

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

LANGUAGE ARTS LITERACY: Reading

Reads independently				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K-L.	Student has achieved reading success at Level M-N.	Student has achieved reading success at Level O or above.
2 nd	Student has achieved reading success at Level L or below.	Student has achieved reading success at Level M-N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.
3 rd	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N-O.	Student has achieved reading success at Level P.	Student has achieved reading success at Level Q or above.

Demonstrates stamina during independent reading				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
2 nd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.
3 rd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.

Reads with fluency				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. . 	<p>In on-grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates fluent reading in on-grade-level text. Student reads accurately. Student pauses briefly between words. Student attends to some internal punctuation and most ending punctuation Expression is matched to text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates fluent reading of above-level text. Reading is fluid and accurate. Student attends to and uses phrasing to read longer sentences. Student attends to internal and ending punctuation. Expression supports understanding.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

Uses a variety of print strategies to decode words				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in a higher level text.

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

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

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

Reads with comprehension: Metacognitive				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st	<ul style="list-style-type: none"> Student demonstrates little inferential understanding of texts. Student makes few relevant inferences from illustrations. Student may make some predictions before and during reading, as taught in units of study Inferential retelling and responses from Level J 	<ul style="list-style-type: none"> Student demonstrates some inferential understanding of texts. Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. Inferential retelling and responses from Level K-L texts. 	<ul style="list-style-type: none"> Student demonstrates an inferential understanding of texts. Student recognizes some clues that imply ideas or information. Retelling includes some inferences and conclusions that analyze the main ideas, characters, events and the author’s purpose. Student asks “what if” and “I 	<ul style="list-style-type: none"> In above-grade-level texts: Student demonstrates an insightful inferential understanding of texts. Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. Student synthesizes stated and implied ideas across the text.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	texts or below.		<p>wonder” questions to uncover .</p> <ul style="list-style-type: none"> • unstated ideas as taught in units of study. • Inferential retelling and responses from Level M-N texts. • Student cites specific support to assist in interpretation of higher level text. 	<ul style="list-style-type: none"> • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Inferential retelling and responses from Level O or above texts. • Student cites specific support to assist in interpretation of higher level questions with increasing depth.
2nd	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student makes few relevant inferences from illustrations. Student may make some predictions before and during reading, as taught in units of study. • Inferential retelling and responses from Level L texts or below. . 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. • Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. • Inferential retelling and responses from Level M-N texts. 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of texts. • Student recognizes some clues that imply ideas or information. Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. • Inferential retelling and responses from Level O texts. Student cites specific support to assist in interpretation of higher level text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding. • Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose. • Student synthesizes stated and implied ideas across the text. • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Inferential retelling and responses from Level P or above texts. • Student cites specific support to assist in interpretation of higher level questions with increasing depth.
3rd	<ul style="list-style-type: none"> • Student demonstrates little inferential understanding of texts. • Student makes few relevant inferences from illustrations. Student may make some predictions before and during reading, as taught in units of study. • Inferential retelling and 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts. • Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study. • Inferential retelling and responses from Level N-O texts 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of texts. • Student recognizes some clues that imply ideas or information. • Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding of texts. • Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	responses from Level M texts or below. .		<ul style="list-style-type: none"> • Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study. • Inferential retelling and responses from Level P texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>purpose.</p> <ul style="list-style-type: none"> • Student synthesizes stated and implied ideas across the text. • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Inferential retelling and responses from Level Q or above texts. • Student cites specific support to assist in interpretation of higher level questions with increasing depth.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

Includes supportive evidence from text in written responses				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student’s written response reflects little or no understanding of the text read.	Student’s written response reflects little understanding of the text read and contains little text evidence.	Student’s written response reflects a literal understanding of the text read, supported by some text evidence.	Student’s written response reflects literal and inferential understanding of above-level text read, with text evidence.

Uses Reader’s Notebook/mini-lessons/conferences to develop skills				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student does not use Readers Notebook, mini-lessons, or conferences as tools to develop reading skills, as taught in units of study for each.	Student rarely uses Readers Notebook, mini-lessons, and conferences as tools to develop reading skills, as taught in units of study for each.	Student uses Readers Notebook, mini lessons, and conferences as tools to develop grade-appropriate reading skills, as taught in units of study for each.	Student consistently uses Readers Notebook, mini-lessons, and conferences as tools to develop grade appropriate reading skills, as taught in units of study for each.

