

3.NBT.A.1- I can understand place value up to the hundred thousands.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Student demonstrates knowledge beyond what is taught.	Reassess as needed	Reassess as needed	Reassess as needed
3	Independently student can understand place value up to the hundred thousands.			
2	With help, student can understand place value up to the hundred thousands.			
1	Even with help, student is unable to understand place value up to the hundred thousands.			

3.NBT.2 I can add and subtract using appropriate strategies.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Student demonstrates knowledge beyond that which is taught.	Student demonstrates knowledge beyond that which is taught.	Reassess as needed	Reassess as needed
3	Independently, student can add and subtract within 1000.	Independently, student can add and subtract within 1000.		
2	With help, student can add and subtract within 1000.	With help, student can add and subtract within 1000.		
1	Even with help, student is unable to add and subtract within 1000.	Even with help, student is unable to add and subtract within 1000.		

3.0AD.8 I can apply critical thinking strategies to solve word problems.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.
3	Independently, student can apply problem solving strategies.			
2	With help, student can apply problem solving strategies.	With help, student can apply problem solving strategies.	With help, student can apply problem solving strategies.	With help, student can apply problem solving strategies.
1	Even with help, student is unable to apply problem solving strategies.	Even with help, student is unable to apply problem solving strategies.	Even with help, student is unable to apply problem solving strategies.	Even with help, student is unable to apply problem solving strategies.

3.0A.7 I can multiply and divide.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.
3		Independently, student can multiply factors that are taught.	Independently, student can multiply and divide within 100.	Independently, students can multiply and divide fluently within 100.
2		With manipulatives, student can multiply factors that are taught.	With manipulatives, student can multiply and divide within 100.	Students can multiply and divide within 100, but not fluently .
1		With manipulatives, student is unable to multiply factors that are taught.	With manipulatives, student is unable to multiply and divide within 100.	With manipulatives, student is unable to multiply and divide within 100.

- 4th Quarter: Fluently is defined as 100 correct facts in 5 minutes.

3.NF.1/2/3- I can understand fraction representations, fractions on a number line, equivalent fractions, and fraction comparisons.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Student can apply fraction knowledge beyond what has been taught.	Student can apply fraction knowledge beyond what has been taught.
3			Independently, student can understand fractions.	Independently, student can understand fractions.
2			With help, student can understand fractions.	With help, student can understand fractions.
1			Even with help, student cannot understand fractions.	Even with help, student cannot understand fractions.

3.MD.8 I can calculate perimeter by using appropriate strategies.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Student demonstrates knowledge beyond that which is taught.	Student demonstrates knowledge beyond that which is taught.
3			Independently, student can solve problems involving perimeters of a polygon.	Independently, student can solve problems involving perimeters of a polygon.
2			With help, student can solve problems involving the perimeter of a polygon.	With help, student can solve problems involving the perimeter of a polygon.
1			Even with help, student is unable to solve problems involving the perimeter of a polygon.	Even with help, student is unable to solve problems involving the perimeter of a polygon.

3.MD.5/6- I can calculate area in square units by using appropriate strategies.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Student demonstrates knowledge beyond that which is taught.	Student demonstrates knowledge beyond that which is taught.
3			Independently, student can solve problems involving area of a polygon.	Independently, student can solve problems involving area of a polygon.
2			With help, student can solve problems involving the area of a polygon.	With help, student can solve problems involving the area of a polygon.
1			Even with help, student is unable to solve problems involving the area of a polygon.	Even with help, student is unable to solve problems involving the area of a polygon.

3.MD.1 I can tell time to the nearest minute and solve problems involving elapsed time.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Student demonstrates knowledge beyond that which was taught.	Student demonstrates knowledge beyond that which was taught.
3			Student can tell time to the nearest minute and solve problems involving elapsed time independently.	Student can tell time to the nearest minute and solve problems involving elapsed time independently.
2			With help, student can tell time to the nearest minute and/or solve problems involving elapsed time.	With help, student can tell time to the nearest minute and/or solve problems involving elapsed time.
1			Even with help, student is unable to tell time to the nearest minute or solve problems involving elapsed time.	Even with help, student is unable to tell time to the nearest minute or solve problems involving elapsed time.

