GRADE 3 GRADING BENCHMARK STATEMENTS

ELA: Reading Literature and Informational Text: Grade 3: Statement #1:

Retells texts, including central message and main idea.

Semester	1	2	3
1	Student will retell text but may include some unimportant details or leave out important details. Student may not be able to state main idea. **Evidence may include**: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at a variety of reading levels, Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score below Level 2 on question 3 of Building a Reading Life Performance Task	Student will retell text but may include some unimportant details and is able to state main idea. **Evidence may include**: Running record "within the text" comprehension score of a 2 at the student's independent reading level, Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score of level 2 on question 3 of Building a Reading Life Performance Task	Will consistently be able to retell texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea. **Evidence may include**: Running record "within the text" comprehension score of a 3 at the student's independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its. Score of 3 on question 3 of Building a Reading Life Performance Task
2	Student will retell text but may include some unimportant details or leave out important details. Student may not be able to state main idea. **Evidence may include**: The student may be able to decode texts at a variety of reading levels but has difficulty with retelling at a variety of reading levels, Anecdotal conferring notes, evidence from student reading notebooks/post-its	Student will retell text but may include some unimportant details and is able to state main idea. **Evidence may include**: Running record "within the text" comprehension score of a 2 at the student's independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its	Student will consistently be able to retell texts, including important details and leaving out unimportant details, and clearly state the central message and the main idea. **Evidence may include**: Running record "within the text" comprehension score of a 3 at the student's independent reading level Anecdotal conferring notes, evidence from student reading notebooks/post-its

ELA: Reading Literature and Informational Text: Grade 3: Statement #2:

Describes the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the plot.

Semester	1	2	3
1	Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions. **Evidence may include**: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. No score on question 1 of Building a Reading Life Performance Task	Student describes characters in a story (traits and feelings) and explains or recalls character actions. **Evidence may include**: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. Score of level 2 on question 1 of Building a Reading Life Performance Task	Student consistently and accurately describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the plot. **Evidence may include**: Anecdotal conferring notes, running records (independent level), evidence from student reading notebooks/post-its. Score of 3 on question 1 of Building a Reading Life Performance Task
2	Student lists or identifies characters in a story. May be able to recall 1 or 2 character actions. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. No score on question 1 of Character Study Unit Performance Task	Student describes characters in a story (traits and feelings) and explains or recalls character actions. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. Score of 2 on question 1 Character Study Unit Performance Task	Student consistently and accurately describes characters in a story (traits, motivations, or feelings) and explains how their actions contribute to the plot. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its. Score of 3 on question 1 Character Study Unit Performance Task

ELA: Reading Literature and Informational Text: Grade 3: Statement #3:

Determines meaning of words and phrases as they are used in a text.

Semester	1	2	3
1 & 2	Student demonstrates limited success in determining the meaning of words or phrases as they are used in a text or incorrectly determines the meaning or words or phrases as they are used in a text. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its evidence from Interactive Read Alouds	Student attempts to determine meaning of words and phrases as they are used in a text. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its, evidence from Interactive Read Alouds	Student consistently determines meaning of words and phrases as they are used in a text. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its, evidence from Interactive Read Alouds

ELA: Reading Literature and Informational Text: Grade 3: Statement #4:

Compares, contrasts and reflects on the most important points and key details presented in two texts on the same topic.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	Student will reflect on texts by locating and listing key details presented in two texts on the same topic. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its No score on question 3 of Research Clubs Performance Task	Student will reflect on texts by comparing and contrasting key key details presented in two texts on the same topic. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its Score of level 2 on question 3 of Research Clubs Performance Task	Student will reflect on texts by comparing and contrasting the most important points and key details presented on two texts on the same topic. **Evidence may include**: Anecdotal conferring notes, running records, evidence from student reading notebooks/post-its Score of level 3 on question 3 of Research Clubs Performance Task

ELA: Reading Foundational Skills: Grade 3: Statement #1:

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

Semester	1	2	3
1	Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words. **Evidence includes**: Running Records, Spelling Analysis (beginning LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level L texts or below	Student is able to know and apply some grade-level phonics and word analysis skills in decoding words. **Evidence includes**: Running Records, Spelling Analysis (mid-late LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level M texts	Student is able to apply grade-level phonics and word analysis skills in decoding and encoding words. **Evidence includes**: Running Records, Spelling Analysis (WW), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level N texts or above
2	Student demonstrates limited success in the ability to know and apply phonics and word analysis skills in decoding words. **Evidence includes**: Running Records, Spelling Analysis (beginning LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level N texts or below	Student is able to know and apply some grade-level phonics and word analysis skills in decoding words. **Evidence includes**: Running Records, Spelling Analysis (mid-late LN), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level O texts	Student is able to apply third grade-level phonics and word analysis skills in decoding and encoding words. **Evidence includes**: Running Records, Spelling Analysis (WW), reading conferences and writing notebooks, Running Records 98%+ accuracy on Level P texts or above

ELA: Reading Foundational Skills: Grade 3: Statement #2:

Reads grade level texts with sufficient accuracy and fluency.