LANGUAGE ARTS LITERACY: Writing

Writes independently				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> • Student does not achieve grade level writing success in a variety of time frames, tasks, and purposes. • Student generally achieves a score of 1 or less on both formal and informal writing 	<ul style="list-style-type: none"> • Student in-consistently achieves grade level writing success in a variety of time frames, tasks, and purposes. • Student generally achieves a score of 2 on both formal and informal writing assessments 	<ul style="list-style-type: none"> • Student consistently achieves grade level writing success in a variety of time frames, tasks, and purposes. • Student consistently achieves a score of 3 on both formal and informal writing assessments 	<ul style="list-style-type: none"> • Student consistently exceeds grade level writing success in a variety of time frames, tasks, and purposes. • Student consistently achieves a score of 4 on both formal and informal writing assessments scored

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	assessments scored according to the appropriate grade level, genre-specific rubric.	scored according to the appropriate grade level, genre-specific rubric.	scored according to the appropriate grade level, genre specific rubric.	according to the appropriate grade level, genre specific rubric.
--	---	---	---	--

Demonstrates stamina in independent writing				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.
2nd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
3rd	Student is unable to write independently for more than 30 minutes.	Student is approaching an independent writing stamina of more than 30 minutes.	Student can consistently write independently for more than 30 minutes.	Student consistently writes independently for more than 35 minutes.

Expresses ideas clearly in writing				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student’s writing does not have an organizational pattern or format. Student has few complete sentences. Few ideas are relevant to the topic or in logical order, as taught in units of study for each. 	<ul style="list-style-type: none"> Student’s writing has a few elements of organizational structure. Some ideas and sentences are in order. Student uses some complete sentences, as taught in units of study for each. . 	<ul style="list-style-type: none"> Student’s writing has a clear organizational pattern or structure related to the topic. Student’s writing has complete sentences. Student’s writing has a few transitional words. Student’s writing has sentences and ideas organized to support the purpose, as taught in units of study for each. 	<ul style="list-style-type: none"> Student’s writing has a well-developed organizational pattern or structure. Student’s writing flows from beginning to end in a logical, interesting order. Student uses well-organized, complete sentences and paragraphs that fit together to support the topic or story, as taught in units of study for each.

Elaborates by using details and descriptions				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student uses simple, below- grade-level vocabulary. Student repeats words. Student’s writing reveals little expression, support, or elaboration and little of the writer’s feelings and 	<ul style="list-style-type: none"> Student uses some grade-level vocabulary. Student’s writing reveals some expression, support, and elaboration, as well as some of the writer’s feelings and voice. Student uses some words that 	<ul style="list-style-type: none"> Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre. Student uses words that are specific, interesting, and vivid. Student’s writing is 	<ul style="list-style-type: none"> Student uses interesting and sophisticated, above-grade-level vocabulary. Student chooses words and phrases that are specific, interesting, and vivid. Student uses figurative language,

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	voice, as taught in units of study for each.	give details and are appropriate to the topic and genre, as taught in units of study for each.	expressive, supportive, and elaborative and reveals the writer’s feelings, personality, and interests, as taught in units of study for each.	expression, support, and elaboration. The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing, as taught in units of study for each.
Uses Writer’s Notebook/mini-lessons/conferences to develop skills				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student does not use Writer’s Notebook, mini-lessons, or conferences as tools to develop writing skills, as taught in units of study for each.	Student rarely uses Writer’s Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in units of study for each.	Student uses Writer’s Notebook, mini-lessons, and conferences as tools to develop grade-appropriate writing skills, as taught in units of study for each.	Student consistently uses Writer’s Notebook, mini-lessons, and conferences as tools to develop grade appropriate writing skills, as taught in units of study for each.
Applies rules of grammar, usage, and mechanics				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	Student rarely demonstrates the ability to: <ul style="list-style-type: none"> 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 sometimes demonstrates the ability to: <ul style="list-style-type: none"> 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 demonstrates the ability to: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Student consistently applies above-grade-level grammar, usage, and mechanics skills. Student consistently edits independently.
2 nd	Student rarely demonstrates the ability to <ul style="list-style-type: none"> Use parts of speech including correctly conjugated verbs Write compound sentences using coordinators. Use precise vocabulary (synonyms). Capitalize proper nouns. Use verb tenses correctly. Correctly use pronoun-antecedent agreement. Use commas in a series, between city and state, and between day and year. 	Student sometimes demonstrates the ability to: <ul style="list-style-type: none"> Use parts of speech including correctly conjugated verbs Write compound sentences using coordinators Use precise vocabulary (synonyms). Capitalize proper nouns Use verb tenses correctly. Correctly use pronoun-antecedent agreement. Use commas in a series, between city and state, and between day and year. . 	Student demonstrates the ability to: <ul style="list-style-type: none"> Use parts of speech including correctly conjugated verbs. Write compound sentences using coordinators Use precise vocabulary (synonyms). Capitalize proper nouns. Use verb tenses correctly. Correctly use pronoun-antecedent agreement. Use commas in a series, between city and state, and between day and year. 	<ul style="list-style-type: none"> Student consistently applies above grade-level grammar, usage, and mechanics skills. Student consistently edits independently.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

