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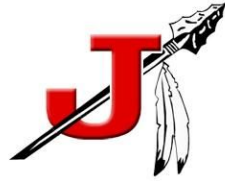
JACKSON R-II SCHOOL DISTRICT

Third Grade Standards-Based Report Card Rubrics



2017-2018

JACKSON R-II SCHOOL DISTRICT



THIRD GRADE STANDARDS-BASED REPORT CARD RUBRICS

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Third Grade English Language Arts

READING: FOUNDATIONAL SKILLS

Recognizes and reads grade-appropriate words. (RF.3.3c-d) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	1ST QUARTER: Recognizes and reads 20 or more grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	1ST QUARTER: Recognizes and reads 15-19 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	1ST QUARTER: Recognizes and reads less than 15 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d
	2ND QUARTER: Recognizes and reads 40 or more grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	2ND QUARTER: Recognizes and reads 30-39 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	2ND QUARTER: Recognizes and reads less than 30 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d
	3RD QUARTER: Recognizes and reads 60 or more grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	3RD QUARTER: Recognizes and reads 45-59 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d	3RD QUARTER: Recognizes and reads less than 45 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d
	4TH QUARTER: Recognizes and reads 80 or more grade-appropriate irregularly and regularly spelled words. RF.3.3c-d District Assessment Notes: Teachers should mark NA for this item at each mid-quarter. Students should be assessed using the Jackson R2 third grade list of high-frequency/word wall words.	4TH QUARTER: Recognizes and reads 60-79 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d District Assessment Notes: Teachers should mark NA for this item at each mid-quarter. Students should be assessed using the Jackson R2 third grade list of high-frequency/word wall words.	4TH QUARTER: Recognizes and reads less than 60 grade-appropriate irregularly and regularly spelled words. RF.3.3c-d District Assessment Notes: Teachers should mark NA for this item at each mid-quarter. Students should be assessed using the Jackson R2 third grade list of

high-frequency/word wall words.

READING: COMPREHENSION

Describes the connections between information in a text. (RI.3.3; RI.3.7; RI.3.8) **Quarter 1-4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Explains connections based on specific information within one of the following texts:</p> <ul style="list-style-type: none"> • a series of historical events • scientific ideas/concepts • steps in a technical procedure. RI.4.3 <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade four. RI.4.10</i></p>	<p>Describes MANY connections within ONE of the following:</p> <ul style="list-style-type: none"> • a series of historical events • scientific ideas • steps in a technical procedure. RI.3.3; RI.3.8 <p><i>This standard should be assessed using <u>grade-level nonfiction</u> reading text of appropriate complexity for grade three. RI.3.10</i></p>	<p>Describes SOME connections within ONE of the following:</p> <ul style="list-style-type: none"> • a series of historical events • scientific ideas • steps in a technical procedure. RI.3.3; RI.3.8 <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> • sequence • steps/procedures • cause/effect • time order / transitional words • connection compare • relationship contrast </div>	<p>Attempts to describe connections within ONE of the following:</p> <ul style="list-style-type: none"> • a series of historical events • scientific ideas • steps in a technical procedure. RI.3.3; RI.3.8

READING: COMPREHENSION

Summarizes main ideas and details. (RI.3.1; RI.3.2) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Explains how the main idea and inferences are supported by key details from the text. Part of RI.4.1, RI.4.2</p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> and reading text of appropriate complexity for grade four. RI.4.10</i></p>	<p>Summarizes main ideas and important details. RI.3.1; RI.3.2</p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade three. RI.3.10</i></p>	<p>Summarizes SOME main ideas and important details. RI.3.1; RI.3.2</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> • summarize paraphrase • main idea • central message / lesson • key details • moral • evidence • recount / retell </div>	<p>Attempts to summarize main ideas and important details. RI.3.1; RI.3.2</p>

