

Grade 3

Reading

Reading: Foundations

1. Applies phonics and decoding strategies to determine the meaning of new words

Standard:	RF.3.3			
	1	2	3	4
Middle / End of Year	Unable to or requires teacher prompting and support to apply decoding strategies	Able to apply decoding strategies for below level reading texts.	Able to apply decoding strategies for on level reading texts (F&P Level O).	Independently and consistently applies decoding strategies for above level texts.

2. Reads grade level text with accuracy and fluency

Standard:	RF.3.2			
	1	2	3	4
Middle of Year	Using grade level text, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads grade level text accurately, smoothly, and with some expression.	Independently reads grade level text accurately, smoothly and with expression (F&P –Level O).	Independently reads above grade level text accurately, smoothly and with expression. (F&P - Level P+)
End of Year	Using grade level text, reads slowly and inaccurately with little or no expression.	With teacher prompting and support, reads grade level text accurately, smoothly, and with some expression.	Independently reads grade level text accurately, smoothly and with expression (F&P – Level P).	Independently reads above grade level text accurately, smoothly and with expression. (F&P - Level Q+)

Reading: Fiction and Informational

3. Asks and answers questions about text

Standard:	RL.3.10, RI.3.10			
	1	2	3	4
Middle of Year	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary or informational text.	Independently asks and answers questions concerning key details in a literary or informational text on grade level (F&P - Level O).	Independently asks and answers complex inferential questions and makes connections to background knowledge with on or above grade level text. (F&P - Level P+)
End of Year	Little or no understanding of what has been read. Unable to ask or answer questions concerning key details in a text.	Requires teacher prompting and support to ask or answer questions concerning key details in a literary or informational text.	Independently asks and answers questions concerning key details in a literary or informational text on grade level (F&P - Level P).	Independently asks and answers complex inferential questions and makes connections to background knowledge with on or above grade level text. (F&P - Level Q+)

4. Applies reading comprehension strategies

Standard:	RI.3.10, RI.3.10			
	1	2	3	4
Middle of Year	Unable to apply learned reading strategies.	Requires teacher prompting and support to apply learned reading strategies.	Consistently applies learned reading strategies to a variety of texts on grade level (F&P Level O).	Consistently applies learned reading strategies to a variety of texts, including texts above grade level. (F&P - Level P+)
End of Year	Unable to apply learned reading strategies.	Requires teacher prompting and support to apply learned reading strategies.	Consistently applies learned reading strategies to a variety of texts on grade level (F&P - Level P).	Consistently applies learned reading strategies to a variety of texts, including texts above grade level. (F&P - Level Q+)

5. Retells familiar stories

Standard:	RL.3.2			
	1	2	3	4
Middle of Year	Little or no understanding of story structure; limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of stories.	Independently retells texts and describes the overall structure of stories including the beginning, middle and end, on grade level (F&P – Level O).	Independently retells texts and describes the overall structure of stories, including the beginning, middle and end, using above grade level texts. (F&P - Level P+)
End of Year	Little or no understanding of story structure; limited or no ability to recount stories.	Requires teacher prompting and support to recount stories and describe the overall structure of stories.	Independently retells texts and describes the overall structure of stories including the beginning, middle and end, on grade level (F&P – Level P).	Independently retells texts and describes the overall structure of stories, including the beginning, middle and end, using above grade level texts. (F&P - Level Q+)

6. Retells details from non-fiction

Standard:	RI.3.2			
	1	2	3	4
Middle of Year	Unable or rarely able to retell major details from a text.	With teacher prompting and support, retells major details from a text.	Consistently retells major details from a text.	Consistently retells major details from a text and organizes them by heading/topic.
End of Year	Unable or rarely able to retell major details from a text.	With teacher prompting and support, retells major details from a text.	Consistently retells major details from a text.	Consistently retells major details from a text and organizes them by heading/topic.