3rd	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> Write complex sentences. Correctly use and punctuate dialogue in writing. Capitalize titles correctly. Use subject-verb agreement. Use apostrophes in contractions and possessives, including plural possessives. Indent when setting or speaker changes. 	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> Write complex sentences. Correctly use and punctuate dialogue in writing. Capitalize titles correctly. Use subject-verb agreement. Use apostrophes in contractions and possessives, including plural possessives. Indent when setting or speaker changes. 	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> Write complex sentences. Correctly use and punctuate dialogue in writing. Capitalize titles correctly. Use subject-verb agreement. Use apostrophes in contractions and possessives, including plural possessives. Indent when setting or speaker changes. 	<ul style="list-style-type: none"> Student consistently applies above-grade-level grammar, usage, and mechanics skills. Student consistently edits independently
-----	---	--	--	--

Learns and applies spelling patterns				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student rarely demonstrates the ability to use reference materials as needed to support spelling. Student rarely applies patterns and generalizations to spell words. Student rarely uses or adds to word wall to learn high frequency words. 	<ul style="list-style-type: none"> Student sometimes demonstrates the ability to use reference materials as needed to support spelling. Student sometimes applies patterns and generalizations to spell words. Student sometimes uses and adds to word wall to learn high-frequency words. 	<ul style="list-style-type: none"> Student uses reference materials as needed to support spelling. Student applies patterns and generalizations to spell words. Student uses and adds to word wall to learn high-frequency words. 	<p>Student consistently applies above-grade-level spelling rules, patterns, and generalizations.</p>

Applies revision and editing strategies				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<p>Student rarely rereads or revises his/her writing, as taught in units of study.</p>	<ul style="list-style-type: none"> Student sometimes rereads and revises part of his/her writing. Student may add or delete a few words to support meaning the meaning and the organization, as taught in units of taught in units of study. 	<ul style="list-style-type: none"> Student rereads whole text and parts of text for revision. Student adds, deletes, moves, and substitutes words to support Student adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance the meaning and the organization, as taught in units of study 	<ul style="list-style-type: none"> Student rereads and revises whole text and parts of text periodically during and after drafting

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

Applies handwriting skills to write legibly				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	Student does not write legibly.	Student rarely writes legibly.	Student writes legibly.	Student consistently writes legibly.

LANGUAGE ARTS LITERACY: Listening and Speaking

Expresses ideas clearly and effectively				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student rarely uses grade-appropriate academic vocabulary. Student rarely uses grade-appropriate conventions of standard English grammar and usage. Student rarely makes effective choices about language and sentence structure for meaning and style 	<ul style="list-style-type: none"> Student occasionally uses grade-appropriate academic vocabulary. Student occasionally uses grade-appropriate conventions of standard English grammar and usage. Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> Student consistently uses grade appropriate academic vocabulary. Student consistently uses grade-appropriate conventions of standard English grammar and usage. Student consistently makes effective choices about language and sentence structure for meaning and style. 	Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

Demonstrates listening skills for information and understanding				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student can rarely report on a topic. Student rarely recounts stories or experiences with appropriate facts and descriptive details. Student rarely asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> Student can occasionally report on a topic. Student occasionally recounts stories or experiences with appropriate facts and descriptive details. Student occasionally asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> Student can report on a topic. Student recounts stories or experiences with appropriate facts and descriptive details. Student asks/answers questions about presentations, offering appropriate details. 	<ul style="list-style-type: none"> Student can report on events, topics, or text in an organized manner. Student can pose and respond to questions, as well as build on the ideas of previous speakers. Student can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

