

Third Grade Standards Based Report Card Rubrics

Secaucus Public School District

Secaucus, NJ



Reading Standards: Foundational Skills

Reads at grade level with fluency

Trimester	1	2	3	4
1st-3rd	<p>In regards to accuracy, rate, expression, and phrasing:</p> <ul style="list-style-type: none"> • Student does not demonstrate fluency when reading high-frequency words. • Lack fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<p>In regards to accuracy, rate, expression, and phrasing:</p> <ul style="list-style-type: none"> • Student reads some high-frequency words accurately. • Student may read words very quickly and inaccurately or very slow and inaccurately. • Reading is somewhat fluent when independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little to no expression. 	<p>In regards to accuracy, rate, expression, and phrasing:</p> <ul style="list-style-type: none"> • Student consistently reads high-frequency words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<p>In regards to accuracy, rate, expression, and phrasing:</p> <ul style="list-style-type: none"> • Student consistently reads above- level high-frequency words and decodable words accurately with appropriate pacing. • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. • Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.

Knows and applies grade level phonics and word analysis skills in decoding and encoding words

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none">• Student rarely applies phonics and word analysis strategies in decoding and encoding words.	<ul style="list-style-type: none">• Student occasionally applies phonics and word analysis strategies in decoding and encoding words.	<ul style="list-style-type: none">• Student consistently applies phonics and word analysis strategies in decoding and encoding words.	<ul style="list-style-type: none">• Student efficiently and independently applies phonics and word analysis strategies in decoding and encoding words.

Reading Standards: Literature and Informational Text

Asks and answers questions by referring to the text

Trimester	1	2	3	4
1st-3rd	Student rarely asks and answers questions when reading or listening to a variety of texts.	Student occasionally asks and answers questions when reading or listening to a variety of texts.	Student consistently asks and answers questions when reading or listening to a variety of texts.	Student independently asks and answers questions when reading or listening to a variety of texts.

Reads with literal comprehension (literary elements, main idea, retelling, summarizing)

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> ● Student rarely demonstrates literal understanding of a variety of texts ● Retellings are simple and demonstrate little to no understanding of the text. 	<ul style="list-style-type: none"> ● Student occasionally demonstrates some literal understanding of a variety of texts. ● Retellings demonstrate a partial understanding of the text. 	<ul style="list-style-type: none"> ● Student consistently demonstrates literal understanding of a variety of texts. ● Retellings demonstrate an understanding of the text. 	<ul style="list-style-type: none"> ● Student efficiently and independently demonstrates a strong literal understanding of a variety of texts. ● Retellings demonstrate a thorough understanding of the text.

Reads with inferential comprehension (inferences, predictions, conclusions)

Trimester	1	2	3	4
1st-3rd	Student rarely demonstrates inferential understanding of a variety of texts	Student occasionally demonstrates some inferential comprehension of a variety of texts.	Student consistently demonstrates inferential understanding of a variety of texts.	Student efficiently and independently demonstrates a strong inferential understanding of a variety of texts.

Determines central message, lesson, or moral using supporting details

Trimester	1	2	3	4
<p style="text-align: center;">1st-3rd</p>	<ul style="list-style-type: none"> ● Student rarely determines the central message, lesson, or moral. 	<ul style="list-style-type: none"> ● Student occasionally determines the central message, lesson, or moral. ● Student occasionally recounts stories from diverse cultures. 	<ul style="list-style-type: none"> ● Student consistently determines the central message, lesson, or moral. ● Student consistently recounts stories from diverse cultures. 	<ul style="list-style-type: none"> ● Student efficiently and independently determines the central message, lesson, or moral. ● Student efficiently and independently recounts stories from diverse cultures.

Uses and understands text features

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none">• Student is rarely able to use text features and understand how they contribute to the meaning of the text.	<ul style="list-style-type: none">• Student can occasionally use text features and understand how they contribute to the meaning of the text.	<ul style="list-style-type: none">• Student can consistently use text features and understand how they contribute to the meaning of the text.	<ul style="list-style-type: none">• Student can efficiently and independently use text features to understand how they contribute to the meaning of the text.