7. Identifies the main idea and/or theme of a text

Standard:	RL.3.2, RI.3.2			
	1	2	3	4
Middle of Year	Unable to identify main idea of text.	With teacher prompting and support, identifies the main idea of text.	Independently identifies the main topic and focus of specific paragraphs within a text on grade level (F&P – Level O).	Independently identifies the main topic and focus of specific paragraphs within a text and supplies supporting details. (F&P – Level P+)
End of Year	Unable to identify main idea of text.	With teacher prompting and support, identifies the main idea of text.	Independently identifies the main topic and focus of specific paragraphs within a text on grade level (F&P – Level P).	Independently identifies the main topic and focus of specific paragraphs within a text and supplies supporting details. (F&P – Level Q+)

8. Describes the relationship between characters and sequence of events

Standard:	RL.3.3			
	1	2	3	4
Middle of Year	Unable to describe the relationship between characters' actions and sequence of events.	With teacher prompting and support, describes the relationship between characters' actions and sequence of events; may only be able to apply to lower level texts.	Describes the relationship between characters' actions and sequence of events with an on grade level text (F&P – Level O).	Independently describes the relationship between characters' actions and sequence of events in above grade level texts. Makes inferences or uses higher level thinking when describing the relationship. (F&P – Level P+)
End of Year	Unable to describe the relationship between characters' actions and sequence of events.	With teacher prompting and support, describes the relationship between characters' actions and sequence of events; may only be able to apply to lower level texts.	Describes the relationship between characters' actions and sequence of events with an on grade level text (F&P – Level P).	Independently describes the relationship between characters' actions and sequence of events in above grade level texts. Makes inferences or uses higher level thinking when describing the relationship. (F&P – Level Q+)

**9. Knows and uses non-fiction text features (heading, captions, etc)
and genre specific vocabulary (chapter, stanza, etc)**

Standard:	RL.3.5, RI.3.5			
	1	2	3	4
Middle/End of Year	Can identify some non-fiction features and genre specific vocabulary.	Can identify most non-fiction features and genre specific vocabulary.	Can identify most non-fiction features and genre specific vocabulary and begins to explain how they can be used.	Can identify most non-fiction features and genre specific vocabulary, can explain how they can be used and begin

10. Uses parts of speech correctly (nouns, verbs, adjectives)

Standard:	L.3.1			
	1	2	3	4
Middle/End of Year	Unable to use parts of speech correctly in writing.	With teacher prompting and support, uses parts of speech correctly in writing.	Independently uses parts of speech correctly in writing. Occasional errors may occur.	Consistently and independently uses parts of speech correctly in writing. Rarely makes errors.

11. Compares and contrasts story elements and key details in a text

Standard:	RL.3.9, RI.3.9			
	1	2	3	4
Middle of Year	Unable or rarely able to compare or contrast story elements and key details in a text.	Requires teacher prompting and support to compare and contrast story elements and key details in a text.	Independently compares and contrasts story elements and key details in a grade level text (F&P Level O).	Independently compares and contrasts story elements and key details in a text in an above grade level text. (F&P – Level P+)
End of Year	Unable or rarely able to compare or contrast story elements and key details in a text.	Requires teacher prompting and support to compare and contrast story elements and key details in a text.	Independently compares and contrasts story elements and key details in a grade level text (F&P – Level P).	Independently compares and contrasts story elements and key details in a text in an above grade level text. (F&P – Level Q+)

Writing

1. Understands and applies the narrative text structure

Standard:	W.4.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

2. Understands and applies informational text structure

Standard:	W.4.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

3. Understands and applies the opinion text structure

Standard:	W.4.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a higher level.

4. **Introduction:** Can write a topic sentence to introduces writing

Standard:	W.3.1, W.3.2, W.3.3			
	1	2	3	4
Middle/End of Year	Does not use an opening in writing.	With teacher prompting and support, uses an opening in writing.	Consistently uses an opening in writing.	Uses an effective opening in writing

5. **Craft:** Can write two or more details that supports a topic or describe a character

Standard:	W.3.4, W.3.10			
	1	2	3	4
Middle/End of Year	Unable to provide details to support a topic, describe a character, or details do not match topic.	With teacher prompting and support, provides details that support a topic or describes a character.	Independently able to provide details that supports a topic or describes a character.	Independently able to provide well developed and effective details that supports a topic or describes a character.

