



K I R K W O O D  
S C H O O L D I S T R I C T

**THIRD GRADE  
REPORT CARD  
SCORING GUIDES  
(RUBRICS)**

**2019-2020**

**OFFICE OF CURRICULUM & INSTRUCTION  
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# THIRD GRADE LISTENING AND SPEAKING

## Comprehension and Collaboration

### Effectively Engages in Discussions Within a Group

**Beginning:** I need guidance to participate effectively in a range of conversations and collaborative discussions.

**Approaching:** I attempt to participate effectively in a range of collaborative discussions and seek to understand diverse perspectives within the group.

**Meeting:** I can participate effectively in a range of collaborative discussions and seek to understand diverse perspectives within the group.

**Extending:** I can effectively participate in a range of collaborative discussions and seek to understand diverse perspectives within the group and transfer my understanding effectively across the curriculum.

### Understands and Identifies Details From Text Read Aloud

**Beginning:** I need guidance to integrate and evaluate information from digital and print formats.

**Approaching:** I attempt to integrate and evaluate information from digital and print formats and work to understand the author's message.

**Meeting:** I can integrate and evaluate information from a variety of digital and print formats and work to demonstrate the author's message.

**Extending:** I can integrate and evaluate information from a variety of digital and print formats and work diligently to understand the author's message and transfer my understanding effectively across the curriculum.

### Evaluates a Speaker's Point of View

**Beginning:** I can ask and answer questions about the topic and need some guidance to work diligently to understand precisely what a speaker is saying.

**Approaching:** I attempt to work diligently to understand precisely what a speaker is saying.

**Meeting:** I can work diligently to understand precisely what a speaker is saying.

**Extending:** I can work diligently to understand precisely what a speaker is saying and transfer my understanding effectively across the curriculum.

## Presentation of Knowledge and Ideas

### Presents Information With Relevant Facts and Descriptive Details

**Beginning:** I can report on a topic or tell a story and need some guidance to use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

**Approaching:** I can report on a topic or tell a story and attempt to use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

**Meeting:** I can report on a topic or tell a story and demonstrate some use of relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener.

**Extending:** I can report on a topic or tell a story and consistently use relevant evidence when supporting my own points in speaking, making my reasoning clear to the listener and transfer my understanding effectively across the curriculum.

### Speaks Clearly with Appropriate Pace, Volume, and Expression

**Beginning:** I need guidance to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Approaching:** I attempt to speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Meeting:** I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning.

**Extending:** I can speak clearly and at an appropriate pace and adapt the tone, nuances, and connotations of my words to affect meaning and transfer my understanding effectively across the curriculum.

# THIRD GRADE READING

## **Decoding: Uses Multiple Decoding Strategies to Solve Tricky Words**

**Beginning:** I need help to use decoding strategies to solve tricky words.

**Approaching:** I can sometimes use multiple decoding strategies to solve tricky words.

**Meeting:** I can consistently use multiple decoding strategies to solve tricky words.

### **Look Fors:**

Q 1 – Q 4: **Word Work/Word Solving Strand:** reads around the word, looks for clues, looks to see if the author has given a definition or an example, rereads to remember what that part of the text is teaching to figure out the kind of word (noun/verb), substitutes another word then rereads to see if it makes sense, looks inside the word, relies on knowledge about prefixes, suffixes and root words.

**Extending:** I can use the most efficient strategies to solve tricky words.

## **Fluency: Reads At A Smooth Pace With Appropriate Expression**

**Beginning:** I need help to read at a smooth pace with appropriate expression.

**Approaching:** I can sometimes read at a smooth pace with appropriate expression.

**Meeting:** I can consistently read at a smooth pace with appropriate expression.

### **Look Fors:**

Q 1 and Q 2: Fluency Strand: Varies the pace of reading, based on the difficulty of the text (i.e., removal of speech tags), uses the fluency strand of the learning progression to self-assess ability to help listeners and themselves understand the text, speeds up and reads with rhythm when needed.

