

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.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

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	- 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.	- 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	In on-grade-level texts: - 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.	In above-grade-level texts: - 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.

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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	- 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.	- 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.	- 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.	In above-grade-level texts: - 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.
2 nd	- 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.	- 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 of study.	- 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.	In above-grade-level texts: - 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

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			• Student cites specific support to assist in interpretation of text.	• of study. • Student cites specific support to assist in interpretation of text.
3 rd	• 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.	• 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.	• 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.	In above-grade-level texts: • 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.

Reads with comprehension: Metacognitive				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st	• 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	• 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.	• 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. • Student cites specific support to assist in interpretation of higher level	• 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. • Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Student cites specific support to assist in interpretation of higher level questions with increasing

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			text. Student uses context clues to infer unknown words.	depth. Student consistently uses context clues to infer unknown words, including multiple meaning words and phrases.
2nd	- 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.	- 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.	- 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. - Student cites specific support to assist in interpretation of higher level text. - Student uses context clues to infer unknown words.	In above-grade-level texts: - 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. - Student cites specific support to assist in interpretation of higher level questions with increasing depth. - Student consistently uses context clues to infer unknown words, including multiple meaning words and phrases.
3rd	- 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.	- 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.	- 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.	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.

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			• Student cites specific support to assist in interpretation of higher level text. • Student uses context clues to infer unknown words.	• Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study. • Student cites specific support to assist in interpretation of higher level questions with increasing depth. • Student consistently uses context clues to infer unknown words, including multiple meaning words and phrases.
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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	• 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 assessments scored according	• 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 scored according to the	• 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 scored according to the	• 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 according to the appropriate grade level, genre specific rubric.

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	to the appropriate grade level, genre-specific rubric.	appropriate grade level, genre-specific rubric.	appropriate grade level, genre specific rubric.	
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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	- 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.	- 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. .	- 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.	- 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	- 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 voice, as taught in units of	- 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 give details and are appropriate to the topic and	- 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 expressive, supportive, and	- Student uses interesting and sophisticated, above-grade-level vocabulary. - Student chooses words and phrases that are specific, interesting, and vivid. - Student uses figurative language, expression, support, and

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	study for each.	genre, as taught in units of study for each.	elaborative and reveals the writer's feelings, personality, and interests, as taught in units of study for each.	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: - 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: - 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: - 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 consistently applies above-grade-level grammar, usage, and mechanics skills. - Student consistently edits independently.
2 nd	Student rarely demonstrates the ability to - 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: - 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: - 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 consistently applies above grade-level grammar, usage, and mechanics skills. - Student consistently edits independently.
3 rd	Student rarely demonstrates the	Student sometimes demonstrates	Student demonstrates the ability to:	Student consistently applies

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	ability to: • 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.	the ability to: • 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.	• 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.	above-grade-level grammar, usage, and mechanics skills. • Student consistently edits independently
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Learns and applies spelling patterns				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	• 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.	• 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.	• 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.	Student consistently applies above-grade-level spelling rules, patterns, and generalizations.

Applies revision and editing strategies				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	Student rarely rereads or revises his/her writing, as taught in units of study.	• 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 study.	• 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	• Student rereads and revises whole text and parts of text periodically during and after drafting

Applies handwriting skills to write legibly

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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	- 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	- 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.	- 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	- 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.	- 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.	- 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.	- 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.

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Participates in group discussions actively and appropriately				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
ALL	• 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..	• 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.	• 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	• 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.

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MATHEMATICS

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st & 2 nd	Student needs prompting and assistance to model strategies to solve multiplication and/or division problems with one-digit numbers.	Student models and interprets multiplication and division problems with one-digit number with teacher prompting.	Student independently models and interprets multiplication and division problems with one-digit numbers.	Student demonstrates use of multiple strategies to create and solve multiplication and division models and can justify strategies with one-digit numbers.
3 rd				

Properties of multiplication, and the relationship between multiplication and division				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st & 2 nd	Student needs prompting and assistance to apply properties of operations to multiply and divide.	Student sometimes uses properties of operations to multiply and divide, or requires teacher prompting.	Student consistently and independently applies the properties of operations to multiply and divide.	Student consistently and independently applies the properties of operations to multiply and divide, and demonstrates a deep knowledge to justify their strategies.
3 rd				

Fluently multiply and divide within 100				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st & 2 nd	Student needs prompting and support to find products.	Student requires visuals or manipulatives, or cannot recall the all products in a timely manner.	Student can consistently recall the products for 2, 3, 4, 5, 10 in a timely manner.	Student can consistently recall the products for 2, 3, 4, 5, 6, 7, 8, 9, 10 in a timely manner.
2 nd	Student needs prompting and support to find products.	Student requires visuals or manipulatives, or cannot recall the all products in a timely manner.	Student can consistently recall the products for 1, 0, 6, 7, 8, 9 in a timely manner.	Student can consistently multiply with numbers beyond one-digit by one-digit numbers.
	Student needs prompting and support to divide within 100.	Student can divide within 100 with some teacher prompting, or requires visuals or manipulatives.	Student can fluently and independently divide within 100 using the relationship between multiplication and division.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to multiply a multiple of ten by one-digit numbers.	Student can find the product of a multiple of ten by one-digit problems	Student can fluently multiply to find the product of a multiple of ten by one-digit problems.	Student can consistently extend knowledge to multiply multi-digit problems.