6. Transitions: Uses transition words to show order

Standard:	W.3.1, W.3.2, W.3.3			
	1	2	3	4
Middle/End of Year	Does not use transition words in writing pieces	With teacher prompting and support, can use transition words in writing.	Independently uses transition words appropriately in writing.	Independently uses higher level transition words appropriately and effectively in writing.

7. Structure: Can write in a sequential order

Standard:	W.3.3			
	1	2	3	4
Middle/End of Year	Lacks beginning, middle, and end.	Attempts to write a beginning, middle and end with help from the teacher	Creates a beginning, middle, and end independently	Strong beginning, middle, and end independently

8. Conclusion: Can write a conclusion that provides closure

Standard:	W.3.1, W.3.2, W.3.3			
	1	2	3	4
Middle/End of Year	Does not use a conclusion when writing	With teacher prompting and support, uses a conclusion when writing	Consistently uses a conclusion when writing	Uses an effective conclusion when writing

9. Conventions: Edits and improves writing

Standard:	W.4.5			
	1	2	3	4
Middle/End of Year	With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit or revise writing	Requires teacher prompting and support to edit and revise. Unable to peer edit.	Begins to edit and revise own work. Can contribute to peer editing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers.

Language

10. Writes complete simple and compound sentences

Standard:	L.3.1.I			
	1	2	3	4
Middle/End of Year	Unable to write simple or compound sentences.	With teacher prompting and support, can produce simple sentences.	Independently produces simple sentences.	Independently produces both simple and compound sentences.

11. Capitalizes words as needed

Standard:	L.3.2.A			
	1	2	3	4
Middle/End of Year	Unable to capitalize words as needed.	Capitalizes some words as needed.	Capitalizes most words as needed.	Consistently capitalizes all words as needed.

12. Uses punctuation correctly

Standard:	L.3.2.B, L.3.2.C, L.3.2.D			
	1	2	3	4
Middle/End of Year	Unable to use punctuation that has been taught in writing.	With teacher prompting and support, uses punctuation that has been taught in writing.	Independently uses punctuation that has been taught in writing.	Independently uses punctuation, as well as more advanced punctuation skills, that have not been taught, in writing.

13. Spells assigned words correctly

Standard:	W.3.2			
	1	2	3	4
Middle/End of Year	Unable to spell assigned words	Uses some strategies to spell assigned words correctly	Occasionally spells all assigned words correctly	Spells all assigned words correctly

14. Uses spelling patterns and rules to help spell new words

Standard:	L.3.2.E, L.3.2.F, L.3.2.G			
	1	2	3	4
Middle/End of Year	Unable to use learned spelling patterns and rules.	Uses some learned spelling patterns and rules.	Uses learned spelling patterns and rules. Occasional errors may occur.	Uses all learned spelling patterns and rules, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).

Speaking and Listening

15. Speaks clearly with appropriate volume and pace

Standard:	SL.3.4			
	1	2	3	4
Middle/End of Year	Unable to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Runs words, phrases, and sentences together without pauses. Volume/pace interferes with message.	Requires teacher prompting and support to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Uses volume/pace that interferes with message.	Independently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that is appropriate for audience. Creates engaging audio recordings of stories or poems that demonstrate fluid reading.	Consistently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that's appropriate for audience. Uses body language and facial expressions to enhance message and hold interest.

16. Actively collaborates/shares with peers in a discussion

Standard:	SL.3.1			
	1	2	3	4
Middle of Year	Unable to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (? Speaking and Listening Standards: Grade 3: 1a, 1b.)	Requires teacher prompting and support to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. () (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b)	Create question starters for students to use during or at the discussions that help students stay on topic and link their comments to the comments of other students.
End of Year	Unable to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. (? Speaking and Listening Standards: Grade 3: 1a, 1b.)	Requires teacher prompting and support to engage in a range of collaborative discussions (one-on-one, in small groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly.	Independently engages in a range of collaborative discussions (one-on-one, in small groups, and teacher led) with diverse partners on Grade 3 topics and texts, building on another's ideas and expressing their own clearly. () (?Refer to Massachusetts Curriculum Framework for ELA and Literacy,, 2011 under Speaking and Listening Standards: Grade 3: 1a, 1b)	Devise an evaluation tool to be used by a speaker and the listeners to judge how effectively they feel they collaborated within the group, listened to the presentation, and/or participated in the discussion within the group.