3.G.1- I can recognize quadrilaterals and their attributes.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Not formally assessed	Student can reason beyond what is taught.
3				Independently, student can categorize shapes and their attributes.
2				With help, student can categorize shapes and their attributes.
1				Even with help, student is unable to categorize shapes and their attributes.

3.MD.3 I can interpret graphs and answer questions about the graphs.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Not formally assessed	Not formally assessed	Not formally assessed	Student demonstrates knowledge beyond that which was taught.
3				Independently, student can interpret and draw conclusions from picture graphs, bar graphs, pie charts, and lines plots.
2				With help, student can interpret and draw conclusions from picture graphs, bar graphs, pie charts, and line plots.
1				Even with help, student is unable to interpret and draw conclusions from picture graphs, bar graphs, pie charts, and line plots.

3.R.3.6- I can distinguish my own point of view from that of the narrator, author, or characters.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Independently, I can determine how the event of a text affects the point of view.	Independently, I can determine how the event of a text affects the point of view.	Independently, I can determine how the event of a text affects the point of view.	Independently, I can determine how the event of a text affects the point of view.
3	Independently, I can distinguish my own point of view from that of the narrator, author, or characters.	Independently, I can distinguish my own point of view from that of the narrator, author, or characters.	Independently, I can distinguish my own point of view from that of the narrator, author, or characters.	Independently, I can distinguish my own point of view from that of the narrator, author, or characters.
2	With help, I can distinguish my own point of view from that of the narrator, author, or characters.	With help, I can distinguish my own point of view from that of the narrator, author, or characters.	With help, I can distinguish my own point of view from that of the narrator, author, or characters.	With help, I can distinguish my own point of view from that of the narrator, author, or characters.
1	Even with help, I cannot distinguish my own point of view from that of the narrator, author, or characters.	Even with help, I cannot distinguish my own point of view from that of the narrator, author, or characters.	Even with help, I cannot distinguish my own point of view from that of the narrator, author, or characters.	Even with help, I cannot distinguish my own point of view from that of the narrator, author, or characters.

3.R.3.10- I can read and comprehend grade level text.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Independently, I can read and comprehend end of year fourth grade text.	Independently, I can read and comprehend end of year fourth grade text.	Independently, I can read and comprehend end of year fourth grade text.	Independently, I can read and comprehend end of year fourth grade text.
3	Independently, I can read and comprehend grade level text.	Independently, I can read and comprehend grade level text.	Independently, I can read and comprehend grade level text.	Independently, I can read and comprehend grade level text.
2	With help, I can read and comprehend grade level text.	With help, I can read and comprehend grade level text.	With help, I can read and comprehend grade level text.	With help, I can read and comprehend grade level text.
1	Even with help, I cannot read and comprehend grade level text.	Even with help, I cannot read and comprehend grade level text.	Even with help, I cannot read and comprehend grade level text.	Even with help, I cannot read and comprehend grade level text.

3.R.3.1&2- I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	Student demonstrates knowledge beyond what was taught.			
3	Independently, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Independently, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Independently, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Independently, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.
2	With help, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	With help, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	With help, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	With help, I can ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.
1	Even with help, I cannot ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Even with help, I cannot ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Even with help, I cannot ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.	Even with help, I cannot ask and answer questions to identify main idea or purpose and cite evidence from the text to support my answer.

3.W.3.5- I can use planning, editing, and revising skills to strengthen and publish my writing.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can use planning, editing, and revising skills to strengthen and publish my writing.	Independently, I can use planning, editing, and revising skills to strengthen and publish my writing.	Independently, I can use planning, editing, and revising skills to strengthen and publish my writing.	Independently, I can use planning, editing, and revising skills to strengthen and publish my writing.
2	With help, I can use planning, editing, and revising skills to strengthen and publish my writing.	With help, I can use planning, editing, and revising skills to strengthen and publish my writing.	With help, I can use planning, editing, and revising skills to strengthen and publish my writing.	With help, I can use planning, editing, and revising skills to strengthen and publish my writing.
1	Even with help, I cannot use planning, editing, and revising skills to strengthen and publish my writing.	Even with help, I cannot use planning, editing, and revising skills to strengthen and publish my writing.	Even with help, I cannot use planning, editing, and revising skills to strengthen and publish my writing.	Even with help, I cannot use planning, editing, and revising skills to strengthen and publish my writing.