Determines the meaning of unknown and multiple-meaning words/phrases

Trimester	1	2	3	4
<p>1st-3rd</p>	<ul style="list-style-type: none"> Student rarely uses context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> Student occasionally uses context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> Student consistently uses context as a clue to the meaning of a word or phrase. Student determines the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, heat/preheat). Student uses a known root as a clue to the meaning of an unknown word with the same root (e.g. company, companion). 	<ul style="list-style-type: none"> Student efficiently and independently uses context as a clue to the meaning of a word or phrase. Student determines the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, heat/preheat). Student uses a known root as a clue to the meaning of an unknown word with the same root (e.g. company, companion).

Compares and contrasts a variety of text on the same topic

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> Student is rarely able to compare and contrast a variety of text. 	<ul style="list-style-type: none"> Student can occasionally identify a similarity OR a difference in a variety of text with support. 	<ul style="list-style-type: none"> Student can consistently identify a similarity AND a difference in a variety of text. 	<ul style="list-style-type: none"> Student can efficiently and independently identify similarities and differences in a variety of text. Distinguish own point of view from that of the character's.

Can respond to reading through writing using key details from the text

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> Student is rarely able to respond to their reading using text evidence. 	<ul style="list-style-type: none"> Student is occasionally able to respond to their reading using text evidence. 	<ul style="list-style-type: none"> Student is consistently able to respond to their reading using text evidence. 	<ul style="list-style-type: none"> Student is efficiently and independently able to respond to their reading using text evidence.

Writing

Writes in the structure of the genre

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> ● Student rarely generates ideas for writing. ● There is a beginning with one or two unrelated details. ● Student uses many sentence fragments or run-on sentences. 	<ul style="list-style-type: none"> ● Student occasionally generates ideas for writing. ● There is a beginning and end with few details. ● Some sentences are incomplete or run-on sentences. 	<ul style="list-style-type: none"> ● Student consistently generates ideas for writing. ● Student's writing is consistently organized; most ideas are relevant. ● There is a clear beginning, middle, and end with related details in each part. ● Student consistently writes complete sentences. 	<ul style="list-style-type: none"> ● Student efficiently and independently generates ideas for writing. ● Student efficiently and independently organizes writing with ideas that are relevant to and support the topic. ● There is a well-developed beginning, middle, and end with many relevant details in each part. ● Student efficiently and independently writes complete and complex sentences.

Strengthens writing by planning, revising, and editing

Trimester	1	2	3	4
1st-3rd	<p>The student is rarely able to plan, reread writing, and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies 	<p>The student is occasionally able to plan, reread writing, and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies 	<p>The student is consistently able to plan, reread writing, and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies ● Revise to ensure a clear beginning, middle, and end 	<p>The student is able to efficiently and independently plan, reread writing, and:</p> <ul style="list-style-type: none"> ● Edit for capitalization ● Edit for punctuation ● Edit for proper spacing ● Edit for neat handwriting ● Edit spelling of sight words ● Apply spelling strategies ● Revise to ensure a clear beginning, middle, and end ● Revise grammatical errors. ● Use elaborate vocabulary throughout writing

Organizes and develops ideas for writing

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> The student is rarely able to organize and develop ideas for writing. 	<ul style="list-style-type: none"> The student is occasionally able to organize and develop ideas for writing. 	<ul style="list-style-type: none"> The student is consistently able to organize and develop ideas for writing. 	<ul style="list-style-type: none"> The student is able to efficiently and independently organize and develop ideas for writing.

Uses research to build and present knowledge

Trimester	1	2	3	4
1st-3rd	<p>The student is rarely able to:</p> <ul style="list-style-type: none"> Research information Incorporate the research into writing 	<p>The student is occasionally able to:</p> <ul style="list-style-type: none"> Research information Incorporate the research into writing 	<p>The student is consistently able to:</p> <ul style="list-style-type: none"> Research information Incorporate the research into writing 	<p>The student is able to efficiently and independently:</p> <ul style="list-style-type: none"> Research information Incorporate the research into writing

Speaking and Listening

Demonstrates listening skills for information and understanding

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely exhibits listening skills. 	<ul style="list-style-type: none"> • Student occasionally exhibits listening skills. 	<ul style="list-style-type: none"> • Student consistently exhibits listening skills. 	<ul style="list-style-type: none"> • Student efficiently and independently expresses listening skills.