Semester	1	2	3
1	The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 0-1 and accuracy score 98%+ on Level L texts or below Reading conferences Anecdotal notes	The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 2 and accuracy score 98%+ on Level M texts Reading conferences Anecdotal notes	The student reads with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 3 and accuracy score of 98%+ on Level N texts or above Reading conferences Anecdotal notes
2	The student demonstrates limited success with reading with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 0-1 and accuracy score 98%+ on Level N texts or below Reading conferences Anecdotal notes	The student demonstrates partial success with reading with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 2 and accuracy score 98%+ on Level O texts Reading conferences Anecdotal notes	The student reads with sufficient accuracy and fluency to support comprehension on grade level texts. **Evidence may include**: Running Record fluency score of 3 and accuracy score of 98%+ on Level P texts or above Reading conferences Anecdotal notes

ELA: Reading Foundational Skills: Grade 3: Statement #3:

Reads and comprehends grade level text with purpose and understanding.

Semester	1	2	3
1	Student is reading independently at level K or below, as assessed by Running Records	Student is reading independently at level L-M, as assessed by Running Records	Student is reading independently at level N or above, as assessed by Running Records
2	Student is reading independently at level M or below, as assessed by Running Records	Student is reading independently at level N-O, as assessed by Running Records	Student is reading independently at level P or above, as assessed by Running Records

ELA: Language: Grade 3: Statement #1:

Demonstrates command of the conventions of standard English usage and mechanics when writing.

Semester	1	2	3
1 & 2	Student demonstrates minimal command of the conventions of standard English usage and mechanics when writing. **Evidence may include**: Meets few or none of the third grade criteria in the language section of the learning progression, Student's writing notebooks	Student demonstrates limited command of the conventions of standard English usage and mechanics when writing. **Evidence may include**: Meets some of the third grade criteria in the language section of the learning progression, Student's writing notebooks	Student demonstrates sufficient command of the conventions of standard English usage and mechanics when writing. **Evidence may include**: Meets all or almost all of the third grade criteria in the language section of the learning progression, Student's writing notebooks

ELA: Writing: Grade 3: Statement #1:

Writes opinion pieces on topics or texts, supporting a point of view with reasons.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	Student writes an opinion piece that may include a claim statement, at least 1 supporting reason and/or a conclusion sentence. **Evidence may include**: Writing samples throughout unit Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.	Student writes opinion piece with clear claim statement, at least 2 supporting reasons, and/or conclusion sentence. **Evidence may include**: Writing samples throughout unit Student meets some of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.	Student consistently writes detailed opinion piece with clear claim statement, at least 2 supporting reasons with evidence, and conclusion sentence. **Evidence may include**: Writing samples throughout unit Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade opinion writing rubric.

ELA: Writing: Grade 3: Statement 2:

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

Semester	1	2	3
1	Writes informative/explanatory piece and may include 1 text feature. Transitional words may be used to be presented to the reader. **Evidence may include**: Writing samples throughout unit. Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade information writing rubric.	Writes informative/explanatory piece on a topic including 1 text feature. Transitional words were used periodically to support the flow of ideas and information was clearly presented to the reader. **Evidence may include**: Writing samples throughout unit. Student meets some of the third grade criteria on the structure and development section on the 3rd grade information writing rubric.	Consistently writes a detailed informative/explanatory piece on a topic including 2 or more text features. Transitional words and phrases used throughout to support flow of ideas. Information clearly presented to the reader. **Evidence may include**: Writing samples throughout unit. Student meets all/almost all of third grade criteria on structure and development section on 3rd grade information writing rubric.
2	Not Assessed	Not Assessed	Not Assessed

ELA: Writing: Grade 3: Statement #3:

Writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Semester	1	2	3
1	Student writes a personal narrative small moment piece. Student writes the story in sequential order that may include a lead and/or ending, as well as some details and action. **Evidence may include:** Writing samples throughout unit Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.	Student writes a personal narrative small moment piece. Student writes the story in sequential order with a lead and ending, and may include some details, action, dialogue, and emotions. **Evidence may include:** Writing samples throughout unit Student meets some of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.	Student consistently writes a personal narrative small moment piece. Student writes the story bit by bit including details, action, dialogue, and emotions as well as a strong lead and ending. **Evidence may include:** Writing samples throughout the unit Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.
2	Student writes a fairy tale. Student writes the story in sequential order that may include a lead and/or ending, as well as some details and action. **Evidence may include:** Writing samples throughout unit Student meets few or none of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.	Student writes a fairy tale. Student writes the story in sequential order with a lead and ending, and may include some details, action, dialogue, and emotions. **Evidence may include:** Writing samples throughout unit Student meets some of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.	Student consistently writes a fairy tale. Student writes the story bit by bit including details, action, dialogue, and emotions as well as a strong lead and ending. **Evidence may include:** Writing samples throughout the unit Student meets all or almost all of the third grade criteria on the structure and development section on the 3rd grade narrative writing rubric.