Q 3 and Q 4: Fluency Strand: Uses voice to highlight what character is like, reads nonfiction texts with a teacher voice, holds onto fluency even in longer sentences and texts.

**Extending:** I can read at a smooth pace with an engaging voice and shift the tone of my voice between explaining or storytelling as the text requires.

## **Literal Comprehension: Understands What is Written In the Text**

**Beginning:** I need help understanding what is written in the text.

**Approaching:** I can sometimes understand what is written in the text.

**Meeting:** I can consistently understand what is written in the text.

### **Look fors:**

Q 1: a. **Envisioning/Predicting Strand:** Makes mental movies (imagines setting, characters, events, characters' reactions to events); predicts what main character will do, say or think based on earlier parts of the text, explains reasons for predictions.

b. **Retelling/Summary/Syntheses Within Text Strand:** summarizes parts of a story that relates to current reading; includes story elements (character traits/wants, important events in sequence/cause & effect/problem/solution structure, theme/lesson); leaves out unimportant parts; includes details from across the story.

Q 2: a. Main Ideas(s) and Supporting Details/Summary Strand: understands what texts are mostly about, finds a pop-out sentence in text to capture main idea, states main idea in more than just a word, names main idea for most of the text, selects details that go with main idea, summary leaves out unimportant things.

b. Retelling/Summary/Synthesis Within Text Strand (Narrative): summarizes parts of a story that relate to current reading; includes story elements (character traits/wants, important events in sequence/cause and effect/problem/solution structure, theme/lesson); leaves out unimportant parts; includes details from across story.

Q 3: *(use evidence from small groups, conferring, minilesson, read aloud, can also look to interpretive reading responses on pre and post assessment and look for literal understanding evidence)*

Q 4: Main Ideas(s) and Supporting Details/Summary Strand: Understands what texts are mostly about, finds a pop-out sentence in text to capture main idea, states main idea in more than just a word, names main idea for most of the text, selects details that go with main idea, summary leaves out unimportant things.

**Extending:** I can understand what the most important details are in the text.

### **Interpretive Reading: Understands What The Author Means But May Not Say In The Text; Understands The Similarities And Differences Between Texts & Supports Thinking With Evidence From The Text**

**Beginning:** I need help understanding what the author means but may not say in the text, understanding the similarities and differences between texts, and supporting my thinking with evidence from the text.

**Approaching:** I can sometimes understand what the author means but may not say in the text, understand the similarities and difference between texts, and support my thinking with evidence from the text.

**Meeting:** I can consistently understand what the author means but may not say in the text, understand the similarities and differences between texts, and support my thinking with evidence from the text.

#### **Look fors:**

Q 1: Inferring About Characters & Other Story Elements Strand: Develops theories about the kind of person a character is, including personality traits; explains characters' decisions based on what is known about the character or what happened earlier in the story, uses details from the story to support responses.

Q 2: Cross Text(s) Synthesis: When reading two texts (or parts of a text) that teach the same subtopic, finds information on a subtopic from both texts (or parts) and puts the info together.

Q 3:

a. Inferring About Characters & Other Story Elements Strand: Develops theories about the kind of person a character is, including personality traits; explains characters' decisions based on what you know about the character or what happened earlier in the story; uses details from the story to support responses.

b. Character Response/Change Strand: Explains how a character changes across a story (feelings, traits, motivations, behaviors), identifies key moment(s) in story that causes character to change; supports ideas with details from text.

c. Determining Themes/Cohesion Strand: Describes a life lesson a character learns, explains how part(s) of the story supports this lesson.

Q 4:

a. Cross-Text(s) Synthesis Strand: When reading two texts (or parts of a text) that teach the same subtopic, finds information on a subtopic from both texts (or parts) and puts the info together.

b. Comparing and Contrasting Strand: Identifies text structure of compare-contrast, describes the similarities and differences in the specific information each text presents.

**Extending:** I can understand what the author means but may not say in the text, understand the similarities and differences between texts, and support my thinking with the *best evidence* from the texts.

