**Reading Literature and Informational Text**

AREA OF ASSESSMENT: Asks and answers questions to demonstrate understanding of a text

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to look back in a text to ask and answer questions with thorough and well-developed responses citing text evidence. | | |
| **3** | Student is able to look back in a text to ask and answer questions citing appropriate text evidence. | | |
| **2** | With prompting and support, student is able to look back in a text to ask and answer questions citing appropriate text evidence. | | |
| **1** | With additional prompting and support, student continues to have difficulty look back in a text to ask and answer questions citing appropriate text evidence. | | |

AREA OF ASSESSMENT: Determines the central message (theme/main idea) through key details in the text

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to compare theme/main idea, cite a minimum of 2 pieces of evidence, and develop ideas with independence, in grade level or above texts. | Student is able to consistently and independently compares theme/main idea across 2 texts, cite a minimum of 2 relevant pieces of evidence and grow and develop ideas above benchmark texts. | |
| **3** | Student is able to determine the theme/main idea with independence in grade level texts. | Student is able to determine the theme/main idea with independence, cite 2-3 pieces of evidence, and grows ideas in grade level texts | Student is able to determine the theme/main idea with independence, cite 2-3 pieces of evidence, and grows ideas across two grade level texts. |
| **2** | With prompting and support, student is able to cite 1 piece of evidence for a provided theme in grade level or below grade texts. | With prompting and support, student is able to cite 2-3 pieces of evidence for a provided theme in grade level or below grade level texts. | With prompting and support, student is able to determine the theme/main idea, cite 2-3 pieces of evidence, and grow ideas in grade level texts |
| **1** | With additional prompting and support, student continues to have difficulty when citing evidence for a provided theme in grade level or below grade level texts. | With additional prompting and support, student continues to have difficulty applying a provided theme and citing pieces of evidence in grade level or below grade level texts. | With additional prompting and support, student has difficulty determining the theme or citing evidence in grade level texts. |

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence with independence from grade level text. Student is able to describe how these qualities can change throughout a character’s journey. | Student is able to consistently and independently identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from benchmark text. Student is able to recognize and explain how these attributes can change throughout a character’s journey and discuss these changes |  |
| **3** | Student is able to identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence with independence from grade level text | Student is able to identify character(s) feelings, traits, motivations, and relationships and supports ideas by citing evidence from benchmark text with independence. Student can recognize and explain how these attributes can change throughout a character’s journey. |  |
| **2** | With prompting and support, student is able to identify character(s) feelings, traits, motivations, and relationships from grade level text. | With prompting and support, student is able to identify character(s) feelings, traits, motivations, and relationships from benchmark text with minor errors/misconceptions and with limited or brief text evidence cited. |  |
| **1** | With additional prompting and support, student continues to have difficulty identifying character(s) feelings, traits, motivations, and relationships from grade level or below grade text. | With additional prompting and support, student continues to have difficulty identifying character(s) feelings, traits, motivations, and relationships with text evidence from grade level or below grade level texts. |  |

AREA OF ASSESSMENT: Identifies characters, their motivation, traits, and how they contribute to the story

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to analyze information from nonfiction/fiction texts, grow ideas, and elaborate on them with independence using grade level texts. | Student is able to consistently and independently analyze information gathered from across nonfiction/fiction texts, grow ideas/theories, and elaborate on them using above benchmark texts. |  |
| **3** | Student is able to explain information from across nonfiction/fiction texts with independence using grade level texts. | Student is able to analyze information gathered from across nonfiction/fiction texts and grow ideas/theories with independence using grade level text. |  |
| **2** | With prompting and support, student is able to explain information gathered from across nonfiction/fiction texts using grade level or below grade level texts. | With prompting and support, student attempts to analyze information gathered from across nonfiction texts and attempts to grow ideas using grade level or below grade level texts. Ideas may be limited or include errors and/or misconceptions. |  |
| **1** | With additional prompting and support, student continues to have difficulty explaining information from across nonfiction/fiction texts using grade level or below grade level texts. | With additional prompting and support, student continues to have difficulty analyzing information from nonfiction/fiction texts using grade level or below grade level texts. Ideas may be limited or include errors. |  |

AREA OF ASSESSMENT: Draws conclusions and summarizes information gathered from nonfiction and fiction texts

**Foundational Skills**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to read at an advanced rate with accuracy, fluency, and expression to support comprehension above grade level with independence. | | |
| **3** | Student is able to read at an appropriate rate with accuracy, fluency, and expression to support comprehension while meeting grade level expectations. | | |
| **2** | With prompting and support, student is able to read grade level texts at a rate that hinders their ability to demonstrate comprehension. | | |
| **1** | With additional prompting and support, student is able to read below grade level texts at a rate that hinders their ability to demonstrate comprehension. | | |

AREA OF ASSESSMENT: Reads fluently to support comprehension of grade level text

AREA OF ASSESSMENT: Knows and applies grade level-phonics and word analysis skills in decoding words