Math Grade 3: Statement #1:

Fluently multiplies within 100.

Semester	1	2	3
1	Fact Fluency Level 1 and 2 (0-39 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (40-71 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (72 out of 80 in 4 min)
2	Fact Fluency Level 1 and 2 (0-39 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (40-71 out of 80 in 4 min)	Fact Fluency Level 1 and 2 (72 out of 80 in 4 min)

Math Grade 3: Statement #2:

Applies place value strategies to add/subtract within 10,000.

Semester	1	2	3
1	Student shows limited success or unable to use place value strategies to add/subtract within 10,000 **Evidence may include:** Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments	Student shows partial success when using place value strategies to add/subtract within 10,000 **Evidence may include:** Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments	Student successfully uses place value strategies to add/subtract within 10,000 **Evidence may include:** Addition/Subtraction Stoplight Assessment, and Fall and Mid Year Benchmark, in addition to supplemental classroom assessments
2	N/A	N/A	N/A

Math Grade 3: Statement #3:

Solves single and multi-step real-life word problems

Semester	1	2	3
1	Student shows limited success with solving single and multi-step word problems **Evidence may include:** Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments	Student shows partial success with solving single and multi-step word problems **Evidence may include:** Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments	Student is able to successfully solve single and multi-step word problems **Evidence may include:** Fall Problem Solving assessment, Fall and Mid Year Benchmarks, as well as unit assessments, in addition to supplemental classroom assessments
2	Student shows limited success with solving single and multi-step word problems **Evidence may include:** Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments	Student shows partial success with solving single and multi-step word problems **Evidence may include:** Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments	Student is able to successfully solve single and multi-step word problems **Evidence may include:** Spring Problem Solving Benchmark Assessment, End of Year Assessments, in addition to supplemental classroom assessments

Math Grade 3: Statement #4:

Calculates Perimeter of Polygons

Semester	1	2	3
1	Student is not yet able to, or shows limited success when calculating the perimeter of polygons. **Evidence may include:** Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments	Student shows partial success when calculating the perimeter of polygons. **Evidence may include:** Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments	Student is able to calculate the perimeter of polygons successfully. **Evidence may include:** Fall and Mid Year Benchmark assessment problems, the Addition and Subtraction Stoplight, in addition to supplemental classroom assessments
2	N/A	N/A	N/A

Math Grade 3: Statement #5:

Models the meaning of operations using equal groups, arrays, area models, number lines, and number models.

Semester	1	2	3
1	Student has shown limited success when modeling the meaning of multiplication **Evidence may include:** Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments	Student has shown partial success when modeling the meaning of multiplication **Evidence may include:** Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments	Student is able to model the meaning of multiplication **Evidence may include:** Stoplight assessment, Mid Year Benchmark in addition to supplemental classroom assessments
2	Student has shown limited success when modeling the meaning of multiplication and/or division **Evidence may include:** Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments	Student has shown partial success when modeling the meaning of multiplication and/or division **Evidence may include:** Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments	Student is able to model the meaning of multiplication and division **Evidence may include:** Stoplight assessment, End of Year Benchmark assessment, in addition to supplemental classroom assessments

Math Grade 3: Statement #6:

Identifies and describes various polygon attributes.

Semester	1	2	3
1	Student is not yet able to, or shows limited success when identifying and describing polygon attributes. **Evidence may include:** Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments	Student shows partial success when identifying and describing polygon attributes. **Evidence may include:** Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments	Student is able to identify and describe polygon attributes successfully. **Evidence may include:** Fall and Mid Year Benchmark Assessment, the Geometry Stoplight, in addition to supplemental classroom assessments
2	N/A	N/A	N/A

Math Grade 3: Statement #7:

Recognizes and represents fractions (meaning of numerator and denominator) as a part of a whole through number lines and shapes.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able to, or shows limited success when recognizing and representing fractions using number lines and shapes. **Evidence may include:** End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student shows partial success when recognizing and representing fractions using number lines and shapes. **Evidence may include:** End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student is able to successfully recognize and represent fractions using number lines and shapes. **Evidence may include:** End of Year Benchmark Assessment, in addition to supplemental classroom assessments

Math Grade 3: Statement #8:

Able to identify area of rectangular figures in a variety of ways (arrays, counting unit squares, using LxW formula).