### **Analytic Reading: Breaks Apart And Puts Together Text Meaning, Evaluates Author's Choices, And Grows Own Ideas About Text**

**Beginning:** I need help to:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

**Approaching:** I can sometimes:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

**Meeting:** I can consistently:

1. Grow my own ideas about Text.
2. Notice and think about why authors make the choices they do.
3. Break apart and put together parts of the text to understand.

#### **Look fors:**

Q1: Analyze Author's Craft Strand: Understands author's choice in developing leads and important parts of a story; notices parts that stand out (elaboration, repeated image or line, figurative language, unusual beginning or ending) and explains why author did that; explains how author's choices connect to important parts of the story.

Q2: Critical Reading/Growing Ideas Strand: Grows ideas about information in the text, supports ideas with details from the text, applies learning to real-world situations, considers when learning doesn't match prior knowledge and tries to make sense of that.

Q3: Analyze Parts of a Story in Relation to the Whole Strand: Uses understanding of story structure to name the part of the story being analyzed (setting, problem, climax); describes how the part is important to the whole story, uses linking words to show how parts fit together.

Q4. Analyze Parts of a Text in Relation to the Whole Strand: Explains how the part being read connects to the topic or subtopic; talks about the order of events or steps, answers questions about what comes before or after and about what caused an effect; explains how boxes, graphs, charts, and illustrations fit with the whole; connects the content of the part with the content of the whole.

**Extending:** I can:

1. Grow my own ideas about text and connect them to my learning about the world.
2. Notice and think about why authors make the choices they do and how those choices support most important ideas in the text.
3. Break apart and put together parts of the text to understand the most important parts of the text.

## Reading On-Grade Level Texts: Uses Decoding, Fluency, and Comprehension Skills to Read Grade Level Texts

**Beginning:** I can use decoding, fluency, and comprehension skills as I approach grade level texts.

- Quarter 1: K
- Quarter 2: L
- Quarter 3: M
- Quarter 4: N

**Approaching:** I can use decoding, fluency, and comprehension skills as I approach grade level texts.

- Quarter 1: L-M
- Quarter 2: M-N
- Quarter 3: N-O
- Quarter 4: O-P

**Meeting:** I can consistently use decoding, fluency, and comprehension skills to read grade level text. Expectations for Instructional Text Levels:

- Quarter 1: N
- Quarter 2: O
- Quarter 3: P
- Quarter 4: Q

**Extending:** I can use decoding, fluency, and comprehension skills to read above grade level text.

- Quarter 1: Q
- Quarter 2: R
- Quarter 3: S
- Quarter 4: T

# THIRD GRADE WRITING

## Structure

### Organizes Ideas Using Leads, Transitions, and Endings

**Beginning:** I need help to organize ideas using leads, transitions, and endings.

**Approaching:** I can sometimes organize ideas using leads, transitions, and endings.

**Meeting:** I can sometimes organize ideas using leads, transitions, and endings.

#### Look fors:

Quarter 1: (Narrative) Tells story bit by bit with a lead, uses transitions (i.e. a little later, after that), writes an ending with action, dialogue, or feeling, and organizes writing into paragraphs.

Quarter 2: (Informative) Teaches readers about a subject using ideas, observations, and questions, shows a sequence using words such as before, after, then, and later, however, and but, writes an ending that draws conclusions and groups information into parts.

Quarter 3: (Opinion) Tells opinion on a topic, hooks reader into caring about their opinion, connects ideas and reasons (i.e. for example, because, as also, another), includes several reasons or examples, organizes information in parts.

Quarter 4: (Narrative) Tells story bit by bit with a lead, uses transitions (i.e. a little later, after that), changes characters writes an ending with action, dialogue, or feeling, and organizes writing into paragraphs.

**Extending:** I can engage my audience through intentional use of leads, transitions, and endings.

## Development

### Elaborates on Ideas and Makes Craft Choices

**Beginning:** I need help to elaborate on ideas and make craft choices.

**Approaching:** I can sometimes elaborate on ideas and make craft choices.

**Meeting:** I can consistently elaborate on ideas and make craft choices.

#### Look fors:

Quarter 1: (Narrative) Shows what happens to (an in) characters and wrote in ways that got the reader to picture what was happening and brought their story to life.