Math

1. Has instant recall of addition facts within 20

Standard:	2.OA.B.2			
	1	2	3	4
Middle of Year	FF Level -4	FF Level 4	FF Level 5	FF Level 5
End of Year	FF Level -4	FF Level 4	FF Level 5	FF Level 5

2. Has instant recall of subtraction facts within 20

Standard:	2.OA.B.2			
	1	2	3	4
Middle of Year	FF Level -5	FF Level 5	FF Level 7	FF Level 7
End of Year	FF Level -5	FF Level 5	FF Level 7	FF Level 7

3. Has instant recall of multiplication facts within 100

Standard:				
	1	2	3	4
Middle of Year	FF Level -6	FF Level 6	FF Level 7	FF Level +7
End of Year	FF Level -7	FF Level 7	FF Level 9	FF Level +9

Numbers and Operations in Base Ten

4. Rounds whole numbers to the nearest 10 or 100

Standard:	3.NBT.A.1			
	1	2	3	4
Middle/End of Year	Unable to round whole numbers to the nearest ten and hundred and apply rounding to estimation in problem solving situations.	Requires teacher prompting and support to round whole numbers to the nearest ten and hundred and applies rounding to estimation in problem solving situations.	Consistently and independently uses place value understanding to round whole numbers to the nearest ten and hundred and applies rounding to estimation in problem solving situations.	Meets all the criteria for a 3 and can construct viable arguments to explain answers and critique the reasoning of others.

5. Uses place value strategies to perform multi-digit arithmetic

Standard:	3.NBT.A.3,			
	1	2	3	4
Middle/End of Year	Unable to use place value techniques to solve problems involving addition and subtraction of three-digit numbers including but not limited to place value drawings, estimation, properties and the relationship between addition and subtraction.	Requires teacher prompting and support to use place value techniques to solve problems involving addition and subtraction of three-digit numbers including but not limited to place value drawings, estimation, properties and the relationship between addition and subtraction.	Consistently and independently uses place value techniques to solve problems involving addition and subtraction of three-digit numbers including but not limited to place value drawings, estimation, properties and the relationship between addition and subtraction.	Meets all the criteria for a 3 and extends their understanding of place value to arithmetic of four-digit numbers.

6. Quickly and easily adds and subtracts numbers within 1000

Standard:	3.NBT.A.2			
	1	2	3	4
Middle/End of Year	Unable to add and subtract within 1000.	Can fluently add and subtract within 1000 and is unable to communicate how the problem was solved.	Can fluently add and subtract within 1000 and is able to communicate how the problem was solved.	Can add and subtract problems greater than 1000 and is able to communicate how the problem was solved.

Operations and Algebraic Thinking

7. Solves word problems (including patterns) involving the four operations

Standard:	3.OA.D.8, 3.OA.D.9			
	1	2	3	4
Middle/End of Year	Unable to: <ul style="list-style-type: none"> ☐ Represent one and two-step word problems with equations using letters for unknowns. ☐ Solve one and two-step word problems involving all four operations. ☐ Assess reasonableness of answers using estimation and mental math ☐ Identify patterns (including those in addition and multiplication tables). ☐ Explain the rule for generating a pattern. 	Requires teacher prompting and support to do each of the following: <ul style="list-style-type: none"> ☐ Represent one and two-step word problems with equations using letters for unknowns. ☐ Solve one and two-step word problems involving all four operations. ☐ Assess reasonableness of answers using estimation and mental math ☐ Identify patterns (including those in addition and multiplication tables). ☐ Explain the rule for generating a pattern. 	Consistently and independently does each of the following: <ul style="list-style-type: none"> ☐ Represents one and two-step word problems with equations using letters for unknowns. ☐ Solves one and two-step word problems involving all four operations. ☐ Assesses reasonableness of answers using estimation and mental math ☐ Identifies patterns (including those in addition and multiplication tables). ☐ Explains the rule for generating a pattern. 	Meets the criteria for a 3 and creates two step word problems explains why the order of steps is important in solving a two step problem and develops a function rule to represent a pattern.

