

Third Grade Report Card Descriptors - Math

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
Interprets and creates data from and for a graph	Interprets information on a graph with a one step problem	Interprets information on a bar or picture graph	Draws a picture and bar graph to represent data. Interprets information by solving one and two step problems.	Able to interpret picture, bar, and line graphs
Understands process of solving story problems	Solves story problems when directly taught and with visuals	Solves one step story problems correctly	Solves one and two step story problems correctly	Creates and solves two step story problems independently
Tells time to the minute/ Elapsed Time	Tells time to the nearest five minute	Tells time to the minute	Tells time to the minute and measures elapsed time using half hour increments	Measures elapsed time in any minute increments
Understands basic standards of measurement	Able to distinguish between volume, mass, and length	Measures and estimates two out of the three types (volume, mass, length)	Measures and estimates liquid volumes, masses, and lengths.	Converts metric and standard measurements
Understands grade level geometric concepts	Identifies shapes	Identify shapes and organizes shapes into categories	Identifies shapes and organizes shapes into different categories/ solves problems to identify perimeter and area	Solves real world perimeter and area story problems
Multiplies whole numbers	Uses visuals for multiplication	Accurately multiplies within 100 and multiplies one-digit whole numbers by multiples of 10	Accurately and fluently multiplies within 100 and multiplies one-digit whole numbers by multiples of 10	Fluently multiplies using multiples of 10, 11, and 12 accurately
Divides whole numbers	Uses visuals for division	Accurately divides within 100	Accurately and fluently divides within 100	Fluently divides using multiples of 10, 11, and 12 accurately
Adds whole numbers	Adds one digit facts	Fluently adds within 500 using strategies and algorithms	Fluently adds within 1,000 using strategies and algorithms	Fluently adds above 1,000 using strategies and algorithms
Subtracts whole numbers	Subtracts one digit facts	Fluently subtracts within 500 using strategies and algorithms	Fluently subtracts within 1,000 using strategies and algorithms	Fluently subtracts above 1,000 using strategies and algorithms
Understands concepts of place value	Does not understand the concept of rounding	Rounds numbers to the nearest 100 or 10	Rounds numbers to the nearest 10 and 100	Rounds numbers 1,000 or beyond
Understands fractions	Identifies a fraction from shaded parts	Recognizes fractions as part of a whole and finds fractions on a number line	Recognizes fractions as part of a whole/ Finds fractions on a number line/ Identifies equivalent fractions with a visual	Identifies equivalent fractions without a visual

