speech including pronouns and correctly conjugated verbs • Write compound sentences using coordinates • Use precise vocabulary (synonyms) • Capitalize proper nouns, dates, holidays • Use verb tenses correctly • Correctly use pronoun – antecedent agreement • Use commas in a series between city and state and between day and year • Uses quotation marks correctly • Student can correctly write words in cursive	Student consistently applies above grade level conventions of grammar and usage. • Consistently masters weekly spelling tests with 100% accuracy • Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words • Spells high frequency words correctly • Spells untaught words phonetically with minimal errors • Demonstrates full command of conventions of spelling at an above grade-level complexity • There are virtually no spelling errors in written work and on assessments
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3	Student rarely applies grade level grammar and usage as listed in 1st and 2nd Trimester, plus: ● Displays partial mastery of weekly spelling tests ● Numerous spelling errors that detract from meaning ● Does not spell high frequency words correctly ● Does not attempt to spell untaught words through application of phonic skills and spelling strategies ● Write complex sentences ● use and punctuate dialogue in writing ● Capitalize titles correctly ● Use subject verb agreement ● Use apostrophes in contractions and possessives ● Uses regular and irregular verbs ● Forms and uses comparative and superlative adjectives and adverbs correctly ● Student can write name and individual letters in cursive.	Student is beginning to apply grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus: ● Display partial mastery of weekly spelling tests ● Patterns of spelling errors that begin to interfere with meaning ● Attempts to spell high frequency words correctly ● Attempts to spell untaught words with lack of phonemic awareness and spelling strategies ● Demonstrates limited command of conventions of spelling at an appropriate level of complexity. ● Errors in spelling often impede understanding ● Write complex sentences ● Correctly use and punctuate dialogue in writing ● Capitalize titles correctly ● Use subject verb agreement ● Use apostrophes in contractions and possessives ● Uses regular and irregular verbs ● Forms and uses comparative and superlative adjectives and adverbs correctly ● Student can correctly write words in cursive	Student applies grade-level mechanics of capitalization, punctuation, and grammar as listed in the 1st and 2nd Trimester plus: ● Demonstrates command of conventions spelling at an appropriate level of complexity. ● Consistently masters weekly spelling tests with 90% -95% accuracy ● Applies spelling patterns; some errors do not interfere with meaning ● Spells most high frequency words correctly ● Attempts to spell untaught words phonetically ● Write complex sentences ● Correctly use and punctuate dialogue in writing ● Capitalize titles correctly ● Use subject verb agreement ● Use apostrophes in contractions and possessives ● Uses regular and irregular verbs ● Forms and uses comparative and superlative adjectives and adverbs correctly ● Students consistently writes words and sentences correctly in cursive.	Student consistently applies above grade level conventions of grammar and usage. ● Consistently masters weekly spelling tests with 100% accuracy ● Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words ● Spells high frequency words correctly ● Spells untaught words phonetically with minimal errors ● Demonstrates full command of conventions of spelling at an above grade-level complexity ● There are virtually no spelling errors in written work and on assessments
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2. Determines or clarifies the meaning of unknown and multiple meaning words as well as understands figurative language and word relationships (L.VL.3.2; L.VI.3.3; L.KL.3.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Unable to use vocabulary strategies to determine the meaning of new words. • Unable to read learned vocabulary in reading	• With teacher support or prompting, can use vocabulary strategies to determine the meaning of new words. • Can read learned vocabulary accurately with limited or inconsistent understanding of the words	• Independently and consistently uses vocabulary strategies to determine the meaning of new words • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words	• Independently and consistently uses a variety of vocabulary strategies to determine the meaning of higher-level vocabulary words. • Independently and consistently reads learned vocabulary accurately and understands the meaning of the words. Uses context clues to determine the meaning of new words