Expresses ideas clearly and effectively

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage. 	<ul style="list-style-type: none"> • Student occasionally expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage. 	<ul style="list-style-type: none"> • Student consistently expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage. 	<ul style="list-style-type: none"> • Student efficiently and independently expresses ideas and comments in complete sentences using grade appropriate conventions of standard English grammar and usage. • Student efficiently and independently uses and extends grade appropriate academic vocabulary.

Participates in group discussions actively and appropriately

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> ● Student rarely engages in group discussions. ● Student rarely stays on topic. ● Student rarely asks for clarification or further explanation. ● Student rarely extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student occasionally engages in group discussions. ● Student occasionally stays on topic. ● Student occasionally asks for clarification or further explanation. ● Student occasionally extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student consistently engages in group discussions. ● Student consistently stays on topic ● Student consistently asks for clarification or further explanation. ● Student consistently extends his/her ideas in light of the discussion. 	<ul style="list-style-type: none"> ● Student efficiently and independently engages in group discussions. ● Student efficiently and independently stays on topic. ● Student efficiently and independently asks for clarification or further explanation. ● Student efficiently and independently extends his/her ideas in light of the discussion. ● Student efficiently and independently acknowledges new information provided by others and incorporates it into his/her own thinking.

Language

Demonstrates command of the conventions of grammar and usage

Trimester	1	2	3	4
1st	<p>Student rarely applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple and compound sentences ● Nouns, verbs, pronouns, adverbs ● Irregular plural nouns ● Regular/irregular verbs ● Verb tenses ● Adjectives ● Coordinating conjunctions 	<p>Student occasionally applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple and compound sentences ● Nouns, verbs, pronouns, adverbs ● Irregular plural nouns ● Regular/irregular verbs ● Verb tenses ● Adjectives ● Coordinating conjunctions 	<p>Student consistently applies grade-level grammar and usage, including:</p> <ul style="list-style-type: none"> ● Producing simple and compound sentences ● Nouns, verbs, pronouns, adverbs ● Irregular plural nouns ● Regular/irregular verbs ● Verb tenses ● Adjectives ● Coordinating conjunctions 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>
2nd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st Trimester, as well as:</p> <ul style="list-style-type: none"> ● Complex sentences ● Subordinating conjunctions 	<p>Student occasionally applies grade-level grammar and usage as listed in the 1st Trimester, as well as:</p> <ul style="list-style-type: none"> ● Complex sentences ● Subordinating conjunctions 	<p>Student consistently applies grade-level grammar and usage as listed in the 1st Trimester, as well as:</p> <ul style="list-style-type: none"> ● Complex sentences ● Subordinating conjunctions 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>
3rd	<p>Student rarely applies grade-level grammar and usage as listed in the 1st-2nd Trimesters, as well as:</p> <ul style="list-style-type: none"> ● Use of possessives ● Use of comparatives and superlatives ● Ensure pronoun and antecedent agreement ● Ensure subject-verb agreement ● Abstract nouns 	<p>Student occasionally applies grade-level grammar and usage as listed in the 1st-2nd Trimesters, as well as:</p> <ul style="list-style-type: none"> ● Use of possessives ● Use of comparatives and superlatives ● Ensure pronoun and antecedent agreement ● Ensure subject-verb agreement ● Abstract nouns 	<p>Student consistently applies grade-level grammar and usage as listed in the 1st-2nd Trimesters, as well as:</p> <ul style="list-style-type: none"> ● Use of possessives ● Use of comparatives and superlatives ● Ensure pronoun and antecedent agreement ● Ensure subject-verb agreement ● Abstract nouns 	<p>Student efficiently and independently applies above grade-level conventions grammar and usage.</p>