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to identify and apply above grade level phonics skills taught to date. | | |
| **3** | Student is able to identify and apply grade level phonics skills taught to date. | | |
| **2** | With prompting and support, student is able to identify and apply grade level phonics skills taught to date. | | |
| **1** | With additional prompting and support, student is having difficulty identifying and applying grade level phonics skills taught to date. | | |

**Language and Writing**

AREA OF ASSESSMENT: Writes grade level pieces (opinion, informational, and expository pieces)

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to write an engaging introduction/conclusion, provide key details in a logical sequence, and correctly use paragraphs and transition words in writing based on the current unit of study. | | |
| **3** | Student is able to write an introduction/conclusion, provide key details in a logical sequence, and use paragraphs and transition words in writing based on the current unit of study. | | |
| **2** | With prompting and support student can write an introduction/conclusion, provide some details in a logical sequence, and attempt to use paragraphs and transition words in writing based on the current unit of study. | | |
| **1** | With additional prompting and support student continues to have difficulty writing an introduction/conclusion, providing details in a logical sequence based on the current unit of study. | | |

AREA OF ASSESSMENT: Conducts short and sustained research projects to demonstrate understanding across content areas

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to research and provide key details and examples about a topic from multiple sources with independence. Student can cite the source of the information. | |
| **3** |  | Student is able to research and provide key details to support a topic from multiple sources with independence. | |
| **2** |  | With prompting and support, student is able to research and provide some details to support a topic from sources. | |
| **1** |  | With additional prompting and support, student continues to have difficulty researching and providing some details to support a topic from one source. | |

**Conventions of Standard English**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able explain and apply above grade level grammar concepts and sentence structure taught to date. | | |
| **3** | Student is able to explain and apply grammar concepts and sentence structure taught to date. | | |
| **2** | With prompting and support, student is able to explain and apply grammar concepts and sentence structure taught to date. | | |
| **1** | With additional prompting and support, student continues to have difficulty explaining and applying grade level grammar concepts and sentence structure taught to date. | | |

AREA OF ASSESSMENT: Demonstrates command of the conventions of standard English grammar and usage

**Speaking and Listening**

AREA OF ASSESSMENT: Engages in collaborative conversations expressing their ideas and building on the ideas of others

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to participate in collaborative conversations (one-on-one, small group, and/or whole group) build on other’s ideas, explain his/her own ideas, encourage others to participate, and attentively listen with independence. | | |
| **3** | Student is able to participate in collaborative conversations (one-on-one, small group, and/or whole group) build on other’s ideas, and explain his/her own ideas, and attentively listen. | | |
| **2** | With prompting and support, student is able to participate in collaborative conversations (one-on-one, small group, and/or whole group) and explain his/her own ideas and listen. | | |
| **1** | With additional prompting and support, student continues to have difficulty engaging in collaborative conversations (one-on-one, small group, and/or whole group), explaining his/her own ideas and listening. | | |

**Numbers and Operations in Base Ten**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to apply place value concepts to add and subtract beyond 1000 and round to beyond nearest hundred with independence. | | |
| **3** | Student is able to apply place value concepts to add and subtract within 1000 and round to the nearest tens/hundreds. | | |
| **2** | With prompting and support, student is able to add and subtract within 1000 and round to nearest ten/hundreds. | | |
| **1** | With consistent prompting and support, student continues to have difficulty adding and subtracting within 1000 and rounding to the nearest ten/hundred. | | |

AREA OF ASSESSMENT: Uses place value understanding and properties of operations to perform multi-digit arithmetic

**Operations and Algebraic Thinking**

AREA OF ASSESSMENT: Solves problems involving the four operations

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to use addition and subtraction strategies to accurately solve one and multi-step problems with independence. | Student is able to use addition, subtraction, and multiplication strategies to accurately solve one and multi-step problems with independence. | Student is able to use addition, subtraction, multiplication, and division strategies to accurately solve one and multi-step problems with independence. |
| **3** | Student is able to use addition and subtraction strategies to accurately solve one and/or multi-step problems. | Student is able to use addition, subtraction, and multiplication strategies to accurately solve one and/or multi-step problems. | Student is able to use addition, subtraction, multiplication, and division strategies to accurately solve one and/or multi-step problems. |
| **2** | With prompting and support, student is able to use addition and subtraction to solve one and/or multi-step problems. | With prompting and support, student is able to use addition, subtraction, and multiplication to solve one and/or multi-step problems. | With some prompting and support, student is able to use addition, subtraction, multiplication, and division to solve one and/or multi-step problems. |
| **1** | With additional prompting and support, student continues to have difficulty using addition and subtraction to solve one and/or multi-step problems. | With additional prompting and support, student continues to have difficulty using addition, subtraction, and multiplication to solve one and/or multi-step problems. | With additional prompting and support, student continues to have difficulty using addition, subtraction, and multiplication to solve one and/or multi-step problems. |