Third Grade Report Card Descriptors-Reading/Language Arts

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
Understands 3 rd grade vocabulary	Limited understanding of grade level vocabulary. (Average of 69% or below on vocab tests)	Inconsistent understanding of grade level vocabulary. (Average of 70-79% on vocabulary tests)	Demonstrates an understanding of grade level vocabulary. (Average of 80-95% on vocabulary tests)	Demonstrates an advanced vocabulary. (Average of 95% or higher on vocabulary tests)
Reads 3 rd grade sight words	84% or below out of 100 on Fry sight word test	85% -94% out of 100 on Fry sight word test	95% or better out of 100 on Fry sight word test	
Uses strategies to comprehend at grade level	Needs many prompts in using reading strategies for comprehension of at or below grade level text.	Makes limited use of reading strategies and responds correctly to literal comprehension questions, but inconsistent when answering higher level comprehension questions	Uses reading strategies to make meaning and recall important information.	Uses reading strategies to gain insightful understanding of at and above grade level text.
	Reads at an intervention level on a grade level district reading assessment	Reads at an instructional level on a grade level district reading assessment	Reads at an independent level (or score 80%) on a grade level district reading assessment	Reads at an independent level on an above grade level district reading assessment
Reads with sufficient fluency and accuracy	Word by word reading with many errors Reads 87 wpm or less	Reads with some short phrases and inconsistent self-corrections Reads 88-124 wpm	Reads at an appropriate pace with proper phrasing and expression Reads 125-144 wpm	In above grade level texts, student reads at an appropriate pace with proper phrasing and expression 145 wpm or higher
Identifies key ideas and details written and orally	Recalls few key ideas and details. May include errors or need many prompts.	Inconsistent in identifying key ideas and details. May need a few prompts.	Consistently identifies most of the key ideas and details.	Identifies all key ideas and details, demonstrating a deeper understanding.
Describes overall structure and style of a text	Needs many prompts to identify structure, style, text features, and/or genres.	Inconsistent in identifying structure, style, text features, and/or genres.	Accurately identifies structure, style, text features, and/or genres within given texts.	Identifies and uses structure, style, text features, and/or genres within independent reading.
Compares and contrasts texts	Needs many prompts in using reading strategies for comprehension of at or below grade level text.	Inconsistent in comparing/contrasting or identifying relevant details.	Compares and contrasts with relevant details.	Uses compare/contrast with relevant details to gain an insightful understanding
Reads independently on a regular basis	Fails to meet individual reading goals or makes only a slight attempt	Inconsistent in meeting individual reading goals	Meets individual reading goals	Consistently goes above and beyond individual reading goals
Knows and applies spelling and word analysis skills	Frequently misspelled words Scores 69% or below on weekly spelling tests	Sometimes misspell words Scores 70-79% on weekly spelling tests	Correctly spells most words Scores 80%-94% on weekly spelling tests	Correctly spells challenging words Scores 95% or higher on weekly spelling tests
Writes daily	Needs several redirections/prompts for sustained writing	Minimal prompts and sustained writing up to 5 min.	No prompts and sustained writing for 10 min.	Sustained writing >15 min.
Uses writing process to complete writing projects (Opinion, Expository, Narrative)	Scores developing or emerging on final draft with daily guidance in the writing process.	Scores proficient or developing on final draft with extra guidance in the writing process.	Scores proficient or beyond on final draft with guidance in the writing process.	Scores beyond proficient on final draft with minimal guidance/ highly independent throughout writing process.

Third Grade Report Card Descriptors

Science/Health

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<i>Understands seasonal weather conditions and climates of the world</i>	Able to color and code, but incorrect climate on continent.	Able to color and code a climate map on 1 continent.	Able to color and code a climate map on 2 continents.	Able to color, code and describe climate map of all continents.
<i>Determines the effects of different forces on the motion of an object</i>	Needs teacher assistance for all steps of investigation	Plan and conduct an investigation with teacher guidance to predict a pattern	Plan and conduct an investigation by making observations to predict a pattern	
<i>Understands survival behaviors of animals</i>	Identifies reasons why some animals live in groups to survive	Describes with teacher assistance why some animals live in groups to survive	Describes why some animals live in groups to survive	
<i>Designs a solution that reduces the impact of a weather related hazard</i>	Requires prompting in order to design a solution.	Able to write or draw 1 solution to a weather related hazard.	Able to write or draw 2 solutions to a weather related hazard.	Able to write or draw 3 solutions to a weather related hazard.
<i>Understands similarities and difference in organisms and their life cycles</i>	Needs teacher assistance to identify organisms and their life cycles	Able to list organisms and justify varied characteristics of organisms	Able to list organism similarities and differences and illustrate their life cycle	Able to list and explain organism similarities and differences and illustrate the life cycles of multiple organisms
<i>Uses evidence to support and explain traits can be learned or inherited</i>	Requires prompts or doesn't complete traits explanation or label	Labels and describes 2-3 examples of traits	Labels and describes 4 examples of learned and inherited traits	Labels and describes 5 or more examples of learned and inherited traits
<i>Identifies "MyPlate" with proper nutritional group</i>	Unable to identify or label	Identifies food groups and labels 3 or less food groups	Identifies and labels food groups with two example in each	Identify, label, and determine appropriate serving sizes
<i>Uses the engineering design process to solve a problem</i>	Direct instruction required to use the engineering design process.	Attempts to use the engineering design process to solve a problem.	Uses the engineering design process to complete a task.	Uses the engineering design process to identify multiple solutions to a problem.