READING: VOCABULARY

Finds the meaning of unknown words using a variety of vocabulary skills and strategies. (RI.3.4; RF.3.3a-b; L.3.4a-d) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Explains how context clues (root words, common prefixes and suffixes, homophones, antonyms, and synonyms) help infer meaning of unknown words. RI.4.4</p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade four. RI.4.10</i></p>	<p>Uses context clues (root words, common prefixes and suffixes, homophones, antonyms, and synonyms) to infer and explain meaning of unknown words. RI.3.4, RF.3.3a-b, L.3.4a-c</p> <p style="text-align: center;">AND</p> <p>Uses glossary and dictionary (with assistance) to find the meaning of unknown words. L.3.4d</p> <p><i>This standard should be assessed using grade-level <u>nonfiction</u> reading text of appropriate complexity for grade three. RI.3.10</i></p>	<p>Uses <u>SOME</u> context clues (root words, common prefixes and suffixes, homophones, antonyms, and synonyms) to infer meaning of unknown words. RI.3.4, RF.3.3a-b, L.3.4a-c</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> ● root word/base word ● antonym, synonym ● context clues ● Prefix, suffix ● explain/explanation ● clues/details ● homophones </div>	<p>Attempts to read words without using context clues to infer meaning. RI.3.4, RF.3.3a-b, L.3.4a-c</p>

READING: COMPREHENSION

Explains inferences about story elements. (RL.3.1, RL.3.2, RL.3.3) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Describes the theme of a story using details from the text. Part of RL.4.2</p> <p><i>This standard should be assessed using grade-level</i></p>	<p>Uses details from the text to explain inferences about character traits and actions, setting, problem, and solution. RL.3.3, RL.3.1</p> <p style="text-align: center;">AND</p> <p>Explains the central message, lesson, or moral of the story.</p>	<p>Uses details from the text to explain <u>SOME</u> inferences about character traits and actions, setting, problem, solution, and message/ lesson/moral. RL.3.1,3.2,3.3</p>	<p>Attempts to identify/explain character traits and actions, setting, problem, solution, and message/ lesson/moral. RL.3.1, RL.3.2, RL.3.2</p>

<p><i>fiction reading text of appropriate complexity for grade four. RL.4.10</i></p>	<p>RL.3.2 <i>This standard should be assessed using grade-level fiction reading text of appropriate complexity for grade three. RL.3.10</i></p>	<p>Essential vocabulary:</p> <ul style="list-style-type: none"> ● character traits, setting ● solution, problem, plot ● explain/explanation narrator ● drawing conclusions, infer ● prediction ● mood, theme ● perspective ● illustration ● central message/lesson/moral 	
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WRITING

<p>Writes a variety of texts. (W.3.1; W.3.2; W.3.3; W.3.4, W.3.5, W.3.10, L.3.1i; L.3.3a; L.3.6) Quarter 3-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND</p> <ul style="list-style-type: none"> ● Uses sensory words and phrases. W.4.3d ● Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.4.2b 	<ul style="list-style-type: none"> ● Has a beginning, middle, and end. W.3.1; W.3.2; W.3.3, W.3.4 ● Follows a logical order using linking and sequence words. W.3.1; W.3.2; W.3.3; W.3.4, L.3.6 ● Contains a main idea. W.3.1; W.3.2; W.3.3 ● Addresses the topic and uses relevant details and examples. W.3.1; W.3.2; W.3.3 ● Uses words that are specific, accurate, and related to the topic L.3.3a ● Uses simple, compound, and complex sentences. L.3.1i <p>District Assessment Notes: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter. Teachers should mark NA for this item at each mid-quarter.</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <ul style="list-style-type: none"> ● Has a beginning, middle, and end. W.3.1; W.3.2; W.3.3, W.3.4 ● Follows a logical order using linking and sequence words. W.3.1; W.3.2; W.3.3; W.3.4, L.3.6 ● Contains a main idea. W.3.1; W.3.2; W.3.3 ● Addresses the topic and uses relevant details and examples. W.3.1; W.3.2; W.3.3 ● Uses words that are specific, accurate, and related to the topic L.3.3a ● Uses simple, compound, and complex sentences. L.3.1i 	<p>Attempts the following:</p> <ul style="list-style-type: none"> ● Has a beginning, middle, and end. W.3.1; W.3.2; W.3.3, W.3.4 ● Follows a logical order using linking and sequence words. W.3.1; W.3.2; W.3.3; W.3.4, L.3.6 ● Contains a main idea. W.3.1; W.3.2; W.3.3 ● Addresses the topic and uses relevant details and examples. W.3.1; W.3.2; W.3.3 ● Uses words that are specific, accurate, and related to the topic L.3.3a ● Uses simple, compound, and complex sentences. L.3.1i

WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.3.1f; L.3.2a, b, e, f, g)

Quarter 2

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>2ND QUARTER: NO EXCEEDING</p>	<p>2ND QUARTER:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words. L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>District Assessment Notes: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter.</p> <p>Teachers should mark NA for this item at each mid-quarter.</p>	<p>2ND QUARTER:</p> <p>Demonstrates <u>SOME</u> of the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words. L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p>	<p>2ND QUARTER:</p> <p>Attempts the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words. L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p>

WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.3.1d, e, f; L.3.2a, b, e, f, g)

Quarter 3

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">3RD QUARTER: NO EXCEEDING</p>	<p style="text-align: center;">3RD QUARTER:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p> <p>District Assessment Notes: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter. Teachers should mark NA for this item at each mid-quarter.</p>	<p style="text-align: center;">3RD QUARTER:</p> <p>Demonstrates <u>SOME</u> of the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p>	<p style="text-align: center;">3rd QUARTER:</p> <p>Attempts the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p>

WRITING

Uses correct capitalization, punctuation, spelling, and grammar in daily work. (L.3.1d-g; L.3.2a-g) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>4TH QUARTER: DEMONSTRATES MEETING AND</p> <p>Corrects inappropriate fragments and run-ons. L.4.1f</p> <p>Uses a comma to set off the words yes and no. Part of L.5.2c</p>	<p>4TH QUARTER:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p> <p>Uses comparative and superlative adjectives and adverbs. L.3.1g</p> <p>District Assessment Notes: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized per quarter. Teachers should mark NA for this item at each mid-quarter.</p>	<p>4TH QUARTER:</p> <p>Demonstrates <u>SOME</u> of the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p> <p>Uses comparative and superlative adjectives and adverbs. L.3.1g</p>	<p>4TH QUARTER:</p> <p>Attempts the following:</p> <p>Capitalizes titles of people and media titles. L.3.2.a</p> <p>Applies the rules of common spelling and correctly spells high frequency words.L.3.2.e, f</p> <p>Consults reference materials to check for correct spelling. L.3.2.g</p> <p>Uses correct subject/verb agreement. L.3.1f</p> <p>Uses simple conjunctions. L.3.1.h</p> <p>Uses commas in addresses. L.3.2b</p> <p>Uses appropriate verb and verb tenses. L.3.1d, e</p> <p>Uses comparative and superlative adjectives and adverbs. L.3.1g</p>

Third Grade Mathematics

OPERATIONS AND ALGEBRAIC THINKING

Estimates, solves, and explains addition and subtraction problems. (3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.2) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND	Estimates, solves, and explains addition and subtraction problems. 3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.2 <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <i>Essential vocabulary:</i> <ul style="list-style-type: none"> ● estimate ● explain/explanation ● patterns ● commutative property ● associative (grouping) property ● identity property of addition ● addends ● odd/even numbers </div>	Estimates, solves, and explains <u>SOME</u> addition and subtraction problems. 3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.2	Attempts to estimate, solve, and explain addition and subtraction problems. 3.OA.8, 3.OA.9, 3.NBT.1, 3.NBT.2
Estimates, solves, and explains addition and subtraction, using the standard algorithm. 4.NBT.3, 4.NBT.4, Part of 4.OA.3			