Participates in group discussions actively and appropriately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	<ul style="list-style-type: none"> Student rarely engages in group discussions. Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student rarely asks for clarification and further explanation as needed. Student rarely extends his/her ideas and understanding in light of the discussion.. 	<ul style="list-style-type: none"> Student occasionally engages in group discussions. Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understanding in light of the discussion 	<ul style="list-style-type: none"> Student consistently engages and extends in group discussions. Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understanding in light of the discussion. Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

MATHEMATICS

Understands and applies mathematical concepts				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	<p><u>Numeration</u>: Student is unable or rarely able to demonstrate understanding of numeration concepts.</p> <p><u>Multiplication Meaning and Facts</u>: Student is unable or rarely able to demonstrate understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies</u>: Student is unable or rarely able to demonstrate understanding of multiplication fact strategies.</p>	<p><u>Numeration</u>: Student demonstrates partial understanding of numeration concepts.</p> <p><u>Multiplication Meaning and Facts</u>: Student demonstrates partial understanding of multiplication meaning and facts.</p> <p><u>Multiplication Fact Strategies</u>: Student demonstrates partial understanding of multiplication fact strategies.</p>	<p><u>Numeration</u>: Student demonstrates understanding of how to read, write, and compare numbers through 6 digits.</p> <ul style="list-style-type: none"> Student demonstrates understanding of how to count the value of money and calculate change. Student demonstrates understanding of number lines and counting on a number line. <p><u>Multiplication Meaning and Facts</u>: Student demonstrates understanding and application of properties and patterns to solve and compare multiplication problems using 0, 1, 2, 5, 9 and 10 as factors.</p> <p><u>Multiplication Fact Strategies</u>: Student demonstrates understanding of how to use known facts to solve multiplication problems</p>	<p><u>Numeration</u>: Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts</u>: Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Fact Strategies</u>: Student is able to apply and extend content knowledge independently.</p>

Bloomfield Public Schools
Benchmark Rubrics – Third Grade

	<p><u>Adding Whole Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of adding whole numbers.</p> <p><u>Subtraction Number Sense:</u> Student is unable or rarely able to demonstrate understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to demonstrate understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Division Meanings:</u> Student is unable or rarely able to demonstrate understanding of division meanings.</p> <p><u>Division Facts:</u> Student is unable or rarely able to demonstrate understanding of division facts.</p> <p><u>Data and Graphing:</u> Student is unable or rarely able to demonstrate understanding of the concepts of data and graphing.</p>	<p><u>Adding Whole Numbers:</u> Student demonstrates partial understanding of the concepts of adding whole numbers</p> <p><u>Subtraction Number Sense:</u> Student demonstrates partial understanding of subtraction number sense.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates partial understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Division Meanings:</u> Student demonstrates partial understanding of division meanings.</p> <p><u>Division Facts:</u> Student demonstrates partial understanding of division facts.</p> <p><u>Data and Graphing:</u> Student demonstrates partial understanding of the concepts of data and graphing.</p>	<p>using 3, 4, 6, 7, and 8 as factors.</p> <p><u>Adding Whole Numbers:</u></p> <ul style="list-style-type: none"> • Student demonstrates understanding of commutative, associative, and identity properties. • Student demonstrates understanding and use of strategies such as rounding, estimating, pictures, and mental math to solve addition problems. <p><u>Subtraction Number Sense:</u> Student demonstrates understanding and use of strategies such as estimation, mental math, rounding, and hundreds chart to solve subtraction problems.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates understanding and use of algorithms to solve 2- and 3-digit subtraction problems.</p> <p><u>Division Meanings:</u> Student demonstrates understanding and use of strategies to solve division problems.</p> <p><u>Division Facts:</u> Student demonstrates understanding of the relationship between multiplication and division to solve division problems.</p> <p><u>Data and Graphing:</u> Student demonstrates understanding of how to collect, analyze, and interpret data from pictographs, bar graphs, and line graphs.</p>	<p><u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Meanings:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently.</p>
2 nd	<p><u>Subtraction Number Sense:</u> Student is unable or rarely able to demonstrate understanding of subtraction number sense.</p>	<p><u>Subtraction Number Sense:</u> Student demonstrates partial understanding of subtraction number sense.</p>	<p><u>Subtraction Number Sense:</u> Student demonstrates understanding and use of strategies such as estimation, mental math, rounding, and hundreds chart to solve subtraction problems.</p>	<p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently.</p>