Applies grade-level conventions of capitalizations and punctuation

Trimester	1	2	3	4
1st-3rd	<p>Student rarely applies grade- level mechanics of capitalization and punctuation including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I” • Question marks, periods, exclamation points, commas, apostrophes, quotation marks 	<p>Student occasionally applies grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I” • Question marks, periods, exclamation points, commas, apostrophes, quotation marks 	<p>Student consistently applies grade level mechanics of punctuation, including:</p> <ul style="list-style-type: none"> • Proper names, months, holidays, words in a title, “I” • Question marks, periods, exclamation points, commas, apostrophes, quotation marks 	<p>Student efficiently and independently applies grade level mechanics of punctuation.</p>

Applies spelling patterns

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely applies spelling patterns in writing. 	<ul style="list-style-type: none"> • Student occasionally applies spelling patterns in writing. 	<ul style="list-style-type: none"> • Student consistently applies spelling patterns in writing. 	<ul style="list-style-type: none"> • Student efficiently and independently applies spelling patterns in writing.

Applies the understanding of figurative language and word relationships

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student is rarely able to use text features and understand how they contribute to the meaning of the text. 	<ul style="list-style-type: none"> • Student can occasionally use figurative language. • Student distinguishes literal and nonliteral meanings of words and phrases in context. 	<ul style="list-style-type: none"> • Student can consistently use figurative language. • Student demonstrates a strong understanding of word relationships and nuances in word meanings (including: similes, metaphors, idioms) 	<ul style="list-style-type: none"> • Student can efficiently and independently use figurative language. • Student demonstrates a strong understanding of word relationships and nuances in word meanings (including: similes, metaphors, idioms)

Mathematics: Operations and Algebraic Thinking

Fluently multiplies within 100

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> Student is rarely able to multiply without heavily relying on visual strategies or manipulatives to find products when prompted. 	<ul style="list-style-type: none"> Student is occasionally able to multiply without heavily relying on visual strategies or manipulatives to find products when prompted. 	<ul style="list-style-type: none"> Student is consistently able to fluently multiply within 100. 	<ul style="list-style-type: none"> Student is efficiently and independently able apply fact fluency when solving word problems.

Fluently divides within 100

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> Student is rarely able to divide without heavily relying on visual strategies or manipulatives to find products when prompted. 	<ul style="list-style-type: none"> Student is occasionally able to divide without heavily relying on visual strategies or manipulatives to find products when prompted. 	<ul style="list-style-type: none"> Student is consistently able to fluently divide within 100. 	<ul style="list-style-type: none"> Student is efficiently and independently able to apply fact fluency when solving word problems.

Uses strategies to solve multi-step word problems

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none">• Student is rarely able to solve multi-step word problems involving the four operations (addition, subtraction, multiplication and division) using numbers and or equations with guidance.	<ul style="list-style-type: none">• Student is occasionally able to solve multi-step word problems involving the four operations (addition, subtraction, multiplication and division) using numbers and or equations with guidance.	<ul style="list-style-type: none">• Student is consistently able to solve multi-step word problems involving the four operations (addition, subtraction, multiplication and division) using numbers and or equations.	<ul style="list-style-type: none">• Student is efficiently and independently able to solve multi-step word problems involving the four operations (addition, subtraction, multiplication and division) using numbers and or equations.

Mathematics: Numbers and Operations in Base Ten

Fluently adds and subtracts within 1,000

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none">• Student is rarely able to fluently add and subtract within 1,000 using strategies.	<ul style="list-style-type: none">• Student is occasionally able to fluently add and subtract within 1,000 using strategies.	<ul style="list-style-type: none">• Student is consistently able to fluently add and subtract within 1,000 using strategies.	<ul style="list-style-type: none">• Student is efficiently and independently able to fluently add and subtract within 1,000 using strategies.

