



## Elementary Report Card Grading Benchmarks – Grade 3

### Language Arts - Reading

1. Reading: Reads fluently and accurately to support comprehension.

1	2	3	4
The student is unable or rarely able to read fluently and accurately to support comprehension in an independent book.	The student can sometimes, but is not consistently able to, read fluently and accurately to support comprehension in an independent book.	The student consistently meets grade-level expectations when reading fluently and accurately to support comprehension in an independent book.	The student consistently exceeds grade-level expectations when reading fluently and accurately to support comprehension in an independent book.

2. Reading: Asks and answers questions and refers explicitly to the text for a basis of answering questions.

1	2	3	4
The student is unable or rarely able to demonstrate understanding by using evidence to support reasoning.	The student can sometimes, but is not consistently able to, demonstrate understanding by using evidence to support reasoning in a grade-level text.  OR  The student consistently demonstrates understanding by	The student consistently meets grade-level expectations by asking and answering questions and referring explicitly to the text for a basis of answering questions when reading independently.	The student consistently exceeds grade-level expectations when asking and answering questions about a text, referring to details and examples in a text, explaining what the text says explicitly, and drawing inferences from the text when reading independently.

	using evidence to support reasoning when working in a below-level text.		
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3. Reading: Recounts stories and determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.

1	2	3	4
The student is unable or rarely able to recount stories and determine the central message, moral, or lesson and explain how it is conveyed through key details.	<p>The student can sometimes, but is not consistently able to, recount stories and determine the central message, moral, or lesson and explain how it is conveyed through key details in a grade-level text.</p> <p>OR</p> <p>The student consistently is able to recount stories and determine the central message, moral, or lesson and explain how it is conveyed through key details in a below-level text.</p>	The student consistently meets grade-level expectations by recounting stories and determining the central message, moral, or lesson and by explaining how it is conveyed through key details in the text when reading independently.	The student consistently exceeds grade-level expectations by identifying the theme of a story, drama, or poem from details in the text when reading independently.

4. Reading: Describes characters in a story, including their traits/motivations/feelings, and explains how their actions contribute to the sequence of events.

1	2	3	4
The student is unable or rarely able to compare and contrast key details, important points, themes,	The student can sometimes, but is not consistently able to, describe characters in a story, including	The student consistently meets grade-level expectations by describing characters in a story,	The student consistently exceeds grade-level expectations by describing in depth a character,

settings, and plots.	<p>their traits, motivations, and feelings, and explain how their actions contribute to the sequence of events in a grade-level text.</p> <p>OR</p> <p>The student consistently describes characters in a story, including their traits, motivations, and feelings, and explains how their actions contribute to the sequence of events when working in a below-level text.</p>	including their traits, motivations, and feelings, and explains how their actions contribute to the sequence of events when reading independently.	setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) when reading independently.
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5. Reading: Compares and contrasts the themes, settings, plots (fiction) and most important points and key details (nonfiction) in similar/paired texts.

1	2	3	4
The student is unable or rarely able to compare and contrast key details, important points, themes, settings, and plots.	<p>The student can sometimes, but is not consistently able to, compare and contrast the themes, settings, plots (fiction) and most important points and key details (nonfiction) in a grade-level text.</p> <p>OR</p> <p>The student consistently compare and contrast the themes, settings, plots (fiction) and most important points and key details (nonfiction) when working in a below-level</p>	The student consistently meets grade-level expectations by comparing and contrasting the themes, settings, plots (fiction) and most important points and key details (nonfiction) when reading independently.	The student consistently exceeds grade-level expectations and is able to compare and contrast the treatment of similar themes (fiction), topics (nonfiction), and patterns of events in texts read independently.

	text.		
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6. Reading: Distinguishes the main idea of a text, recounts the key details, and explains how they support the main idea.

1	2	3	4
The student is unable or rarely able to distinguish the main idea of a text, recount the key details, and explain how they support the main idea.	<p>The student can sometimes, but is not consistently able to, distinguish the main idea of a text, recount the key details, and explain how they support the main idea when reading independently in grade-level text.</p> <p>OR</p> <p>The student consistently is able to distinguish the main idea of a text, recount the key details, and explain how they support the main idea when reading independently in a below-level text.</p>	The student consistently distinguishes the main idea of a text, recounts the key details, and explains how they support the main idea when reading independently in grade-level texts.	The student consistently distinguishes the main idea of a text, recounts the key details, and explains how they support the main idea when reading independently in above-grade level texts.

7. Reading: Demonstrates ability to use text features to locate information to support reading comprehension.

1	2	3	4
The student is unable or rarely able to demonstrate ability to use text features to locate information to support reading comprehension.	The student can sometimes, but is not consistently able to, demonstrate ability to use text features to locate information to support reading comprehension in a grade-level text.	The student consistently meets grade-level expectations when demonstrating ability to use text features to locate information to support reading comprehension in independent texts.	The student consistently exceeds grade-level expectations when demonstrating ability to use text features to locate information to support reading comprehension in independent texts.

	<p>OR</p> <p>The student consistently is able to demonstrate ability to use text features to locate information to support reading comprehension in a below-level text.</p>		
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8. Reading: Determines the meaning of unknown or multiple-meaning words and phrases.