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		with some prompting, or requires visuals or manipulatives.		
	Student needs prompting and support to divide two-digit by one-digit numbers.	Student can divide two-digit by one-digit numbers with some prompting, or requires visuals or manipulatives.	Student can fluently divide two-digit by one-digit numbers and can identify when there is a remainder.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
3 rd				

Solve problems involving the four operations, and identify and explain patterns in arithmetic				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st and 2 nd	Student needs prompting and support to solve one and two-step word problems using the four operations including rounding.	Student can solve one and two-step word problems using the four operations including rounding with some prompting, or requires visuals or manipulatives.	Student can consistently solve one and two-step word problems using the four operations, including rounding.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to represent problems using equations with a letter standing for an unknown quantity.	Student can represent problems using equations with a letter standing for an unknown quantity with some prompting, or requires visuals or manipulatives.	Student can consistently and independently represent problems using equations with a letter standing for an unknown quantity.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to identify arithmetic patterns and explain them using the properties of operations.	Student can identify arithmetic patterns and explain them using the properties of operations with some prompting, or requires visuals or manipulatives.	Student can consistently and independently identify arithmetic patterns and explain them using the properties of operations.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Number and Operations in Base 10

Place value understanding, and multi-digit arithmetic				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	Student needs prompting and support to round whole numbers to the nearest 10 or 100.	Student uses place value to round whole numbers to the nearest 10 or 100 with some prompting.	Student can consistently and independently use place value to round whole numbers to the nearest 10 or 100.	Student can consistently and independently use place value to round whole numbers to the nearest 10 or 100, and is able to construct viable arguments to explain answers and critique reasoning of others.
2 nd	Student needs prompting and support using strategies and algorithms based	Student can add and subtract within 1000 using strategies and algorithms	Student can consistently add and subtract within 1000 using strategies	Student can consistently add and subtract within 1000 using strategies

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	on place value, properties of operations, and the relationship between addition and subtraction to add and subtract within 1000.	based on place value, properties of operations, and the relationship between addition and subtraction with some prompting.	and algorithms based on place value, properties of operations, and the relationship between addition and subtraction.	and algorithms based on place value, properties of operations, and the relationship between addition and subtraction, and is able to construct viable arguments to explain answers and critique reasoning of others.
	Student needs prompting and support using strategies based on place value and properties of operations to multiply one-digit whole numbers by multiples of 10 in the range 10-90.	Student can multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations with some prompting.	Student can consistently multiply one-digit whole numbers by multiples of 10 (in the range 10-90) using strategies based on place value and properties of operations.	Student can consistently multiply one-digit whole numbers by multiples of 10 (in the range 10-90) using strategies based on place value and properties of operations, and is able to construct viable arguments to explain answers and critique reasoning of others.

Number in Operations - Fractions

Develop understanding of fractions as numbers				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st				
2nd				
3rd	Student needs prompting and support, or is unable to understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts.	Student shows partial proficiency in understanding a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts.	Student can consistently and independently understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support, or is unable to interpret, represent and locate, a fraction on a number line and can mark off lengths.	Student can interpret, represent, and locate, a fraction on a number line and can mark off lengths with some prompting.	Student can consistently and independently interpret, represent and locate, a fraction on a number line and can mark off lengths.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support, or is unable to identify equivalent fractions and compare fractions by reasoning about their size. Student is unable to generate equivalent fractions using a fraction model, express whole numbers as fractions, and compare fractions with like numerators and denominators.	With some prompting, student can identify equivalent fractions and compare fractions by reasoning about their size. Student can also generate equivalent fractions using a fraction model, express whole numbers as fractions, and compare fractions with like numerators and denominators with some prompting.	Student can consistently identify equivalent fractions and compare fractions by reasoning about their size. Student can also generate equivalent fractions using a fraction model, express whole numbers as fractions, and compare fractions with like numerators and denominators.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

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Measurement

Solve problems involving measurement, and estimate time, volume, and mass				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st	Student needs prompting and support to measure and estimate liquid volumes and masses of objects using standard units of measurement.	Student shows partial proficiency in measuring and estimating liquid volumes and masses of objects using standard units of measurement.	Student can consistently and independently measure and estimate liquid volumes and masses of objects using standard units of measurement.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
2 nd				
3 rd	Student needs prompting and support to tell and write time to the nearest minute and measure time intervals in minutes.	Student shows partial proficiency in telling time and writing time to the nearest minute and measure time intervals in minutes.	Student can consistently and independently tell and write time to the nearest minute and measure time intervals in minutes.	Student consistently makes insightful connections (representing time on a number line) to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to tell and write time to the nearest minute and measure time intervals in minutes.	Student shows partial proficiency in telling time and writing time to the nearest minute and measure time intervals in minutes.	Student can consistently and independently tell and write time to the nearest minute and measure time intervals in minutes.	Student consistently makes insightful connections (representing time on a number line) to other ideas and concepts and independently challenges him/herself.