Uses place value to round and compare multi-digit whole numbers

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student is rarely able to round numbers to the nearest tens or hundreds based on place value. • Student is rarely able to compare numbers. 	<ul style="list-style-type: none"> • Student is occasionally able to round numbers to the nearest tens or hundreds based on place value. • Student is occasionally able to compare numbers. 	<ul style="list-style-type: none"> • Student is consistently able to round numbers to the nearest tens or hundreds based on place value. • Student is consistently able to compare numbers. 	<ul style="list-style-type: none"> • Student is efficiently and independently able to round numbers to the nearest tens or hundreds based on place value. • Student is efficiently and independently able to compare numbers.

Represents and explains fractions on a number line

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student is rarely able to interpret and plot fractions on a number line with guidance. 	<ul style="list-style-type: none"> • Student is occasionally able to interpret and plot fractions on a number line with guidance. 	<ul style="list-style-type: none"> • Student is consistently able to interpret and plot fractions on a number line. 	<ul style="list-style-type: none"> • Student is efficiently and independently able to interpret and plot fractions on a number line to solve multi-step problems.

Explains and compares fractions and their equivalents

Trimester	1	2	3	4
<p style="text-align: center;">2nd-3rd</p>	<ul style="list-style-type: none"> ● Student is rarely able to explain fractions in relation to its whole. ● Student is rarely able to explain fractions in relation to its equivalents. ● Student is rarely able to compare fractions. 	<ul style="list-style-type: none"> ● Student is occasionally able to explain fractions in relation to its whole. ● Student is occasionally able to explain fractions in relation to its equivalents. ● Student is occasionally able to compare fractions. 	<ul style="list-style-type: none"> ● Student is consistently able to explain fractions in relation to its whole. ● Student is consistently able to explain fractions in relation to its equivalents. ● Student is consistently able to compare fractions. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to explain fractions in relation to its whole. ● Student is efficiently and independently able to explain fractions in relation to its equivalents. ● Student is efficiently and independently able to compare fractions.

Mathematics: Measurement and Data

Reads, writes, and solves problems involving time

Trimester	1	2	3	4
3rd	<ul style="list-style-type: none"> ● Student is rarely able to read and write time to the nearest minute. ● Student is rarely able to measure time in minute intervals. ● Student is rarely able to solve word problems involving addition and subtraction of time intervals in minutes. 	<ul style="list-style-type: none"> ● Student is occasionally able to read and write time to the nearest minute. ● Student is occasionally able to measure time in minute intervals. ● Student is occasionally to solve word problems involving addition and subtraction of time intervals in minutes. 	<ul style="list-style-type: none"> ● Student is consistently able to read and write time to the nearest minute. ● Student is consistently able to measure time in minute intervals. ● Student is consistently able to solve word problems involving addition and subtraction of time intervals in minutes. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to read and write time to the nearest minute. ● Student is efficiently and independently able to measure time in minute intervals. ● Student is efficiently and independently able to solve word problems involving addition and subtraction of time intervals in minutes.

Solves and estimates problems using metric measure involving liquid volumes and mass

Trimester	1	2	3	4
3rd	<ul style="list-style-type: none"> ● Student is rarely able to measure and estimate volume and mass of objects. ● Student is rarely able to add, subtract, multiply and divide to solve word problems. 	<ul style="list-style-type: none"> ● Student is occasionally able to measure and estimate volume and mass of objects. ● Student is occasionally able to add, subtract, multiply and divide to solve word problems. 	<ul style="list-style-type: none"> ● Student is consistently able to measure and estimate volume and mass of objects. ● Student is consistently able to add, subtract, multiply and divide to solve word problems. 	<ul style="list-style-type: none"> ● Student is efficiently and independently able to measure and estimate volume and mass of objects. ● Student is efficiently and independently able to add, subtract, multiply and divide to solve word problems.