3. Uses the writing process as well as feedback from adults and peers to strengthen and develop own writing. (W.WP.3.4, W.WR.3.5, W.SE.3.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student needs support to revise their writing with feedback from adults and peers. Student does not: • Plan for writing • Generate writing topics. • Cycle through the writing process independently. • Tell a story from a picture. • Focus on the topic or story. • Include details or details which support the topic. • Does not elaborate; writing is simple and vague. • Does not incorporate strategies learned by incorporating mentor texts. (Unable to transfer the learning). • re-read own writing • self-edit to make corrections • add details to writing based on questions and suggestions work with a partner to discuss writing	With feedback from adults and peers, and with added guidance and support, the student: • Plans for writing • Generates writing topics with some resistance. • With teacher assistance, cycles through the writing process, finishing and starting new pieces. • Creates oral or written text to accompany pictures. • Focuses on the topic or story. • Includes details or details which support the topic. • Has purpose for adding onto text (details, descriptions, and dialogue, events) with difficulty. • Reads work by other authors and notices what these authors have done to make their writing effective but needs reminders from the teacher • Re-reads own writing • Self-edits to make corrections • adds details to writing based on questions and suggestions • works with a partner but needs constant reminders as to how to conduct a conference.	With feedback from adults and peers, the student: • Plans for writing • Generates writing topics without resistance. • Cycles through the writing process, finishing and starting new pieces independently. • Creates coherent oral and/or written text to accompany pictures. • Focuses on the topic or story. • Includes details that support the topic. • Includes details that are organized with transitions in a logical sequence. • Has purpose for adding onto text (details, descriptions, and dialogue, events) with support. • Reads work by other authors and notices what these authors have done to make their writing effective but needs some support from the teacher. • self-edits to make corrections • adds details to writing based on questions and suggestions • revises own writing to clarify and enhance writing. • works with a partner to conference about writing	With feedback from adults and peers, the student consistently and independently: • Plans for writing • Generates several topics based on a single prompt. • Cycles through the writing process, finishing and starting new pieces independently. • Creates coherent oral and/or written text to accompany pictures. • Focuses on the topic or story. • Includes details that support the topic. • Includes details that are organized with transitions in a logical sequence. • Has purpose for adding onto text (details, descriptions, and dialogue, events). • Reads work by other authors and notices what these authors have done to make their writing effective. • re-reads own writing • self-edits to correct all errors. • adds details to writing • revises to clarify and enhance writing. • works with multiple partners to conference about writing

4. Writes a narrative piece to present an idea with reasons or information

5. Write an opinion piece to present an idea with reasons or information

6. Writes an informational piece to examine a topic and convey ideas and information (W.AW.3.1, W.IW.3.2, W.NW.3.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1 Personal Narratives	- technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- With teacher support, writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure	- Independently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- Independently and consistently writes narratives to develop real experiences or event using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure
2 Opinion	- With teacher support and prompting, writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	- With teacher support, writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provides reasons that support the opinion.	- Independently writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provides reasons that support the opinion.	- Independently and consistently writes opinion pieces on topics or texts to support a point of view with reasons. - Introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Use linking words and phrases (e.g., <i>also</i>, <i>another</i>,

	- Provides reasons that support the opinion. - Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. - Provide a concluding statement or section. - Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. - Provides a concluding statement or section	- Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. - Provide a concluding statement or section. - Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. - Provides a concluding statement or section.	- Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. - Provides a concluding statement or section. - Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. - Provide a concluding statement or section.	<i>and, more, but</i>) to connect ideas within categories of information. - Provides a concluding statement or section. - Provides reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. - Provide a concluding statement or section.
3 Informational	With teacher support and prompting, writes informational texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- With teacher support, writes informational texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. Provide a sense of closure.	- Independently writes Informational texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	- Independently and consistently writes Informational texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establishes a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. Provide a sense of closure.

Speaking and Listening**1. Engages in collaborative discussions on grade 3 topics effectively (SL.PE.3.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding: - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion	With reminding and redirecting: - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion	Independently and consistently: - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion	Independently and consistently with above level complexity: - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion

2. Paraphrases text or information presented in diverse formats to support particular reasons and evidence (SL.PI.3.4, SL.UM.3.5, SL.AS.3.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding: - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	With reminding and redirecting: - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Independently and consistently: - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Independently and consistently with above level complexity: - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3. Demonstrates listening skills for information and understanding (SL.II.3.2, SL.ES.3.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding the student: - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Does not independently ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	With prompting: - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Is beginning to ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Independently and consistently: - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Asks and answers questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Independently and consistently with above level complexity: - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Asks and answers questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