OPERATIONS AND ALGEBRAIC THINKING

Applies properties and strategies to multiply. (3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND	Applies properties and strategies to multiply. 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9	Applies <u>SOME</u> properties and strategies to multiply. 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9	Attempts to apply properties and strategies to multiply. 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9
Finds all the factor pairs for a whole number up to 100. Part of 4.OA.4			

	<p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● <i>Multiply, product, times</i> ● <i>Factor, multiple</i> ● <i>array, equal groups</i> ● <i>repeated addition</i> ● <i>commutative property</i> ● <i>identity property</i> ● <i>zero property</i> ● <i>number sentence</i> ● <i>distributive property</i> ● <i>associative property</i> 		
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OPERATIONS AND ALGEBRAIC THINKING

<p>Uses multiplication to solve problems and describe patterns. (3.NBT.3, 3.OA.4, 3.OA.9) Quarters 2-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Solves multiplication word problems involving comparisons. Part of 4.OA.2</p>	<p>Calculates the product of any one-digit number when multiplied by a multiple of ten. 3.NBT.3</p> <p>Finds the missing whole number in multiplication problems. 3.OA.4</p> <p>Identifies and uses number patterns, expressions, and equations. 3.OA.9</p>	<p>Calculates the product of <u>SOME</u> one-digit numbers when multiplied by a multiple of ten. 3.NBT.3</p> <p>Finds <u>SOME</u> missing whole numbers in multiplication problems. 3.OA.4</p> <p>Identifies and uses <u>SOME</u> number patterns, expressions, and equations. 3.OA.9</p>	<p>Attempts to use multiplication to solve problems and describe patterns. 3.NBT.3, 3.OA.4, 3.OA.9</p> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● <i>equation</i> ● <i>product</i> ● <i>pattern</i> ● <i>array</i> ● <i>factors, multiples</i> ● <i>distributive property</i> ● <i>commutative property</i> </div>

OPERATIONS AND ALGEBRAIC THINKING

<p>Applies properties and strategies to divide. (3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8) Quarters 3-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>

<p>DEMONSTRATES MEETING AND Solves division problems with remainders. Part of 4.NBT.6</p>	<p>Applies properties and strategies to divide. 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● divide ● order of operations ● quotient, dividend, divisor ● inverse operations ● equal groups/shares/sets ● unknown number </div>	<p>Applies SOME properties and strategies to divide. 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8</p>	<p>Attempts to apply properties and strategies to divide. 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8</p>
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NUMBER AND OPERATIONS- FRACTIONS

<p>Reads, writes, and models fractions. (3.NF.1, 3.NF.2a-b, 3.NF.3c) Quarters 3-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Uses decimal notation and models to represent fractions. Part of 4.NF.6</p>	<p>Reads, writes, and models fractions. 3.NF.1, 3.NF.2a-b, 3.NF.3c</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● fractions greater than 1 ● whole equal ● eighths, fourths, halves ● thirds, sixths ● unit fractions ● numerator ● denominator </div>	<p>Reads, writes, and models SOME fractions. 3.NF.1, 3.NF.2a-b, 3.NF.3c</p>	<p>Attempts to read, write, and model fractions. 3.NF.1, 3.NF.2a-b, 3.NF.3c</p>

NUMBER AND OPERATIONS- FRACTIONS

<p>Compares and explains fractions. (3.NF.3a-b,d) Quarters 3-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES</p>	<p>Compares and explains fractions with the same</p>	<p>Compares and explains SOME fractions with the</p>	<p>Attempts to compare and explain fractions</p>

<p>MEETING AND</p> <p>Compares and explains fractions with different numerators and denominators. Part of 4.NF.2</p>	<p>numerator or denominator. 3.NF.3a-b,d</p> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none">● <i>equivalent fractions</i>● <i>compares</i>● <i><, >, =</i>● <i>numerator</i>● <i>denominator</i>● <i>unit fractions</i>● <i>sixths, thirds</i>● <i>fourths, eighths</i>● <i>equal parts</i>	<p>same numerator or denominator. 3.NF.3a-b,d</p>	<p>with the same numerator or denominator. 3.NF.3a-b,d</p>
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MEASUREMENT AND DATA