Third Grade Report Card Descriptors - Social Studies

Social Studies Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
Constructs questions and responses using evidence while exploring immigration and migration (Inquiry SS.3.1-7)	Identifies concepts associated with a compelling question.	Uses the inquiry process to ask supporting questions and construct responses.	Uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with some guidance.	Independently uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with minimal guidance.
Understands the structure of government	Names the 3 branches of government only (0-5 pts)	Labels leaders on each branch or government, but no responsibilities are known. (6-9 pts)	Explains 3 branches of government and their responsibilities. (10-13 pts)	Explains and understands branches of government and seeks out additional information to report on. (14-15 pts)
Uses map skills	Uses a map with guidance and support.	Uses the title and map key for information	Uses title, map key, compass rose, and cardinal directions on various maps presented. (1 per quarter)	Understands how to use a map scale and all other parts of maps.
Understands differences in communities and how economics plays a role.	Able to name types of urban, rural, and suburban only.	Able to name basic characteristics of 1-2 types of communities	Able to name types of communities (rural, urban, suburban) and give 2 economic characteristics of each.	Able to name types of communities and give 3 or more economic related characteristics of each.
<u>Compares historical events and perspectives*</u> (History SS.3.22-28)	Identifies historical events concerning movement and culture with assistance.	Inconsistently compares and develops claims about conflicting perspectives regarding the past, in Iowa and the United States, concerning movement and culture	Compares and develops claims about conflicting perspectives regarding the past, in Iowa and the United States, concerning movement and culture	Consistently compares perspectives and supports claims with evidence regarding the past, in Iowa and the United States, concerning movement and culture

**Every grade level will use and/or analyze primary sources.*

Interprets the Pledge of Allegiance: This is something 3rd grade will cover, but not assess as report card indicator.

MOC-Floyd Valley Schools
WORK AND SOCIAL SKILLS DESCRIPTORS

Essential Learnings	Emerging	Developing	Proficient	Beyond Proficient
Demonstrates respect	Needs to be reminded to be respectful.	Demonstrates respect most of the time but needs some reminders.	Consistently demonstrates respect towards others in words and actions.	Encourages others to be respectful.
Works well with others	Has difficulty cooperating with others and does not willingly contribute to group work.	Cooperates with others sometimes, OR Contributes to group work sometimes.	Cooperates with others, AND Contributes to group work	Encourages others to cooperate and contributes to group work.
Practices self-control	Shows little control over actions, words, and emotions. Frequently interrupts.	Controls actions, words, and emotions in certain situations with reminders. Some interruptions.	Controls actions, words, and emotions and behaves appropriately in most situations.	Controls self, behaves appropriately, and encourages others to do so as well.
Listens and follows directions	Does not listen, is easily distracted or has difficulty following simple directions.	Needs reminders to listen and follow directions.	Listens and follows directions independently.	Is highly focused and encourages others to follow directions.
Demonstrates organizational skills	Desk and locker are consistently unorganized.	Desk and locker are sometimes organized.	Desk and locker are organized.	Is highly organized.
Completes assignments on time	Often turns in work late. Has to give up free time to get work done.	Sometimes hands in work late. May need some reminders.	Completes assignments on time.	
Manages time wisely	Does not use time wisely even with several reminders.	Needs a few reminders to use time wisely.	Uses class and free time wisely.	Is independent in using free time constructively.
Participates in classroom activities/discussions	Chooses not to participate in most class activities or discussions.	Sometimes participates in class activities or discussions.	Chooses to actively participate in class activities and discussions.	
Works neatly and carefully	Needs many reminders to work neatly or carefully on daily work.	Sometimes needs reminders to work neatly or carefully on daily work.	Works neatly and carefully on daily work.	