Semester	1	2	3
1	Student is not yet able to, or shows limited success when identifying the area of rectangular figures. **Evidence may include:** Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments	Student shows partial success when identifying the area of rectangular figures. **Evidence may include:** Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments	Student is able to identify the area of rectangular figures with success. **Evidence may include:** Mid Year Benchmark Assessment, the Multiplication Stoplight, in addition to supplemental classroom assessments
2	N/A	NA	N/A

Math Grade 3: Statement #9:

Draws and interprets a scaled graph using given and/or self-collected data.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student is not yet able to, or shows limited success when drawing or interpreting a graph using a set of data. **Evidence may include:** Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student shows partial success when drawing or interpreting a graph using a set of data. **Evidence may include:** Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments	Student is able to successfully draw or interpret a graph using a set of data. **Evidence may include:** Graphing Stoplight Assessment, End of Year Benchmark Assessment, in addition to supplemental classroom assessments

Math Grade 3: Statement #10:

Tells and writes time to the nearest minute and solves word problems with elapsed time.

Semester	1	2	3
1	N/A	N/A	N/A
2	Student shows limited success, or not yet able to tell, write, and find elapsed time. **Evidence may include:** Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments	Student shows partial success when either telling, writing, and finding elapsed time. **Evidence may include:** Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments	Student is able to tell, write, and find elapsed time to the nearest minute successfully. **Evidence may include:** Time and Money Stoplight Assessment, and EOY Benchmark Assessment, in addition to supplemental classroom assessments

Science: Grade 3: Statement #1:

Designs original solutions or evaluates existing solutions to a specific problem.

Semester	1	2	3
1	The student is not yet able to or shows limited success when designing original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.	The shows partial success when designing original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.	The student is successfully able to design original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice and observation of students' participation during classroom experiences.
2	The student is not yet able to or shows limited success when designing original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.	The shows partial success when designing original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice, and observation of students' participation during classroom experiences.	The student is successfully able to design original solutions or evaluating solutions to problems. **Evidence may include:** Unit Performance Task, Engineering Practice and observation of students' participation during classroom experiences.

Science: Grade 3: Statement #2:

Plans and carries out investigations that control variables and provides evidence to support explanations.

Semester	1	2	3
1	The student is not yet able or shows limited success when planning and carrying out investigations and providing evidence to support explanations. **Evidence may include:** Investigation Unit Task and observation of students' participation during classroom experiences.	The shows partial success when planning and carrying out investigations and providing evidence to support explanations. **Evidence Includes:** Investigation Unit Task and observation of students' participation during classroom experiences.	The student is successfully able to plan and carry out investigations and providing evidence to support explanations. **Evidence may include:** Investigation Unit Task and observation of students' participation during classroom experiences.
2	The student is not yet able or shows limited success when planning and carrying out investigations and providing evidence to support explanations. **Evidence may include:** Investigation Unit Task and observation of students' participation during classroom experiences.	The shows partial success when planning and carrying out investigations and providing evidence to support explanations. **Evidence may include:** Investigation Unit Task and observation of students' participation during classroom experiences.	The student is successfully able to plan and carry out investigations and providing evidence to support explanations. **Evidence may include:** Investigation Unit Task and observation of students' participation during classroom experiences.

Science: Grade 3: Statement #3:

Identifies patterns in weather and uses them to predict future weather and describe a region's climate.

Semester	1	2	3
1	Student is not yet able, or shows limited success when identifying patterns in weather to predict or describe the climate. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	Student shows partial success when identifying patterns in weather to predict or describe the climate. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	Student is able to identify patterns in weather to predict or describe climate successfully. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.
2	Not Assessed	Not Assessed	Not Assessed

Science: Grade 3: Statement #4:

Recognizes that organisms have many different methods for survival and are found in environments that best meet those needs.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	The student is not yet able or shows limited success when recognizing organisms' methods of survival and environmental needs. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	The shows partial success when recognizing organisms' methods of survival and environmental needs. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	The student is successfully able to recognize organisms' methods of survival and environmental needs. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.

Science: Grade 3: Statement #5:

Identifies basic forces and how they influence motion.

Semester	1	2	3
1	Not Assessed	Not Assessed	Not Assessed
2	The student is not yet able or shows limited success when identifying basic forces and how they influence motion. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	The shows partial success when identifying basic forces and how they influence motion. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.	The student is successfully able to identify basic forces and how they influence motion. **Evidence may include:** Unit Performance Task and observation of students' participation during classroom experiences.