AREA OF ASSESSMENT: Fluently multiply and divide within 100 using strategies

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| Rubric | Quarter 1 | Quarter 2 &3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to use strategies to fluently multiply within 100 with independence. | Student is able to use strategies to fluently multiply and divide within 100 with independence. |
| **3** |  | Student is able to use strategies to multiply within 100 with some fluency. | Student is able to use strategies to multiply and divide within 100 with some fluency. |
| **2** |  | With prompting and support, student attempts to use strategies to multiply within 100 with little or no fluency. | With prompting and support, student attempts to use strategies to multiply and divide within 100 with little or no fluency. |
| **1** |  | With additional prompting and support, student continues to have difficulty using strategies to multiply within 100 with little or no fluency. | With additional prompting and support, student continues to have difficulty using strategies to multiply and divide within 100 with little or no fluency. |

**Numbers and Operations in Fractions**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to represent and compare fractions with different numerators and denominators and explain the strategy. | Not assessed at this time |
| **3** |  | Student is able to show understanding that a fraction represents a part of a whole, compare two fractions with the same numerator and/or denominator (using greater than, less than, and equal to), represent whole numbers as a fraction, represent fractions on the number line. |  |
| **2** |  | With prompting and support using manipulatives, student is able to show understanding that a fraction represents a part of a whole; comparing two fractions, representing whole numbers as a fraction, attempt to represent fractions on the number line. |  |
| **1** |  | With additional prompting and support using manipulatives, student continues to have difficulty showing understanding that a fraction represents a part of a whole, comparing two fractions, representing whole numbers as a fraction, representing a fraction on the number line, and in explaining his/her thinking. |  |

AREA OF ASSESSMENT: Develops understanding of, represents, and compares fractions as part of a whole

**Measurement and Data**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able tell/write time to the nearest minute, accurately calculate elapsed time, and measure and estimate liquid volumes and masses using standard/metric units with independence. |
| **3** |  |  | With minimal support, student is able to tell/write time to the nearest minute, calculate elapsed time, and measure and estimate liquid volumes and masses using standard/metric units. |
| **2** |  |  | With prompting and support, student is able to tell/write time to the nearest minute, calculate elapsed time and measure and estimate liquid volumes and masses using standard/metric units |
| **1** |  |  | With additional prompting and support, student continues to have difficulty telling time, measuring elapsed time, and in measuring liquid volumes and masses. |

AREA OF ASSESSMENT: Solves problems involving measurement and intervals of time

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to draw conclusions from visual representations, compare and analyze data, and solve multi-step problems involving the data represented with independence. |
| **3** |  |  | With minimal support, student is able to create and analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph), and solve one-step problems using provided information. |
| **2** |  |  | With prompting and support, student is able to create and analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph). |
| **1** |  |  | With additional prompting and support, student continues to have difficulty creating and analyzing visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graphs). |

AREA OF ASSESSMENT: Represents and interprets data

AREA OF ASSESSMENT: Geometric measurement: Understands concepts of perimeter and area & relates to multiplication and addition

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to tell the difference between the perimeter and area and understand the concept of a unit square, applying it to explain the formula for area. |
| **3** |  |  | Student is able to tell the difference between perimeter and area, find the area of a figure composed of rectangles by breaking it apart and combining the areas of the rectangles, find the unknown length of a rectangle, and recognize that two rectangles can have the same perimeter and different areas or different perimeters and the same area. |
| **2** |  |  | With prompting and support and the use of visual aids student is able to tell the difference between perimeter and area, find the area of a figure composed of rectangle by breaking it apart and combining the rectangles, and find the unknown length and/or the area of a shape. |
| **1** |  |  | With additional prompting and support and the use of visual aids student continues to have difficulty telling the difference between perimeter and area, and in finding the unknown length or the area of a shape. |

**Geometry**

AREA OF ASSESSMENT: Identifies and classifies shapes based by their attributes

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to identify and categorize shapes by their common attributes and recognize that shapes can belong in multiple categories with independence and understand that some categories are part of a larger category (for example, a square is a rectangle and a rectangle is a quadrilateral.) |
| **3** |  |  | Student is able to identify and categorize shapes by their common attributes and recognize that shapes can belong in multiple categories. |
| **2** |  |  | With prompting and support, student can identify and categorize shapes by their common attributes and recognize that shapes can belong in multiple categories. |
| **1** |  |  | With additional prompting and support, student continues to have difficulty identifying and categorizing shapes by their attributes and recognizing that shapes can belong in multiple categories. |

**Science**

Based on Next Generation Science Standards (NGSS), K-4 students will develop a greater capacity for connecting knowledge across the physical, space, earth, and life sciences. Students will begin to form connections between concepts and skills while carrying out investigations and constructing explanations.

Topics of study in Grade 3 include:

* Plant and animal life cycles
* Fossils
* Habitats
* Animal adaptations
* Changes in environment
* Weather and climate
* Forces in motion
* Magnets

**Social Studies**

Based on the Connecticut Social Studies Frameworks, K-4 students will develop a greater appreciation and understanding of our school, the town of Woodstock, the state of Connecticut, and regions of the United States. The four disciplines across the grades are economics, geography, history, and civics.

Topics of study in Grade 3 include:

* Connecticut Geography
* First people in Connecticut/Woodstock
* Cities and Towns
* Important people of Connecticut/Woodstock
* Wars and Disasters
* State and Local government
* Industry