Solves problems involving measurement of time, liquid volumes, and masses of objects. (3.MD.1, 3.MD.2) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Solves problems involving conversion of measurements. 4.MD.1, 4.MD.2</p>	<p>Solves problems involving measurement of time, liquid volumes, and masses of objects. 3.MD.1, 3.MD.2</p> <div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> ● hours ● minutes ● grams ● kilograms ● liters </div>	<p>Solves <u>SOME</u> problems involving measurement of time, liquid volumes, and masses of objects. 3.MD.1, 3.MD.2</p>	<p>Attempts to solve problems involving measurement of time, liquid volumes, and masses of objects. 3.MD.1, 3.MD.2</p>

Third Grade Science

LIFE SCIENCE

Explains plant structures, life cycles, and adaptations. (3.LS3.B.1, 3. LS3.A.1, 3. LS1.B) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Compares and contrasts the life cycle of plants.</p>	<p>Explains structural adaptations and behaviors (e.g. thorns, waxy covering, etc.) 3.LS3.B.1</p> <p>Explains how changes in environment affect plant growth. 3.LS3.A.1</p> <p>Describes and sequences the stages in the life cycle of a plant. 3.LS1.B</p>	<p>Explains <u>SOME</u> plant structures, life cycles, and adaptations.</p>	<p><u>Attempts to explain and understand</u> plant structures, life cycles, and adaptations.</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Essential Vocabulary:</p> <p style="text-align: center;">Adaptations Photosynthesis Life Cycle Germination Roots Stem Flower Leaves Nutrients Thorns Environment</p> </div>

Explains animal adaptations and life cycles. (3.LS3.A.1, 3.LS1.A, 3.LS.3.C.1, 3.LS1.B) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Identifies and compares the life cycles of two animals from different groups of vertebrates.</p>	<p>Explains and understands that some characteristics of organisms are inherited and some are acquired. 3.LS3.A.1</p> <p>Understands how animals survive in their habitats. 3.LS1.A, 3.LS.3.C.1</p> <p>Compares and contrasts life cycles of different</p>	<p>Explains and understands <u>SOME</u> animal adaptations and life cycles.</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Essential Vocabulary:</p> <ul style="list-style-type: none"> • Acquired • Inherited • Adaptations • Habitat • Instinct • Life Cycle • Metamorphosis </div>	<p><u>Attempts to explain and understand</u> animal adaptations and life cycles.</p>

	animals. 3.LS1.B		
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Explains relationships in ecosystems. (3.LS3.D, 3.LS1.A, 3.LS.3.C.1) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND Understands and <u>explains</u> how organisms and their habitat depend on each other. 3.LS1.A, 3.LS.3.C.1</p> <div style="border: 1px solid red; padding: 5px;"> <p>Essential Vocabulary</p> <ul style="list-style-type: none"> • omnivore • herbivore • carnivore </div>	<p>Understands how environmental changes affect plants and animals in an ecosystem while deciding of the merit of solution to the problem. 3.LS3.D</p> <p>Understands that organisms and their habitat make up a system where the parts depend on each other. 3.LS1.A, 3.LS.3.C.1</p>	<p>Explains and understands <u>SOME</u> relationships in ecosystems.</p> <div style="border: 1px solid red; padding: 5px;"> <p>Essential Vocabulary Producers Consumers Decomposers Ecosystems Food Web Habitat</p> </div>	<p><u>Attempts to</u> explain and understand relationships in ecosystems.</p>

EARTH SCIENCE

Explains and understands weather and climate. (3.PS1.A, 3.ESS2.B, 3.ESS2.D.1, 3.ESS2.D.2) Quarters 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND Identifies correct tools to measure varying types of weather.</p>	<p>Represents weather data to describe weather conditions in a season. ESS2.D.1</p> <p>Understands the merit of solutions to problems to reduce the impacts of weather related hazards. 3.ESS3.B</p> <p>Uses information to describe climates in different regions of the world. 3.ESS2.D.2</p> <p>Predicts changes in water as a result of temperature changes. (liquid, gas, solid; evaporation, condensation). 3.PS1.A</p>	<p>Explains and understands SOME weather and climate.</p> <div style="border: 2px solid red; padding: 5px;"> <p><u>Essential Vocabulary</u> Weather Climate Condensation Evaporation Precipitation Storage Liquid Solid Gas Temperature Mild Humid Arid</p> </div>	<p><u>Attempts</u> to explain and understand weather and climate.</p>
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ENGINEERING DESIGN