4. Reports orally on a text or topic, including features or media elements, to effectively communicate to an audience (SL.PE.3.1, SL.UM.3.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	With reminding and redirecting: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently with above level complexity: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Mathematics

Operations and Algebraic Thinking

1. Solves problems involving multiplication (3.OA.A.1; 3.OA.A.2; 3.OA.A.3 ; 3.OA.A.4 ; 3.OA.B.5 ; 3.OA.C.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: - Interpreting models and solving problems involving multiplication concepts. - Understanding the relationship between multiplication and division. - Accurately and efficiently multiplying within 100. - Using multiplication to solve word problems. - Determining the unknown whole number in an equation. - Understanding properties of multiplication.	Student requires teacher prompting and support to: - Interpret models and solves problems involving multiplication concepts. - Understand the relationship between multiplication and division. - Accurately and efficiently multiple within 100. - Use multiplication to solve word problems. - Determine the unknown whole number in an equation. - Understand properties of multiplication.	Student consistently and independently: - Interprets models and solves problems involving multiplication concepts. - Understands the relationship between multiplication and division. - Accurately and efficiently multiplies within 100. - Uses multiplication to solve word problems. - Determines the unknown whole number in an equation. - Understands properties of multiplication.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Interpreting models and solves problems involving multiplication concepts. - Understanding the relationship between multiplication and division. - Accurately and efficiently multiplying within 100. - Using multiplication to solve word problems. - Determining the unknown whole number in an equation. - Understanding properties of multiplication.

2	Student demonstrates little or no understanding of: • Accurately and efficiently multiples within 100 from memory. • Use multiplication to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of multiplication.	Student requires teacher prompting and support to: • Accurately and efficiently multiples within 100 from memory. • Use multiplication to solve word problems. • Determine the unknown whole number in an equation. • Understand properties of multiplication.	Student consistently and independently: • Accurately and efficiently multiplies within 100 from memory. • Uses multiplication to solve word problems. • Determines the unknown whole number in an equation. • Understands properties of multiplication.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Accurately and efficiently multiplying within 100 from memory. • Using multiplication to solve word problems. • Determining the unknown whole number in an equation. • Understanding properties of multiplication.
3	NOT ASSESSED AT THIS TIME			

2. Solves problems involving division (3.OA.A.2 ; 3.OA.A.2 ; 3.OA.A.3 ; 3.OA.A.4 ; 3.OA.B.5 ; 3.OA.B.6 ; 3.OA.C.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: - Interpreting models and solves problems involving division. - Accurately and efficiently dividing within 100. - Use division to solve word problems. - Determine the unknown whole number in an equation. - Understand properties of division	Student requires teacher prompting and support to: - Interpret models and solves problems involving division. - Accurately and efficiently divide within 100. - Use division to solve word problems. - Determine the unknown whole number in an equation. - Understand properties of division	Student consistently and independently: - Interprets models and solves problems involving division. - Accurately and efficiently divides within 100. - Uses division to solve word problems. - Determines the unknown whole number in an equation. - Understands properties of division	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Accurately and efficiently dividing within 100. - Using division to solve word problems. - Determining the unknown whole number in an equation. - Understanding properties of division
2	Student demonstrates little or no understanding of: - Accurately and efficiently divides within 100. - Use division to solve word problems. - Determine the unknown whole number in an equation. - Understand properties of division	Student requires teacher prompting and support to: - Accurately and efficiently divides within 100. - Use division to solve word problems. - Determine the unknown whole number in an equation. - Understand properties of division	Student consistently and independently: - Accurately and efficiently divides within 100. - Uses division to solve word problems. - Determines the unknown whole number in an equation. - Understands properties of division	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Accurately and efficiently dividing within 100. - Using division to solve word problems. - Determining the unknown whole number in an equation. - Understanding properties of division
3	NOT ASSESSED AT THIS TIME			

3. Solves problems involving the four operations (3.OA.D.8, 3.OA.D.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: • Solve two step word problems using addition and subtraction. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student requires teacher prompting and support to: • Solve two step word problems using addition and subtraction. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student consistently and independently: • Solves two step word problems using addition and subtraction. • Represents these problems using equations with a letter standing for the unknown quantity. • Assesses the reasonableness of the answers using mental computation and estimation including rounding. • Identifies arithmetic patterns and explain them using properties of operations.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Solving two step word problems using the four operations. • Representing these problems using equations with a letter standing for the unknown quantity. • Assessing the reasonableness of the answers using mental computation and estimation including rounding. • Identifying arithmetic patterns and explain them using properties of operations.