Geometric Measurement: Area, and relate area to multiplication and addition				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1 st				
2 nd	Student needs prompting and support to recognize area as an attribute of two dimensional figures and understand concepts of area measurement and understand area is measured with square units.	Student shows partial proficiency in recognizing area as an attribute of two dimensional figures and understand concepts of area measurement and that area is measured with square units.	Student can consistently and independently recognize area as an attribute of two dimensional figures and understand concepts of area measurement. Student understands area is measured with square units.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to measure areas by counting unit squares in standard and non-standard units.	Student can measure areas by counting unit squares in standard and non-standard units with some prompting.	Student can consistently and independently measure areas by counting unit squares in standard and non-standard units.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to relate area to the operations of	Student shows partial proficiency in relating area to the operations of	Student can consistently and independently relate area to the	Student consistently makes insightful connections to other ideas and

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	multiplication and addition of rectilinear figures.	multiplication and addition of rectilinear figures.	operations of multiplication and addition of rectilinear figures.	concepts and independently challenges him/herself.
3rd				

Geometric Measurement: Perimeter of two dimensional shapes				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st & 2nd				
3rd	Student needs prompting and support to solve real world and mathematical problems involving perimeters of polygons including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or vice versa.	With some prompting, student can solve real world and mathematical problems involving perimeters of polygons including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or vice versa.	Student can independently and consistently solve real world and mathematical problems involving perimeters of polygons including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or vice versa.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Data Literacy

Understand data-based questions and data collection & Represent and interpret data				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st				
2nd				
3rd	Student needs prompting and support to draw a scaled picture graph and bar graph to represent a data set with several categories.	Student can draw a scaled picture graph and bar graph to represent a data set with several categories with some prompting.	Student can consistently and independently draw a scaled picture graph and bar graph to represent a data set with several categories.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and can display data using a line plot.	Student can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and can display data using a line plot with some prompting.	Student can consistently and independently generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and can display data using a line plot.	Student consistently and independently analyzes and interprets data to make valid comparisons within graphed data.

Geometry

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Recognize shapes and their attributes				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
1st				
2nd				
3rd	Student needs prompting and support to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Student shows partial proficiency in understanding how to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Student can consistently and independently partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.
	Student needs prompting and support to understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	Student shows partial proficiency in understanding that shapes in different categories may share attributes and that the shared attributes can define a larger category. Student can also recognize quadrilaterals and draw examples.	Student can consistently and independently understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Student can also recognize quadrilaterals and draw examples.	Student consistently makes insightful connections to other ideas and concepts and independently challenges him/herself.

Problem Solving

Use strategies to solve multi-step word problems				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	Student needs prompting and support to comprehend multi-step problem situations. He/she struggles to consider and use strategies to solve word problems, including: use of manipulatives, pictorial representations, and concrete models.	Student is sometimes able to comprehend multi-step problem situations. He/she needs prompting to consider and use strategies to solve word problems, including: use of manipulatives, pictorial representations, and concrete models.	Student is consistently able to comprehend multi-step problem situations; He/she considers and uses strategies to solve word problems, including: use of manipulatives, pictorial representations, and concrete models.	Student consistently applies appropriate problem solving strategies to compute accurately on more complex problems, mental math, and/or other mathematical concepts.

Explains mathematical thinking in written and oral form				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	Student needs prompting and support to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary. Student communicates logical arguments clearly in in oral, written, and/or graphic form to show why a result makes sense.

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Attends to precision and accuracy				
Trimester	N – needs support	A – approaching standard	M – meets standard	E – exceeds standard
All	Student rarely submits work without computational errors, and is unable to find and correct errors when checking own work.	Student sometimes, but not consistently, submits work with computational errors, and is sometimes able to find and correct errors when checking own work.	Rarely submits work with computational errors, and is routinely able to find and correct errors when checking own work.	Student consistently submits work without computational errors, and is consistently able to find and correct errors when checking own work.

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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.

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	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	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

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		uses mostly relevant facts and usually shows understanding through descriptions, explanations and examples though they may be basic or superficial.	subject matter. The student uses relevant facts to show understanding through accurate descriptions, explanations and examples.	and precise descriptions, explanations and examples.
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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.

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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	- Student rarely applies the use of elements of music. - Student is unable to identify, notate beat or visually follow rhythmic symbols.	- 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.	- 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.	- 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	- Student rarely engages in group discussion. - Student rarely asks for clarification and further explanation as needed. - Student rarely extends his/her ideas and understanding.	- Student occasionally engages in group discussion. - Student occasionally asks for clarification and further explanation as needed. - Student occasionally extends his/her help and understanding.	- 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.	- 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.

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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.