<p>Uses the scientific method to design a model and conduct investigations. (3.ETS1.A, 3.ETS1.B, 3.ETS1.C) Quarter 4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND Formulates testable questions and explanations</p>	<p>Defines a simple design problem that includes what is needed for success and constraints on materials, etc. 3.ETS1.A</p> <p>Compares possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3.ETS1.B</p> <p>Plans and conducts a fair test to answer a question 3.ETS1.C</p>	<p><u>Partially</u> uses the scientific process when conducting experiments and investigations.</p> <div style="border: 2px solid red; padding: 5px;"> <p><u>Essential Vocabulary</u> Inquiry Experiment Conduct Fair Test Hypothesis</p> </div>	<p><u>Demonstrates limited</u> understanding of the scientific process.</p>

Third Grade Social Studies

GEOGRAPHY

Identifies major Missouri cities and describes Missouri regions.(3.EG.5.B.a; 3.EG.5.F.a,b; 3.EG.5.A, 3.EG.5.Ca,b) Quarters 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Compares regions in Missouri.</p>	<p>Constructs and interprets maps while locating the following cities: St. Louis, Kansas City, Springfield, Jefferson City, Columbia, and St. Joseph.</p> <p>Identifies and describes regions of Missouri.</p>	<p>Partially identifies major Missouri cities and describes Missouri regions.</p>	<p>Attempts to identify major Missouri cities and describe Missouri regions.</p>

HISTORY

Explains the sequence of Missouri settlement and statehood. (3.H.3.A.b;3.H.3.Ba, 3.H.3.F.a-c) Quarters 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">NO EXCEEDING</p>	<p>Explains the sequence of Missouri settlement and statehood.</p>	<p>Partially explains the sequence of Missouri settlement and statehood.</p>	<p>Attempts to explain the sequence of Missouri settlement and statehood.</p>

GOVERNMENT

Describes the three branches of state government. (3.PC.1.B.a-b; 3.GS.D) Quarters 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND</p> <p>Identifies and explains the three branches of the federal government.</p> <p>4.GS.2.D</p>	<p>Describes the three branches of state government.</p>	<p>Partially describes the three branches of state government.</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> • <i>enforce</i> • <i>judicial</i> • <i>executive</i> • <i>state congress</i> • <i>judge</i> • <i>legislative</i> • <i>governor</i> • <i>court</i> </div>	<p>Demonstrates limited understanding of state laws and government.</p>
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ECONOMICS

Explains basic economic concepts. (3.E.4.A.a-b,d; 3.4.E.C) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Explains the concept of savings.</p> <p>Part of 4.E.4.A.a</p>	<p>Explains basic economic concepts.</p>	<p>Partially explains basic economic concepts.</p> <div style="border: 1px solid red; padding: 5px;"> <p><u>Essential vocabulary:</u></p> <ul style="list-style-type: none"> • <i>private goods and services</i> • <i>public goods and services</i> • <i>natural resources</i> • <i>human resources</i> • <i>capital resources</i> • <i>economy</i> • <i>supply and demand</i> • <i>taxes</i> </div>	<p>Attempts to explain basic economic concepts.</p>

3rd-5th Grade Art

Uses art tools and materials. (PP1A, PP1B, PP1D, PP2A) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>Independently identifies and uses art tools and materials appropriately, without teacher demonstration.</p>	<p>Identifies and uses art tools and materials appropriately.</p>	<p>Identifies and uses art tools and materials, with assistance.</p>	<p>Attempts to identify and use art tools and materials.</p>

Follows directions and demonstrates effort. Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING</p>	<p>Follows directions and</p>	<p>Follows directions and</p>	<p>Attempts to follow</p>

AND Assists others in following directions.	demonstrates effort.	demonstrates effort sometimes.	directions and demonstrate effort.
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Creates and expresses given ideas visually. (PP3A, PP3B, PP3C) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Exceeds in interpreting and creating a piece of artwork on a given topic.	Interprets a topic and creates a piece of artwork.	Creates a piece of artwork on a given topic, with assistance.	Attempts to create artwork on a given topic.