2	Student demonstrates little or no understanding of: • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student requires teacher prompting and support to: • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. • Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student consistently and independently: • Solves two step word problems using the four operations. • Represents these problems using equations with a letter standing for the unknown quantity. • Assesses the reasonableness of the answers using mental computation and estimation including rounding. • Identifies arithmetic patterns and explain them using properties of operations.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Solving multi-step word problems using the four operations. • Representing these problems using equations with a letter standing for the unknown quantity. • Assessing the reasonableness of the answers using mental computation and estimation including rounding. • Identifying arithmetic patterns and explain them using properties of operations.
3	Student demonstrates little or no understanding of: • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student requires teacher prompting and support to: • Solve two step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student consistently and independently: • Solves two step word problems using the four operations. • Represents these problems using equations with a letter standing for the unknown quantity. Assesses the reasonableness of the answers using mental computation and estimation including rounding. • Identify arithmetic patterns and explain them using properties of operations.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Solving multi- step word problems using the four operations. Representing these problems using equations with a letter standing for the unknown quantity. • Assessing the reasonableness of the answers using mental computation and estimation including rounding. • Identifying arithmetic patterns and explain them using properties of operations.

Number and Operations in Base Ten

1. Understands place value (3.NBT.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of: - Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. - Uses place value understanding for rounding whole numbers to the nearest 10 or 100.	Student requires teacher prompting and support to: - Read, write and represent numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. - Use place value understanding for rounding whole numbers to the nearest 10 or 100.	Student consistently and independently: - Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form. - Uses place value understanding for rounding whole numbers to the nearest 10 or 100.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Reading, writing and representing numbers beyond 1,000 using base – ten materials, expanded form, numeral form, and number name form. - Use understanding of place value to round numbers to 1,000 to the nearest hundreds, or tens.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

2. Uses place value and properties of operations to perform multi-digit arithmetic (3.NBT.A.2 ; 3.NBT.A.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
2	Student demonstrates little or no understanding of: - Fluently adding and subtracting within 1000 using strategies, and algorithms based on place value, properties of operations, - Multiplying one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations.	Student requires teacher prompting and support to: - Fluently add and subtract within 1000 using strategies, and algorithms based on place value, properties of operations, - Multiply one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations.	Student consistently and independently: - Fluently adds and subtracts within 1000 using strategies, and algorithms based on place value, properties of operations, - Multiplies one-digit whole numbers by multiples of 10 in the range 10 -90 using strategies based on place value and properties of operations.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Fluently adding and subtracting beyond 1000 using the standard algorithm properties of operations, - Multiplying one-digit whole numbers by multiples of 10 beyond the range 10 - 90 using strategies based on place value and properties of operations.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

Number and Operations – Fractions

1. Understands a fraction as a quantity. (3NF.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student demonstrates little or no understanding of: - Understanding numerators and denominators and how they relate to parts and wholes. - Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. - Understanding a fraction as the quantity formed by parts of size.	Student requires teacher prompting and support to: - Understand numerators and denominators and how they relate to parts and wholes. - Understand a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. - Understand a fraction as the quantity formed by parts of size.	Student consistently and independently: - Understands numerators and denominators and how they relate to parts and wholes. - Understands a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. - Understands a fraction as the quantity formed by parts of size.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Understanding numerators and denominators and how they relate to parts and wholes. - Understanding a fraction as the quantity formed by 1 part when a whole is portioned into equal parts. - Understanding a fraction as the quantity formed by parts of size.
2	NOT ASSESSED AT THIS TIME			