8. Applies properties of operations as strategies to multiply and divide

Standard:	3.OA.B.5			
	1	2	3	4
Middle/End of Year	<p>Unable to do the following: Apply the properties of operations as strategies for multiplication and division. Use the Commutative, Associative and Distributive properties of multiplication to solve problems. Understand division as an unknown –factor problem. Relates multiplication and division fact families for multiples within 100.</p>	<p>Requires teacher prompting and support to do the following: Apply the properties of operations as strategies for multiplication and division. Use the Commutative, Associative and Distributive properties of multiplication to solve problems Understand division as an unknown – factor problem. Relates multiplication and division fact families for multiples within 100.</p>	<p>Consistently and independently does the following: Applies the properties of operations as strategies for multiplication and division. Uses the Commutative, Associative and Distributive properties of multiplication to solve problems Understands division as an unknown–factor problem. Relates multiplication and division fact families for multiples within 100.</p>	<p>Extends criteria from a 3 to include fact families through 12.</p>

9. Can write and solve problems involving multiplication and division

Standard:	3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4			
	1	2	3	4
Middle/End of Year	<p>Unable to interpret, model and solve problems involving multiplication and division within 100.</p>	<p>Requires teacher prompting and support to interpret, model and solve problems involving multiplication and division within 100.</p>	<p>Consistently and independently interprets models and solves problems involving multiplication and division within 100.</p>	<p>Meets all the criteria for a 3 and selects multiple strategies to solve multiplication and division problems and is able to construct viable arguments to explain answers and critique the reasoning of others.</p>

10. Understands the strategies to multiply and divide using small groups of objects

Standard:	3.OA.A.1			
	1	2	3	4
Middle/End of Year	Unable to multiply and divide using small groups of objects	Requires teacher prompting to multiply and divide using small groups of objects	Consistently can multiply and divide using small groups of objects	Meets all the criteria of 3 and independently can multiply and divide using small groups of objects

Numbers and Operations – Fractions

11. Understands numerators and denominators and how they relate to parts and wholes

Standard:	3.NF.A.1, 3.NF.A.3.D			
	1	2	3	4
Middle/End of Year	Unable to model and interpret unit fractions and use unit fractions to build other fractions.	Requires teacher prompting and support to model and interpret unit fractions and use unit fractions to build other fractions.	Consistently and independently models and interprets unit fractions and uses unit fractions to build other fractions, including improper fractions.	Meets all the criteria for a 3 and can use models to explain the relationship between improper fractions and mixed numbers.

12. Understands a fraction as a number on the number line; represent fractions on a number line diagram

Standard:	3.NF.A.2, 3.NF.2.A, 3.NF.2.B			
	1	2	3	4
Middle/End of Year	Unable to represent fractions on a number line using equidistant unit fraction size intervals.	Requires teacher prompting and support to represent fractions on a number line using equidistant unit fraction size intervals.	Consistently and independently represents fractions on a number line using equidistant unit fraction size intervals.	Meets all the criteria for a 3 and uses a number line as a strategy for adding fractions with like denominators

13. Recognizes and generates simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explains why the fractions are equivalent, e.g., by using a visual fraction model

Standard:	3.NF.A.3, 3.NF.A.3.A, 3.NF.A.3.B, 3.NF.A.3.C			
	1	2	3	4
Middle/End of Year	Unable to use visual models to generate and explain equivalent fractions.	Requires teacher prompting and support to use visual models to generate and explain equivalent fractions.	Consistently and independently uses visual models to generate and explain equivalent fractions.	Meets all the criteria for 3 and can generate and explain equivalent fractions using equations.