3.W.3.1-4, 7, 8, & 10- I can use writing to communicate my ideas, opinions, and information.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Independently, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Independently, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Independently, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.
2	With help, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	With help, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	With help, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	With help, I can write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.
1	Even with help, I cannot write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Even with help, I cannot write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Even with help, I cannot write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.	Even with help, I cannot write a paragraph to a specific audience using a topic sentence, details, supporting details, and a closing sentence.

3.L.3.4- I can use grade appropriate conversational and subject specific vocabulary and phrases.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can use grade appropriate conversational and subject specific vocabulary and phrases.	Independently, I can use grade appropriate conversational and subject specific vocabulary and phrases.	Independently, I can use grade appropriate conversational and subject specific vocabulary and phrases.	Independently, I can use grade appropriate conversational and subject specific vocabulary and phrases.
2	With help, I can use grade appropriate conversational and subject specific vocabulary and phrases.	With help, I can use grade appropriate conversational and subject specific vocabulary and phrases.	With help, I can use grade appropriate conversational and subject specific vocabulary and phrases.	With help, I can use grade appropriate conversational and subject specific vocabulary and phrases.
1	Even with help, I cannot use grade appropriate conversational and subject specific vocabulary and phrases.	Even with help, I cannot use grade appropriate conversational and subject specific vocabulary and phrases.	Even with help, I cannot use grade appropriate conversational and subject specific vocabulary and phrases.	Even with help, I cannot use grade appropriate conversational and subject specific vocabulary and phrases.

3.L.3.2- I can use conventions of standard English capitalization and punctuation.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can use conventions of standard English capitalization and punctuation.	Independently, I can use conventions of standard English capitalization and punctuation.	Independently, I can use conventions of standard English capitalization and punctuation.	Independently, I can use conventions of standard English capitalization and punctuation.
2	With help, I can use conventions of standard English capitalization and punctuation.	With help, I can use conventions of standard English capitalization and punctuation.	With help, I can use conventions of standard English capitalization and punctuation.	With help, I can use conventions of standard English capitalization and punctuation.
1	Even with help, I cannot use conventions of standard English capitalization and punctuation.	Even with help, I cannot use conventions of standard English capitalization and punctuation.	Even with help, I cannot use conventions of standard English capitalization and punctuation.	Even with help, I cannot use conventions of standard English capitalization and punctuation.

3.L.3.1a-h - I can identify the parts of speech and their functions.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can identify the parts of speech and their functions.	Independently, I can identify the parts of speech and their functions.	Independently, I can identify the parts of speech and their functions.	Independently, I can identify the parts of speech and their functions.
2	With help, I can identify the parts of speech and their functions.	With help, I can identify the parts of speech and their functions.	With help, I can identify the parts of speech and their functions.	With help, I can identify the parts of speech and their functions.
1	Even with help, I cannot identify the parts of speech and their functions.	Even with help, I cannot identify the parts of speech and their functions.	Even with help, I cannot identify the parts of speech and their functions.	Even with help, I cannot identify the parts of speech and their functions.

3.L.2E/F- I can use grade appropriate spelling strategies.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
4	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.	I can show a depth of understanding beyond what was taught.
3	Independently, I can use grade appropriate spelling strategies.	Independently, I can use grade appropriate spelling strategies.	Independently, I can use grade appropriate spelling strategies.	Independently, I can use grade appropriate spelling strategies.
2	With help, I can use grade appropriate spelling strategies.	With help, I can use grade appropriate spelling strategies.	With help, I can use grade appropriate spelling strategies.	With help, I can use grade appropriate spelling strategies.
1	Even with help, I cannot use grade appropriate spelling strategies.	Even with help, I cannot use grade appropriate spelling strategies.	Even with help, I cannot use grade appropriate spelling strategies.	Even with help, I cannot use grade appropriate spelling strategies.