2. Understands a fraction as a number on a number line. (3.NF.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student demonstrates little or no understanding of: • Understanding a fraction as a number on the number line. • Representing fractions on a number line diagram.	Student requires teacher prompting and support to: • Understand a fraction as a number on the number line. • Represents fractions on a number line diagram.	Student consistently and independently: • Understands a fraction as a number on the number line. • Represents fractions on a number line diagram.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Understanding a fraction as a number on the number line. • Representing fractions on a number line diagram.
3	NOT ASSESSED AT THIS TIME			

3. Recognizes and generates simple equivalent fractions. (3.NF.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student demonstrates little or no understanding of: • Recognition, generation and explanation of equivalent fractions. • Comparison two fractions with the same numerator and denominator by reasoning about their size.	Student requires teacher prompting and support to: • Recognize, generate and explain equivalent fractions. • Compare two fractions with the same numerator and denominator by reasoning about their size.	Student consistently and independently: • Are able to recognize, generate and explain equivalent fractions. • Compares two fractions with the same numerator or denominator by reasoning about their size.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Recognizing, generating and explaining equivalent fractions. • Comparing two fractions with unlike numerators and denominators by reasoning about their size.
3	NOT ASSESSED AT THIS TIME			

Measurement

1. Solves problems involving measurement of liquid volumes, and masses of objects (3.M.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student demonstrates little or no understanding of: • Measurement and estimation liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Addition, subtraction, multiplication, or division to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	Student requires teacher prompting and support to: • Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	Student consistently and independently: • Measures and estimates liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, by using drawings to represent the problem.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Measuring and estimating liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Adding, subtracting, multiplying, or dividing to solve multi step word problems involving masses or volumes that are given in the different units, by using drawings to represent the problem.

2. Solves problems involving time. (3.M.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student demonstrates little or no understanding of: • Telling and writing time to the nearest minute. • Measuring time intervals in minutes. • Solving word problems involving addition and subtraction of time intervals in minutes.	Student requires teacher prompting and support to: • Tell and write time to the nearest minute. • Measures time intervals in minutes. • Solve word problems involving addition and subtraction of time intervals in minutes.	Student consistently and independently: • Tells and writes time to the nearest minute. • Measures time intervals in minutes. • Solves word problems involving addition and subtraction of time intervals in minutes.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Telling and writing time to the nearest minute. • Measuring time intervals in minutes. • Solving word problems involving addition and subtraction of time intervals in minutes.

3. Solves problems involving area. (3.M.B.3-5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student demonstrates little or no understanding of: - Recognizing area as an attribute of plane figures and understands the concepts of area measurement. - Measuring area by counting unit squares. - Relating area to the operations of multiplication and addition.	Student requires teacher prompting and support to: - Recognize area as an attribute of plane figures and understands the concepts of area measurement. - Measure area by counting unit squares. - Relate area to the operations of multiplication and addition.	Student consistently and independently: - Recognizes area as an attribute of plane figures and understands the concepts of area measurement. - Measures area by counting unit squares. - Relate area to the operations of multiplication and addition.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Recognizing area as an attribute of plane figures and understands the concepts of area measurement. - Measuring area by counting unit squares. - Relating area to the operations of multiplication and addition.
3	NOT ASSESSED AT THIS TIME			

4. Solves problems involving perimeter. (3.M.C.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student demonstrates little or no understanding of: • Solving real world and mathematical problems involving the perimeter of polygons. • Finding the perimeter given the side lengths. • Finding an unknown side length • Creating rectangles with the same area and different perimeters and vice versa.	Student requires teacher prompting and support to: • Solve real world and mathematical problems involving the perimeter of polygons. • Find the perimeter given the side lengths. • Find an unknown side length • Create rectangles with the same area and different perimeters and vice versa.	Student consistently and independently: • Solves real world and mathematical problems involving the perimeter of polygons. • Finds the perimeter given the side lengths. • Finds an unknown side length • Creates rectangles with the same area and different perimeters and vice versa.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Solving real world and mathematical problems involving the perimeter of polygons. • Finding the perimeter given the side lengths. • Finding an unknown side length • Creating rectangles with the same area and different perimeters and vice versa.

