

3rd Grade Standards-Based Report Card

Behavior Levels of Proficiency
<u>M</u> eeting = The student consistently demonstrates the characteristics of a successful learner without prompting.
<u>D</u> eveloping = The student sometimes demonstrates the characteristics of a successful learner and may require some prompting.
<u>B</u> eginning = The student rarely demonstrates the characteristics of a successful learner, even with prompting.

Characteristics of a Successful Learner	Trimester		
Independence and Initiative	T1	T2	T3
Advocates for self and others			
Accepts responsibility for choices			
Exhibits curiosity			
Communication and Collaboration	T1	T2	T3
Respects classroom and school community			
Engages effectively in collaborative activities			
Contributes to a culture of acceptance			
Work Habits	T1	T2	T3
Perseveres and problem solves			
Completes assigned tasks on time and with quality			
Organizes and manages work/materials			

Academic Levels of Proficiency
<u>M</u> eeting = The student independently demonstrates an understanding of the grade-level standard and consistently applies knowledge and skills learned.
<u>D</u> eveloping = The student independently demonstrates a partial understanding of the standard and/or occasionally applies knowledge and skills learned.
<u>B</u> eginning = The student does not yet independently demonstrate an understanding of the standard.

English Language Arts Focus Standards	Trimester		
Reading: Literature & Informational Text	T1	T2	T3
Asks and answers questions using text evidence to demonstrate understanding of a text			
Recounts a story and includes the central message			
Describes characters and explains how their actions contribute to the plot			
Recounts an informational text and includes main idea and supporting details			
Compares and contrasts texts			
Writing	T1	T2	T3
Produce writing in which the development and organization are appropriate to task and purpose.			
Language	T1	T2	T3
Uses correct grammar, capitalization, and punctuation when writing			
Applies learned spelling patterns when writing			
Determines the meaning of unknown and multiple-meaning words using a range of strategies			
Speaking and Listening	T1	T2	T3

Participates in collaborative discussions, by expressing ideas clearly, asking questions, and building on others' ideas			
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Science Focus Standards	Trimester		
	1	2	3
Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.		X	
Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.			X
Obtain and combine information to describe climates in different regions of the world.	X		

Social Studies Focus Standards	Trimester		
	1	2	3
Inquiry: Generate questions and use evidence effectively to investigate and communicate understanding.	X	X	X
Civics: Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.			X
Economics: Compare the goods and services that people in the local community produce and those that are produced in other communities.			
Geography: Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.	X		
History: Explain how the diverse perspectives of people and events develop and shape communities and/or regions.		X	

Math Focus Standards	Trimester		
Interpret products of whole numbers	X		
Interpret whole-number quotients of whole numbers		X	
Use multiplication or division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem	X	X	
Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		X	
Apply properties of operations as strategies to multiply.	X		
Apply properties of operations as strategies to divide.		X	
Fluently multiply within 100, using strategies such as the relationship between multiplication and division or properties of operations.	X	X	X
Fluently divide within 100 using strategies such as the relationship between multiplication and division or properties of operations.		X	
Solve two-step word problems using the four operations and represent problems using equations and variables. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.		X	
Use place value understanding to round whole numbers to the nearest 10 or 100.	X		
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	X		
Use multiplication strategies, including the distributive property to find the area of rectangles and rectilinear figures, including through tiling and decomposition. Apply these strategies to solve real-world and mathematical problems.	X	X	X
Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		X	
Understand a fraction as a number on the number line and represent a fraction on a number line diagram			X
Understand and generate equivalent fractions using visual models and number lines. Compare fractions with the same numerator or denominator and justify comparisons using symbols and models.			X
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving time and represent the problem on a number line diagram.			X
Generate measurement data by measuring lengths and represent the data by making a line plot, where the horizontal scale is marked off in appropriate units.			X

Solve real world and mathematical problems involving perimeters of polygons			X
Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.			X

Music Focus Standards	Trimester		
	1	2	3
Creating - Revise, refine, and complete artistic work.			
Performing - Develop and refine artistic techniques and work for presentation under limited teacher's guidance			
Responding - Perceive and analyze artistic work			

Art Focus Standards	Trimester		
	1	2	3
Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.			
Create personally satisfying artwork using a variety of artistic processes and materials.			
Elaborate visual information by adding details in an artwork to enhance emerging meaning.			

STEM	T1	T2	T3
Students demonstrate creative thinking and problem-solving within a design process to create original works as a means of personal or group expression.			
(Computer science/coding standard TBD)			

PE	T1	T2	T3
Demonstrate physical competency in a variety of motor skills and movement patterns.			
Demonstrates knowledge of rules, safety, and strategies during physical activities.			
Assesses individual fitness levels through a variety of exercises.			
Demonstrates personal responsibility by following directions and staying on task during physical activities.			
Use identified procedures and safe practices during physical activities.			
Differentiate between positive and negative effects of health related actions on the body.			