Bloomfield Public Schools
Benchmark Rubrics – Third Grade

	<p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to demonstrate understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Time:</u> Student is unable or rarely able to demonstrate understanding of the concept of time.</p> <p><u>Temperature:</u> Student is unable or rarely able to demonstrate understanding of the concept of temperature.</p> <p><u>Shapes:</u> Student is unable or rarely able to demonstrate understanding of the concepts of shapes.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to demonstrate understanding of perimeter and area.</p> <p><u>Customary Measurement:</u> Student is unable or rarely able to demonstrate understanding of the concepts of customary measurement.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to demonstrate understanding of metric measurement.</p> <p><u>Understanding Fractions:</u> Student is unable or rarely able to demonstrate understanding of fractions.</p>	<p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates partial understanding of the concepts of subtracting whole numbers to solve problems.</p> <p><u>Time:</u> Student demonstrates partial understanding of the concept of time.</p> <p><u>Temperature:</u> Student demonstrates partial understanding of the concept of temperature.</p> <p><u>Shapes:</u> Student demonstrates partial understanding of the concepts of shapes.</p> <p><u>Perimeter and Area:</u> Student demonstrates partial understanding of perimeter and area.</p> <p><u>Customary Measurement:</u> Student demonstrates partial understanding of the concepts of customary measurement.</p> <p><u>Metric Measurement:</u> Student demonstrates partial understanding of metric measurement.</p> <p><u>Understanding Fractions:</u> Student demonstrates partial understanding of fractions.</p>	<p><u>Subtracting Whole Numbers to Solve Problems:</u> Student demonstrates understanding and use of algorithms to solve 2- and 3-digit subtraction problems.</p> <p><u>Time:</u> Student demonstrates understanding of different ways to name time.</p> <p><u>Temperature:</u> Student demonstrates understanding of different ways to name temperature.</p> <p><u>Shapes:</u> Student demonstrates understanding of how to describe, classify, and analyze shapes.</p> <p><u>Perimeter and Area:</u> Student demonstrates understanding of how to use unit amounts to measure perimeter and area of common and irregular shapes.</p> <p><u>Customary Measurement:</u> Student demonstrates understanding of how to use customary measurement of standard units, capacity, and weight.</p> <p><u>Metric Measurement:</u> Student demonstrates understanding of how to use metric measurements of standard units, capacity, and mass.</p> <p><u>Understanding Fractions:</u> Student demonstrates understanding of how to name, write, add, subtract, and compare fractions.</p>	<p><u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Time:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Temperature:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Shapes:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Customary Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.</p>
3 rd	<p><u>Patterns and Relationships:</u> Student is unable or rarely able to demonstrate understanding of patterns and relationships.</p>	<p><u>Patterns and Relationships:</u> Student demonstrates partial understanding of patterns and relationships.</p>	<p><u>Patterns and Relationships:</u> Student demonstrates understanding of how to interpret and describe patterns.</p>	<p><u>Patterns and Relationships:</u> Student is able to apply and extend content knowledge independently.</p>

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	<p><u>Multiplying Greater Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of multiplying greater numbers.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is unable or rarely able to demonstrate understanding of the concepts of dividing 1-digit numbers.</p>	<p><u>Multiplying Greater Numbers:</u> Student demonstrates partial understanding of the concepts of multiplying greater numbers.</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates partial understanding of the concepts of dividing 1-digit numbers.</p>	<p><u>Multiplying Greater Numbers:</u> Student demonstrates understanding and use of strategies to solve 2- or 3-digit-number by 1-digit-number multiplication problems.</p> <p><u>Dividing 1-Digit Numbers:</u> Student demonstrates understanding and use of different strategies and patterns to divide using 1-digit numbers.</p>	<p><u>Multiplying Greater Numbers:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Dividing 1-Digit Numbers:</u> Student is able to apply and extend content knowledge independently.</p>
--	---	---	---	--

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

Understands and solves word problems accurately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	<p><u>Numeration:</u> Student is unable or rarely able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u></p>	<p><u>Numeration:</u> Student is sometimes able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u></p>	<p><u>Numeration:</u> Student is able to use an organized list to solve word problems.</p> <p><u>Multiplication Meaning and Facts:</u></p>	<p><u>Numeration:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplication Meaning and Facts:</u></p>