Data Literacy

1. Represents and interprets data (DL.A.1-2, DL.B.3-4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student demonstrates little or no understanding of: • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units.	Student requires teacher prompting and support to: • Draw a scaled picture graph to represent data with several categories. • Draw a scaled bar graph to represent data with several categories. • Solve one and two step problems using information presented on the graph. For example: How many more? • Generate measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Show the data on a line plot where the horizontal scale is marked off in the appropriate units.	Student consistently and independently: • Draws a scaled picture graph to represent data with several categories. • Draws a scaled bar graph to represent data with several categories. • Solves one and two step problems using information presented on the graph. For example: How many more? • Generates measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Shows the data on a line plot where the horizontal scale is marked off in the appropriate units.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: • Drawing a scaled picture graph to represent data with several categories. • Drawing a scaled bar graph to represent data with several categories. • Solving one and two step problems using information presented on the graph. For example: How many more? • Generating measurement data by measuring lengths, using rulers marked with halves and fourths of an inch. • Showing the data on a line plot where the horizontal scale is marked off in the appropriate units.

Geometry

1. Analyzes, compares, and classifies shapes by properties and attributes. (3.G.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student demonstrates little or no understanding of: - Classification of shapes according to a variety of attributes - Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not.	Student requires teacher prompting and support to: - Classify shapes according to a variety of attributes - Name different quadrilaterals and explains why some shapes are quadrilaterals and some are not.	Student consistently and independently: - Classifies shapes according to a variety of attributes - Names different quadrilaterals and explains why some shapes are quadrilaterals and some are not.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: - Classifying shapes according to a variety of attributes - Naming different quadrilaterals and explains why some shapes are quadrilaterals and some are not.

2. Partitions shapes into equal areas and expresses the area of each part as a fraction. (3.G.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student demonstrates little or no understanding of: Partitioning shapes into different areas and associates each part with a unit fraction of a whole.	Student requires teacher prompting and support to: Partition shapes into different areas and associates each part with a unit fraction of a whole.	Student consistently and independently: Partitions shapes into different areas and associates each part with a unit fraction of a whole.	Student meets all criteria for “Meets Standards” and independently challenges him/herself and makes insightful connections to other ideas and concepts when: Partitioning shapes into different areas and associates each part with a unit fraction of a whole.
3	NOT ASSESSED AT THIS TIME			

Mathematical Practices

1. Makes sense of problems and perseveres in solving them.

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	When given a problem, student is unable to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work.	When given a problem, student, with prompting and support, is sometimes able to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately	When given a problem, student is consistently able to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately.	When given a problem, student is consistently and independently able to: • Make a plan to solve it. Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. • Suggest at least one other way to solve the problem.

2. Clearly explains mathematical thinking and problem solving.

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student consistently communicates mathematical thinking using accurate vocabulary.	1. Student communicates all mathematical thinking precisely and with accurate vocabulary. 2. Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

3. Efficiently applies strategies to solve math problems.

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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 mathematical concepts.

4. Models with Mathematics

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is unable or rarely able to: • use representations that are effective • use appropriate representations that are complete	Student sometimes: • uses representations that are effective • uses appropriate representations that are complete	Student consistently: • uses representations that are effective • uses appropriate representations that are complete	Student consistently: • uses representations that are both elegant and insightful • uses appropriate representations on more complex problems

Science**Science Inquiry and Engineering – (3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is unable, even with prompting to: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	With prompting and support student is able to: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	Student is able to consistently: - Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Construct arguments which support scientific concepts based on evidence - Apply scientific concepts to real world scenarios - Contribute to class discussions and activities.	Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when: - Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts. - Constructing arguments which support scientific concepts based on evidence - Applying scientific concepts to real world scenarios - Contributing to class discussions and activities.

Trimester One - Earth Science- 3-ESS2-1, 3-ESS2-2, 3-ESS3-1

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Unit 1- Stormy Skies	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student's ideas for modeling and investigating are insightful, engaging, and advanced.

Trimester Two- Physical Science and Life Science- 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Unit 2 – Animals Through time Unit 3 – Invisible Forces	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student’s ideas for modeling and investigating are insightful, engaging, and advanced.