1	2	3	4
<p>The student is unable or rarely able to determine the meaning of unknown or multiple-meaning words and phrases.</p>	<p>The student can sometimes, but is not consistently able to, determine the meaning of unknown or multiple-meaning words and phrases in a grade-level text.</p> <p>OR</p> <p>The student consistently is able to determine the meaning of unknown words or multiple-meaning words or phrases when working in a below-level text.</p>	<p>The student consistently meets grade-level expectations by determining the meaning of unknown or multiple-meaning words and phrases when reading independently.</p>	<p>The student consistently exceeds grade-level expectations by determining the meaning of unknown or multiple-meaning words and phrases when reading independently.</p>

9. Reading: Knows and applies grade level phonics and word analysis skills in decoding words.

1	2	3	4
<p>The student is unable or rarely able to apply grade-level phonics and word analysis skills in decoding words.</p>	<p>The student can sometimes, but is not consistently able to, know and apply grade level phonics and word analysis skills in decoding</p>	<p>The student consistently knows and applies grade-level phonics and word analysis skills in decoding words.</p>	<p>The student consistently knows and applies above grade-level phonics and word analysis skills in decoding words.</p>

	grade-level words.		
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**Language Arts – Writing**

10. Writing: Writes opinion pieces supporting a point of view with reasoning.

1	2	3	4
The student is unable or rarely able to write opinion pieces supporting a point of view with reasoning.	The student can sometimes, but is not consistently able to, write opinion pieces supporting a point of view with reasoning.	The student consistently meets grade-level expectations when writing opinion pieces supporting a point of view with reasoning.	The student consistently exceeds grade-level expectations when writing opinion pieces supporting a point of view with reasoning.

11. Writing: Writes informative and/or explanatory texts to examine a topic.

1	2	3	4
The student is unable or rarely able to write informative or explanatory texts to examine a topic.	The student can sometimes, but is not consistently able to, write informative or explanatory texts to examine a topic.	The student consistently meets grade-level expectations when writing informative or explanatory texts to examine a topic.	The student consistently exceeds grade-level expectations when writing informative or explanatory texts to examine a topic.

12. Writing: Writes narratives using descriptive details and a clear sequence of events.

1	2	3	4
The student is unable or rarely able to write narratives using descriptive details and a clear sequence of events.	The student can sometimes, but is not consistently able to, write narratives using descriptive details and a clear sequence of events.	The student consistently meets grade-level expectations when writing narratives using descriptive details and a clear sequence of events.	The student consistently exceeds grade-level expectations when writing narratives using descriptive details and a clear sequence of events.

13. Writing: Uses experience or conducts short research to gather ideas for writing.

1	2	3	4
The student is unable or rarely able to use experience or conduct short research to gather ideas for writing.	The student can sometimes, but is not consistently able to, use experience or conduct short research to gather ideas for writing.	The student consistently meets grade-level expectations by using experience or conducting short research to gather ideas for writing.	The student consistently exceeds grade-level expectations by using experience or conducting short research to gather ideas for writing.

14. Writing: Develops and organizes writing that is clear and coherent.

1	2	3	4
The student is unable or rarely able to develop and organize writing that is clear and coherent.	The student can sometimes, but is not consistently able to, develop and organize writing that is clear and coherent.	The student consistently meets grade-level expectations by developing and organizing writing that is clear and coherent.	The student consistently exceeds grade-level expectations by developing and organizing writing that is clear and coherent.

15. Writing: Strengthens writing by planning, revising, and editing.

1	2	3	4
The student is unable or rarely able to strengthen writing by planning, revising, and editing.	The student can sometimes, but is not consistently able to, strengthen writing by planning, revising, and editing.	The student consistently meets grade-level expectations when strengthening writing by planning, revising, and editing.	The student consistently exceeds grade-level expectations when strengthening writing by planning, revising, and editing.

16. Writing: Produces writing in which the development and organization are appropriate to the task.

1	2	3	4
The student is unable or rarely able to produce writing in which the development and organization are appropriate to the task.	The student can sometimes, but is not consistently able to, produce writing in which the development and organization are appropriate to the task.	The student consistently meets grade-level expectations by producing writing in which the development and organization are appropriate to the task.	The student consistently exceeds grade-level expectations by producing writing in which the development and organization are appropriate to the task.

17. Writing: Applies spelling patterns and uses grade-level words in authentic written work.

1	2	3	4
The student is unable or rarely able to learn and apply spelling patterns and use grade-level words in authentic written work.	The student can sometimes, but is not consistently able to, apply spelling patterns and use grade-level words in authentic written work.	The student consistently meets grade-level expectations when applying spelling patterns and using grade-level words in authentic written work.	The student consistently exceeds grade-level expectations when applying spelling patterns and using above grade-level words in authentic written work.

18. Writing: Demonstrates command of grammar and usage.

1	2	3	4
The student is unable or rarely able to demonstrate command of grammar, usage, capitalization, and punctuation.	The student can sometimes, but is not consistently able to, demonstrate command of grammar and usage in writing.	The student consistently meets grade-level expectations when demonstrating command of grammar and usage.	The student consistently exceeds grade-level expectations when demonstrating command of grammar and usage.

19. Writing: Demonstrates command of capitalization and punctuation.

1	2	3	4



<p>The student is unable or rarely able to demonstrate command of capitalization and punctuation.</p>	<p>The student can sometimes, but is not consistently able to, demonstrate command of capitalization and punctuation.</p>	<p>The student consistently meets grade-level expectations when demonstrating command of capitalization and punctuation.</p>	<p>The student consistently exceeds grade-level expectations when demonstrating command of capitalization and punctuation.</p>
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