Bloomfield Public Schools
Benchmark Rubrics – Third Grade

	<p>Student is unable or rarely able to answer two-step word problems. <u>Multiplication Fact Strategies:</u> Student is unable or rarely able to answer two-step word problems. <u>Adding Whole Numbers:</u> Student is unable or rarely able to use a picture or diagram to solve a word problem. <u>Subtraction Number Sense:</u> Student is unable or rarely able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to use a picture, diagram, or number sentence to solve a word problem. <u>Data and Graphing:</u> Student is unable or rarely able to use tables and graphs to draw conclusions. <u>Division Meanings:</u> Student is unable or rarely able to use objects and pictures to solve a problem. <u>Division Facts:</u> Student is unable or rarely able to represent information with diagrams and number sentences.</p>	<p>Student is sometimes able to answer two-step word problems. <u>Multiplication Fact Strategies:</u> Student is sometimes able to answer two-step word problems. <u>Adding Whole Numbers:</u> Student is sometimes able to use a picture or diagram to solve a word problem. <u>Subtraction Number Sense:</u> Student is sometimes able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is sometimes able to use a picture, diagram, or number sentence to solve a word problem. <u>Data and Graphing:</u> Student is sometimes able to use tables and graphs to draw conclusions. <u>Division Meanings:</u> Student is sometimes able to use objects and pictures to solve a problem. <u>Division Facts:</u> Student is sometimes able to represent information with diagrams and number sentences.</p>	<p>Student is able to answer two-step word problems. <u>Multiplication Fact Strategies:</u> Student is able to answer multiple- step word problems. <u>Adding Whole Numbers:</u> Student is able to use a picture or diagram to solve a word problem. <u>Subtraction Number Sense:</u> Student is able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to use a picture, diagram, or number sentence to solve a word problem. <u>Data and Graphing:</u> Student is able to use tables and graphs to draw conclusions. <u>Division Meanings:</u> Student is able to use objects and pictures to solve a problem. <u>Division Facts:</u> Student is able to represent information with diagrams and number sentences.</p>	<p>Student is able to apply and extend content knowledge independently. <u>Multiplication Fact Strategies:</u> Student is able to apply and extend content knowledge independently. <u>Adding Whole Numbers:</u> Student is able to apply and extend content knowledge independently. <u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently. <u>Data and Graphing:</u> Student is able to apply and extend content knowledge independently. <u>Division Meanings:</u> Student is able to apply and extend content knowledge independently. <u>Division Facts:</u> Student is able to apply and extend content knowledge independently.</p>
2 nd	<p><u>Subtraction Number Sense:</u> Student is unable or rarely able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is unable or rarely able to use a picture, diagram, or number sentence to solve a word problem. <u>Shapes:</u> Student is unable or rarely able to generalize relationships between objects.</p>	<p><u>Subtraction Number Sense:</u> Student is sometimes able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is sometimes able to use a picture, diagram, or number sentence to solve a word problem. <u>Shapes:</u> Student is sometimes able to generalize relationships between objects.</p>	<p><u>Subtraction Number Sense:</u> Student is able to use a strategy such as estimation to check for reasonableness of an answer. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to use a picture, diagram, or number sentence to solve a word problem. <u>Shapes:</u> Student is able to generalize relationships between objects.</p>	<p><u>Subtraction Number Sense:</u> Student is able to apply and extend content knowledge independently. <u>Subtracting Whole Numbers to Solve Problems:</u> Student is able to apply and extend content knowledge independently. <u>Shapes:</u> Student is able to apply and extend content knowledge independently.</p>

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

	<p><u>Time and Temperature:</u> Student is unable or rarely able to start with the end result and work backwards to solve a word problem.</p> <p><u>Understanding Fractions:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is unable or rarely able to break apart a harder problem or find a simpler problem to solve a word problem.</p>	<p><u>Time and Temperature</u> <u>e:</u> Student is sometimes able to start with the end result and work backwards to solve a word problem.</p> <p><u>Understanding Fractions:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is sometimes able to break apart a harder problem or find a simpler problem to solve a word problem.</p>	<p><u>Time and Temperature:</u> Student is able to start with the end result and work backwards to solve a word problem.</p> <p><u>Understanding Fractions:</u> Student is able to make a table and look for a pattern to solve a word problem.</p> <p><u>Perimeter and Area:</u> Student is able to break apart a harder problem or find a simpler problem to solve a word problem.</p>	<p><u>Time and Temperature:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Understanding Fractions:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Perimeter and Area:</u> Student is able to apply and extend content knowledge independently.</p>
--	---	---	--	---