Trimester Three- Life Science- 3-LS1-1, 3-LS3-1, 3-LS4-3, 3-LS4-4

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Inheritance of Traits Unit 4 - Power of Flowers Unit 5 – Circle of Life	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose open-ended responses. • Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice skills with prompting and assistance. • Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support. • Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation	• Student has demonstrated understanding of the content and can practice skills independently. • Student has demonstrated the ability to compose detailed and proficient open-ended responses. • Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses. • Student’s ideas for modeling and investigating are insightful, engaging, and advanced.

Social Studies**Trimester One**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Geographic Regions of the United States Native Americans and Our First Communities	- Student has not demonstrated an adequate understanding of the content and is still developing the required skills. - Student has not demonstrated an adequate ability to compose written responses.	- Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. - Student composition of written responses may lack necessary detail. May need prompting and support.	- Student has demonstrated understanding of the content and can practice the skills independently. - Student has demonstrated the ability to compose detailed and proficient written responses.	- Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. - Student has clearly demonstrated the ability to compose insightful and detailed written responses.

Standards Addressed:

- Identify parts of a globe, map, and compass rose, and apply knowledge of lines of latitude and longitude. 6.1.4.B.1; 6.1.4.B.6; 6.1.4.B.3
- Identify and compare and contrast geographic regions within the United States. 6.1.4.B.6; 6.1.4.B.4; 6.1.4.C.14; 6.1.4.C.4
- Identify the locations of continents and compare and contrast the cultures found there. 6.1.4.D.13; 6.1.4.D.18
- Analyze the migratory paths of the original Native Americans, and evaluate reasons for their settlement in each region of the United States. 6.1.4.B.6; 6.1.4.B.7; 6.1.4.D.10
- Analyze Native American cultures. 6.1.4.D.13; 6.1.4.B.7; 6.1.4.B.4; 6.1.4.C.5

Trimester Two

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Europe Discovers a New World	• Student has not demonstrated an adequate understanding of the content and is still developing the required skills. • Student has not demonstrated an adequate ability to compose written responses.	• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. • Student composition of written responses may lack necessary detail. May need prompting and support.	• Student has demonstrated understanding of the content and can practice the skills independently. • Student has demonstrated the ability to compose detailed and proficient written responses. •	• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. • Student has clearly demonstrated the ability to compose insightful and detailed written responses.

Standards Addressed:

- Explain causes for European exploration and identify key nations and explorers involved. 6.1.4.B.2; 6.1.4.C.2; 6.1.4.D.1; 6.1.4.D.2
- Use grid maps and identify paths taken by European explorers to North America. 6.1.4.B.1
- Identify technology used by early explorers. 6.1.4.C.16
- Explain how geography helped and hurt early explorers. 6.1.4.B.7; 6.1.4.C.4
- Identify problems between Native Americans and European explorers. 6.1.4.D.1

Trimester Three

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Early Colonization Creating Good Citizens	- Student has not demonstrated an adequate understanding of the content and is still developing the required skills. - Student has not demonstrated an adequate ability to compose written responses.	- Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. - Student composition of written responses may lack necessary detail. May need prompting and support.	- Student has demonstrated understanding of the content and can practice the skills independently. - Student has demonstrated the ability to compose detailed and proficient written responses.	- Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. - Student has clearly demonstrated the ability to compose insightful and detailed written responses.

Standards Addressed:

- Create a timeline of early colonization. 6.1.4.C.2; 6.1.4.D.4
- Analyze the settlements of Roanoke and Jamestown. 6.1.4.D.4; 6.1.4.B.4; 6.1.4.B.7; 6.1.4.C.2; 6.1.4.D.1; 6.1.4.D.11
- Analyze the growth of slave labor and the various cultures introduced to the New World. 6.1.4.D.3; 6.1.4.D.9
- Explain citizens' responsibilities to others, government, and environment. 6.1.4.D.14; 6.1.4.A.11; 6.1.4.A.13
- Analyze population, weather and climate, and natural resources within each region of the United States 6.1.4.B.6; 6.1.4.B.7; 6.1.4.C.1; 6.1.4.C.2;