14. Uses a visual fraction model to compare two fractions with the same numerator or the same denominator

Standard:	3.NF.A.3.D			
	1	2	3	4
Middle/End of Year	Unable to compare fractions with the same numerator or denominator to determine their equivalence, record the comparisons using $<$, $=$, or $>$ symbols, and justify the relationships by using visual models.	Requires teacher prompting and support to compare fractions with the same numerator or denominator to determine their equivalence, record the comparisons using $<$, $=$, or $>$ symbols, and justify the relationships by using visual models.	Consistently and independently able to compare fractions with the same numerator or denominator to determine their equivalence, record the comparisons using $<$, $=$, or $>$ symbols, and justify the relationships by using visual models.	Meets all the criteria for a 3 and can use equivalent fractions to compare fractions with unlike denominators.

Measurement and Data

15. Solves problems involving measurement and estimation of liquid volumes, and masses of objects

Standard:	3.MD.A.2			
	1	2	3	4
Middle/End of Year	<p>Unable to do each of the following: Measure and/or estimates liquid volumes, and masses of objects.</p> <p>Solve word problems involving addition and subtraction of liquid volumes, and masses of objects.</p>	<p>Requires teacher prompting and support to do each of the following: Measure and/or estimates liquid volumes, and masses of objects.</p> <p>Solve word problems involving addition and subtraction of liquid volumes, and masses of objects.</p>	<p>Consistently and independently does each of the following: Measures and/or Estimates liquid volumes, and masses of objects.</p> <p>Solves word problems involving addition and subtraction of liquid volumes, and masses of objects.</p>	<p>Selects multiple strategies to create and solve word problems, liquid volumes, and masses of objects, and justifies the strategy.</p>

16. Solves problems using area and perimeter

Standard:	3.G.A.1, 3.G.A.2, 3.MD.D.8			
	1	2	3	4
Middle of Year	Unable to solve problems involving area using additive and multiplicative techniques.	Requires teacher prompting and support to solve problems involving area using additive and multiplicative techniques.	Consistently and independently able to solve problems involving area using additive and multiplicative techniques.	Meets all the criteria for a 3 and extends understanding of area to solving problems involving area of more complex/nonrectangular shapes.
End of Year	Unable to solve real world problems involving each of the following: Finding perimeters of polygons. Finding missing side lengths when given the perimeter. Creating rectangles with the same area and different perimeters and vice versa.	Requires teacher prompting and support to solve real world problems involving each of the following: Finding perimeters of polygons. Finding missing side lengths when given the perimeter. Creating rectangles	Consistently and independently solves real world problems involving each of the following: Finding perimeters of polygons. Finding missing side lengths when given the perimeter. Creating rectangles with	Meets criteria of a 3 and when given the perimeter of a rectangle can consistently and independently determine the side lengths that will produce the maximum and minimum area and justifies their conclusions with viable arguments.

17. Generates data and uses graphs to interpret data

Standard:	3.MD.B.3, 3.MD.B.4			
	1	2	3	4
Middle / End of Year	<p>Unable to do each of the following: Draw scaled picture and bar graphs with several categories. Solve one and two step “how many” questions based on graphed data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>Requires teacher prompting and support to do each of the following: Draw scaled picture and bar graphs with several categories. Solve one and two step “how many” questions based on graphed data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>Consistently and independently does each of the following: Draws scaled picture and bar graphs with several categories. Solves one and two step “how many” questions based on graphed data. Generates measurement data by measuring lengths using rulers marked with halves, or quarters</p>	<p>Meets criteria of a 3 also can choose and justify the most appropriate method for displaying a set of data.</p>

18. Solves problems involving time intervals, and tells time to the nearest minute

Standard:	3.MD.A.1			
	1	2	3	4
Middle of Year	Unable to do each of the following: Tell time to the nearest minute. Measure and/or estimates time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	Requires teacher prompting and support to do each of the following: Tell time to the nearest minute. Measure and/or estimates time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.	Consistently and independently does each of the following: Tells time to the nearest minute. Measures and/or estimates time intervals in minutes. Solves word problems involving addition and subtraction of time intervals in minutes.	Selects multiple strategies to create and solve word problems involving time intervals and justifies the strategy.