Understands and uses elements and principles of design. (PP1A, PP1B, EP1A, EP1B, EP1C, EP1D, EP1E, EP1F, EP1G, EP2A, EP2B, EP2C, EP2D, EP2F) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Explains the elements and principles of design.	Recognizes and demonstrates understanding by appropriately using the elements & principles of design. (line, color, shape, texture, space, form, value, balance, proportion, rhythm, pattern, & contrast)	Recognizes and demonstrates understanding by appropriately using <u>some</u> of the elements and principles of design.	Attempts to use the elements and principles of design.

Identifies and creates multicultural artworks and historical styles of art. (HC1A, HC1B) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND <u>Interprets</u> multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art. (Cubism, Impressionism, Pop, etc.)	Identifies and creates multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art, (Cubism, Impressionism, Pop, etc.), <u>with assistance</u> .	Attempts to identify and create multicultural artworks (Native American, European, United States, Asian, etc.) AND historical styles of art. (Cubism, Impressionism, Pop, etc.)

Third Grade Music

Melody: Demonstrates vocal techniques. (PP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Sings a simple song with accurate pitch.	Uses singing voice with mostly accurate pitch to sing a simple song.	Uses singing voice to echo simple patterns.	Attempts to use singing voice to echo simple patterns.

Rhythm: Demonstrates and reads simple patterns. (PP1A, EP1A) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Reads and performs more challenging rhythms.	Reads and performs simple patterns.	Recognizes and performs simple patterns.	Attempts to recognize and perform simple patterns with modeling.

Form: Distinguishes between different forms in music. (AP1A) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Recognizes introduction.	Recognizes verse/refrain.	Recognizes a change in the music.	Attempts to recognize a change in the music.

Tone Color: Recognizes families of instruments. (AP1B) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Categorizes instruments into families.	Correctly recognizes four basic instrument families.	Correctly recognizes three basic instrument families.	Attempts to recognize difference between pitched/unpitched instruments.

Listens and follows directions in order to participate fully in music education activities. Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability.	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability, with reminders.	Often chooses not to listen to or follow directions in order to participate fully in music education activities.

K-5th Grade Physical Education

Participates fully in physical education activities. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Fully participates to the best of his/her ability in all physical education activities.	Fully participates to the best of his/her ability in <u>some</u> physical education activities.	Often chooses not to fully participate in physical education activities.

Follows rules, directions, and uses good sportsmanship. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Follows rules, directions, and uses good sportsmanship during physical education activities.	Follows rules, directions, and uses good sportsmanship during physical education activities, with few reminders.	Attempts to follow rules, directions, and use good sportsmanship during physical education activities.

Demonstrates locomotor skills needed to perform a variety of physical activities. (HM1A) Quarter 2			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> locomotor skills successfully and uses proper technique during games. Locomotor skills include: walking, running, jumping, galloping, sliding, leaping, hopping, and skipping.	Performs <u>some</u> locomotor skills successfully and uses proper technique during games.	Attempts to perform locomotor skills with little success or improper technique during games.

Demonstrates manipulative skills needed to perform a variety of physical activities. (HM1C, HM1E, HM1F, HM2A, HM2B) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> manipulative skills successfully and uses proper technique during games. Manipulative skills include: throwing, kicking, striking, and catching.	Performs <u>some</u> manipulative skills successfully and uses proper technique during games.	Attempts to perform manipulative skills with little success or improper technique during games.