3 rd	<p><u>Customary Measurement:</u> Student is unable or rarely able to use objects to act out a problem or use reasoning to solve word problems.</p> <p><u>Metric Measurement:</u> Student is unable or rarely able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to use standard multiplication algorithm as a shortcut. • Student is unable or rarely able to use regrouping. • Student is unable or rarely able to write complete number sentences or equations. <p><u>Dividing with 1-Digit Numbers:</u> Student is unable or rarely able to use place-value blocks, breaking calculations into smaller calculations, or recognizing remainders.</p> <p><u>Patterns and Relationships:</u> Student is unable or rarely able to solve problems through reasoning or use objects to act out a problem.</p>	<p><u>Customary Measurement:</u> Student is sometimes able to use objects to act out a problem and use reasoning to solve word problems.</p> <p><u>Metric Measurement:</u> Student is sometimes able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> • Student sometimes uses standard multiplication algorithm as a shortcut. • Student sometimes uses regrouping. • Student sometimes writes complete number sentences or equations. <p><u>Dividing with 1-Digit Numbers:</u> Student sometimes uses place-value blocks, breaking calculations into smaller calculations, and recognizing remainders.</p> <p><u>Patterns and Relationships:</u> Student is sometimes able to solve problems through reasoning and use objects to act out a problem.</p>	<p><u>Customary Measurement:</u> Student is able to use objects to act out a problem and use reasoning to solve word problems.</p> <p><u>Metric Measurement:</u> Student is able to make a table and look for a pattern to solve a word problem.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> • Student consistently uses standard multiplication algorithm as a shortcut. • Student uses regrouping. • Student writes complete number sentences or equations. <p><u>Dividing with 1-Digit Numbers:</u> Student consistently uses place-value blocks, breaking calculations into smaller calculations, and recognizing remainders</p> <p><u>Patterns and Relationships:</u> Student is able to solve problems through reasoning and use objects to act out a problem.</p>	<p><u>Customary Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Metric Measurement:</u> Student is able to apply and extend content knowledge independently.</p> <p><u>Multiplying Greater Numbers:</u></p> <ul style="list-style-type: none"> • Student consistently uses shortcut strategies. • Student regrouping through 3 digits. • Student is able to write vertical and horizontal equations. <p><u>Dividing with 1-Digit Numbers:</u> Student consistently uses mental math, estimation, and multiple-step problems.</p> <p><u>Patterns and Relationships:</u> Student is able to apply and extend content knowledge independently.</p>
-----------------	--	--	---	--

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

Computes accurately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.

Clearly expresses mathematical thinking in written and oral form				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary.	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary. • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

SCIENCE

Uses appropriate science process skills; asking questions, observing, classifying, predicting, recording data				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely makes observations of scientific phenomenon to ask questions and classify, predict, and record data.	Student occasionally makes observations of scientific phenomenon to ask questions and classify, predict, and record data.	Student consistently makes observations of scientific phenomenon to ask questions and classify, predict, and record data.	Student has exceeded grade-level expectations to make observations of scientific phenomenon to ask questions and classify, predict, and record data

Designs and/or conducts science investigations to test ideas				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely designs and/or conducts a science investigation and describe the evidence that will be collected to test ideas.	Student occasionally designs and/or conducts a science investigation and describe the evidence that will be collected to test ideas.	Student consistently designs and/or conducts a science investigation and describe the evidence that will be collected to test ideas.	Student has exceeded grade-level expectations to design and/or conduct a science investigation and describe the evidence that will be collected to test ideas.

Uses evidence to reasonably explain the results of an investigation				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely explains the results of an investigation using evidence gathered of a scientific phenomenon.	Student occasionally explains the results of an investigation using evidence gathered of a scientific phenomenon.	Student consistently explains the results of an investigation using evidence gathered of a scientific phenomenon.	Student has exceeded grade-level expectations in explaining the results of an investigation using evidence gathered of a scientific phenomenon.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

Communicates ideas through writing, drawing, and discussion				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student communicates information that may not be relevant and expresses ideas that are unclear and imprecise.	Student communicates information that is mostly relevant and expresses ideas that are occasionally unclear or inappropriate.	Student communicates information that is relevant and expresses ideas clearly.	Student communicates information that is relevant and expresses ideas in a clear, concise, effective, and creative manner.