Interprets and represents data using various graphs and line plots

Trimester	1	2	3	4
3rd	<ul style="list-style-type: none"> ● Student is rarely able to read and understand data on various graphs and line plots. ● Student is rarely able to create various graphs and line plots based on information in a problem. 	<ul style="list-style-type: none"> ● Student is occasionally able to accurately draw the hour and minute hand to show a given time. ● Student is occasionally able to create various graphs and line plots based on information in a problem. 	<ul style="list-style-type: none"> ● Student is consistently able to accurately draw the hour and minute hand to show a given time. ● Student is consistently able to create various graphs and line plots based on information in a problem. 	<ul style="list-style-type: none"> ● Student is independently able to accurately draw the hour and minute hand to show a given time. ● Student is independently able to create various graphs and line plots based on information in a problem.

Understands concepts of perimeter and area

Trimester	1	2	3	4
<p style="text-align: center;">2nd-3rd</p>	<ul style="list-style-type: none"> ● Student is rarely able to correctly identify and calculate the perimeter of a shape. ● Student is rarely able to correctly identify and calculate the area of a shape. 	<ul style="list-style-type: none"> ● Student is occasionally able to correctly identify and calculate the perimeter of a shape. ● Student is occasionally able to correctly identify and calculate the area of a shape. 	<ul style="list-style-type: none"> ● Student is consistently able to correctly identify and calculate the perimeter of a shape. ● Student is consistently to correctly identify and calculate the area of a shape. 	<ul style="list-style-type: none"> ● Student is independently able to correctly identify and calculate the perimeter of a shape and is able to apply knowledge to solve word problems. ● Student is independently able to correctly identify and calculate the area of a shape and is able to apply knowledge to solve word problems.

Mathematics: Geometry

Categorizes shapes by their attributes

Trimester	1	2	3	4
3rd	<ul style="list-style-type: none">• Student is rarely able to understand that geometric figures belong in different categories based on their attributes (number of sides, number of angles).	<ul style="list-style-type: none">• Student is occasionally able to understand that geometric figures belong in different categories based on their attributes (number of sides, number of angles).	<ul style="list-style-type: none">• Student is consistently able to understand that geometric figures belong in different categories based on their attributes (number of sides, number of angles).	<ul style="list-style-type: none">• Student is efficiently and independently able to understand that geometric figures belong in different categories based on their attributes and is able to apply knowledge to solve word problems.

Social Studies

Demonstrates an understanding of vocabulary and concepts

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely demonstrates an understanding of vocabulary and concepts taught. 	<ul style="list-style-type: none"> • Student occasionally demonstrates an understanding of vocabulary and concepts taught.v 	<ul style="list-style-type: none"> • Student consistently demonstrates an understanding of vocabulary and concepts taught. 	<ul style="list-style-type: none"> • Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

Applies knowledge to classroom discussions and activities

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely applies knowledge to classroom discussions and activities 	<ul style="list-style-type: none"> • Student occasionally applies knowledge to classroom discussions and activities 	<ul style="list-style-type: none"> • Student consistently applies knowledge to classroom discussions and activities 	<ul style="list-style-type: none"> • Student efficiently independently applies knowledge to classroom discussions and activities

Science

Exhibits an understanding of vocabulary and concepts

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely demonstrates an understanding of vocabulary and concepts taught. 	<ul style="list-style-type: none"> • Student occasionally demonstrates an understanding of vocabulary and concepts taught. 	<ul style="list-style-type: none"> • Student consistently demonstrates an understanding of vocabulary and concepts taught. 	<ul style="list-style-type: none"> • Student efficiently and independently demonstrates an understanding of vocabulary and concepts taught.

Applies knowledge to classroom discussions and activities

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> • Student rarely applies knowledge to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student occasionally applies knowledge to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student consistently applies knowledge to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student efficiently independently applies knowledge to classroom discussions and activities.

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Demonstrates preparedness

Trimester	1	2	3	4
1st-3rd	<ul style="list-style-type: none"> Student is rarely prepared for class with materials needed for lessons. 	<ul style="list-style-type: none"> Student is occasionally prepared for class with materials needed for lessons. 	<ul style="list-style-type: none"> Student is consistently prepared for class with materials needed for lessons. 	<ul style="list-style-type: none"> Student is efficiently and independently prepared for class with materials needed for lessons.