Geometry

19. Classifies shapes by properties and attributes

Standard:	3.G.A.1			
	1	2	3	4
Middle/End of Year	Unable to classify shapes according to a variety of attributes, name different quadrilaterals and explain why some shapes are quadrilaterals and some are not.	Requires teacher prompting and support to classify shapes according to a variety of attributes, name different quadrilaterals and explain why some shapes are quadrilaterals and some are not.	Consistently and independently classifies shapes according to a variety of attributes, names different quadrilaterals and explains why some shapes are quadrilaterals and some are not.	Meets criteria for a 3 and can compare and contrast shapes using proper mathematical vocabulary.

20. Partitions shapes into equal areas

Standard:	3.G.A.2			
	1	2	3	4
Middle/End of Year	Unable to partition shapes into different areas and associate each part with a unit fraction of a whole.	Requires teachers prompting and support to partition shapes into different areas and associate each part with a unit fraction of a whole.	Consistently and independently partitions shapes into different areas and associates each part with a unit fraction of a whole.	Meets criteria of a 3 and uses fractional parts to demonstrate proportional relationships.

SCIENCE

1. Human Body: Demonstrates knowledge of concepts/vocabulary

Standard:	H.4.3			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

2. Rocks and Minerals: Demonstrates knowledge of concepts/vocabulary

Standard:	E.4.1, E.4.2, E.4.3			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

3. Simple Machines: Demonstrates knowledge of concepts/vocabulary

Standard:	G.4.4, G.4.5			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

4. Sound: Demonstrates knowledge of concepts/vocabulary

Standard:	D.4.8			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

5. Participates in investigations and applies skills such as observing, classifying, measuring, communicating

Standard:	A.4.1, A.4.2, A.4.3			
	1	2	3	4
Middle/End of Year	Does not follow a plan for the investigation. Does not always choose appropriate tools and measurements. Attempts to measure, draw, record, and discuss scientifically, but not with details.	With teacher support, student can follow a plan for the investigation and choose appropriate materials. Can measure, draw, record, and discuss scientifically with some details and accuracy.	Independently follows a plan for the investigation and chooses appropriate materials. Can independently measure, draw, record, and discuss scientifically with proper details and accuracy.	Independently and consistently follows a plan for the investigation and chooses appropriate materials. Can independently measure, draw, record, and discuss scientifically with proper details and accuracy. Able to take on leadership role to accurately direct peers and facilitate the learning of others.

Social Studies

1. Demonstrates understanding of concepts and vocabulary

Standard:	C.4.1, C.4.2, C.4.3, C.4.4, C.4.5, C.4.6			
	1	2	3	4
Middle/End of Year	Shows limited understanding of basic concepts and vocabulary	Shows some understanding of basic concepts and vocabulary through discussions, assignments, tests and /or activities	Shows understanding of basic concepts and vocabulary through discussions, assignments, tests and /or activities	Consistently uses and applies understanding of basic concepts and vocabulary through discussions, assignments, tests and /or activities

2. Uses maps and globes skills

Standard:	A.4.2			
	1	2	3	4
Middle/End of Year	Unable to identify a maps and globes	Needs teacher assistance to identify maps and globes	Independently uses maps and globes	Independently and consistently applies map skills accurately

Hawk Way: Behaviors that Support Learning: Grades K - 5

4	Consistently demonstrates age/grade appropriate behavior; assumes leadership responsibilities in the classroom and encourages and supports other classmates.
3	Consistently demonstrates age/grade appropriate social and academic behaviors; meets the expected standard without teacher reminders.
2	Inconsistently demonstrates or needs reminders to meet expectations as communicated by the teacher.
1	These behaviors are interfering with their learning and possibly the learning of others.

Shows respect to peers and adults

Shows respect for property

Accepts responsibility for his/her own actions

Works cooperatively

Uses work time wisely

Keeps hands/feet to self

Listens to and follows directions

Talks at appropriate times

Uses organizational skills

Completes and returns homework on time

Works independently

Follows school expectations (hallway, lunchroom, bathroom, playground)