SOCIAL STUDIES

Demonstrates knowledge of facts and understanding of concepts				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	The student demonstrates little understanding of facts or concepts.	The student can summarize or demonstrate an understanding of the concept. The student can explain the concept showing an understanding of some of the connections to the subject matter currently being taught. The student uses mostly relevant facts and usually shows understanding through descriptions, explanations and examples though they may be basic or superficial.	The student can analyze predictions and arguments using the concept and supporting evidence in order to make choices or explain courses of action. The student can draw inferences that show an understanding of the connections the concept has to the subject matter. The student uses relevant facts to show understanding through accurate descriptions, explanations and examples.	The student can evaluate concepts in order to make reasonable and defensible predictions. The student will transfer concepts and make connections independently. The student uses detailed relevant facts to show understanding through accurate and precise descriptions, explanations and examples.

Applies knowledge to classroom discussions and activities				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	The student communicates information that may not be relevant to the topic. The student expresses their ideas in a way that is unclear and imprecise.	The student communicates information that is mostly relevant to the topic. The student expresses ideas in a way that is occasionally unclear or inappropriate. The student attempts to structure and sequence the work but is not always successful.	The student communicates information that is relevant to the topic. The student expresses ideas clearly. The student uses a structure appropriate to the task and sequences the content logically.	The student communicates information that is always relevant to the topic. The student expresses in a clear, concise, effective, and possible creative manner. The student organizes information into a well-developed and logical sequence.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

ART

Demonstrates appropriate skill development.				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
2 nd	Student rarely applies the use of elements of art and basic media in his/her artwork.	Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork.	Student understands and applies the use of the elements of art and basic media in his/her artwork most of the time.	Student understands and consistently applies the use of elements of art and their basic media in his/her artwork.
3 rd	Students rarely uses tools appropriate to the production of work of art in a variety of art media.	Student is learning how to use tools appropriate to the production of works of art in a variety of media.	Student uses the tools appropriate to the production of work of art in a variety of art media most of the time.	Student consistently uses tools appropriate to the production of works of art in a variety of art media.
Participates and demonstrates effort.				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	Student rarely engages in group discussion.	Student occasionally engages in group discussion.	Student consistently engages in group discussion.	Student consistently engages and extends group discussion
	Student rarely asks for clarification and further explanation as needed.	Student occasionally asks for clarification and further explanation as needed.	Student consistently asks for clarification and further explanation as needed.	Student consistently asks for clarification and further explanation as needed.
	Student rarely extends his/her ideas and understanding.	Student occasionally extends his/her help and understanding.	Student consistently extends his/her ideas and understandings.	Student consistently extends his/her ideas and understandings.

MUSIC

Demonstrates appropriate skill development.				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> Student rarely applies the use of elements of music. Student is unable to identify, notate beat or visually follow rhythmic symbols. 	<ul style="list-style-type: none"> Student is beginning to understand and apply the use of elements of music. Student is learning how to identify, notate beat and visually follow rhythmic symbols. 	<ul style="list-style-type: none"> Student understands and applied the use of the elements of music most of the time. Student identifies, notates beat and visually follows rhythmic symbols most of the time. 	<ul style="list-style-type: none"> Student understands and consistently applies the use of elements of music. Student consistently able to identify, notate beat and visually follows rhythmic symbols.
Participates and demonstrates effort.				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	<ul style="list-style-type: none"> Student rarely engages in group discussion. Student rarely asks for clarification and further explanation as needed. Student rarely extends his/her ideas and understanding. 	<ul style="list-style-type: none"> Student occasionally engages in group discussion. Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her help and understanding. 	<ul style="list-style-type: none"> Student engages in group discussion most of the time. Student asks for clarification and further explanation as needed most of the time. Student extends his/her ideas and understandings most of the time. 	<ul style="list-style-type: none"> Student consistently engages and extends group discussion Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understandings.

**Bloomfield Public Schools
Benchmark Rubrics – Third Grade**

PHYSICAL EDUCATION

Demonstrates appropriate skill development				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates understanding of skills, movement performance, and physical fitness.	Student demonstrates some understanding of skills, movement performance, and physical fitness.	Student demonstrates a basic understanding of skills, movement performance, and physical fitness.	Student demonstrates an excellent understanding of skills, movement performance, and physical fitness.

Participates and demonstrates effort				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely participates in class activities and is not putting forth effort in class.	Student occasionally participates in activities and is beginning to put forth effort in class.	Student participates and shows his/her best effort.	Student goes above and beyond by always participating and showing his/her best effort in class.

Demonstrates sportsmanship and positive attitude				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely demonstrates good sportsmanship.	Student occasionally demonstrates good sportsmanship.	Student shows good sportsmanship.	Student always has great sportsmanship and motivates or helps others.