Quarter 2: (Informative) Wrote and explained facts definitions, details, and observations about my topic.

Quarter 3: (Opinion) Wrote more about each reason to support their opinion and wrote in ways that got readers thinking or feeling certain ways.

Quarter 4: (Narrative) Shows what happens to (an in) characters and wrote in ways that got the reader to picture what was happening and brought their story to life.

**Extending:** I can engage my audience through intentional elaboration and craft choices.

## Conventions

### Uses Correct Punctuation and Sentence Structure in Writing

**Beginning:** I need help to use correct punctuation and sentence structure in writing.

**Approaching:** I can sometimes use correct punctuation and sentence structure in writing.

**Meeting:** I can consistently use correct punctuation and sentence structure in writing.

#### **Look fors:**

Quarter 1-Quarter 4 (narrative, information, opinion): Uses capital letters at the beginning of every sentence, uses capital letters for proper nouns, uses punctuation at the end of every sentence, writes in complete sentences, punctuates dialogue correctly with commas and quotation marks, and writes in ways to help the reader read with expression.

**Extending:** I can enhance the meaning of writing through my purposeful use of punctuation and sentence structure.

### Uses Correct Spelling in Writing

**Beginning:** I need help to use correct spelling in writing.

**Approaching:** I can sometimes use correct spelling in writing.

**Meeting:** I can consistently use correct spelling in writing.

Look fors:

Quarter 1-Quarter 4 (narrative, information, opinion): Applies what they know about spelling patterns to spell and edit before their final draft and gets help from others to check spelling.

**Extending:** I can effectively use resources to spell unknown words correctly.

# THIRD GRADE MATHEMATICS

## **Flexibly Adds within 1000 Using a Variety of Strategies**

\*Reported all 4 Quarters

**Beginning:** I need help to add within 1000 and I need guidance to choose a strategy that shows my understanding.

### **Expectations:**

Quarter 1: Uses one strategy to solve problems within 20

Quarter 2 & 3: Uses one strategy to solve problems within 100

Quarter 4: Uses one strategy to solve problems within 1000

**Approaching:** I have moderate accuracy when I add numbers within 1000 using one or two strategies to show my understanding.

### **Expectations:**

Quarter 1: Uses one or two strategies to solve problems within 20

Quarter 2 & 3: Uses one or two strategies to solve problems within 100

Quarter 4: Uses one or two strategies to solve problems within 1000 and may have troubles solving multi step problems

**Meeting:** I can fluently add numbers within 1000 using a variety of strategies to show my understanding.

### **Expectations:**

Quarter 1: Uses a variety of strategies to solve problems within 20 (Basic fact review)

Quarter 2 & 3: Uses a variety strategies to solve problems within 100 and can explain their strategy

Quarter 4: Selects an efficient strategy and can solve multi step problems selecting the correct operations

**Extending:** I can add 1000 and beyond using multiple strategies, including the standard algorithm to show my understanding

### **Expectations:**

Quarter 1: Uses a variety strategies to solve problems within 100 and can explain their strategy

Quarter 2 & 3: Selects an efficient strategy and can solve multi step problems selecting the correct operations.

Quarter 4: Uses more than one strategy/including the traditional algorithm to solve larger problems

### **Common Misconceptions:**

- Adds or subtracts single-digit numbers incorrectly
- Regroups ones incorrectly
- Regroups tens incorrectly
- Does not decompose by place value correctly
- Misrepresents operations on number lines or with other tools
- Does not understand the meaning of addition or subtraction

## Flexibly Subtracts within 1000 Using a Variety of Strategies

\*Reported all 4 Quarters

**Beginning:** I need help to subtract within 1000 and I need guidance to choose a strategy that shows my understanding.

### **Expectations:**

Quarter 1: Uses one strategy to solve problems within 20

Quarter 2 & 3: Uses one strategy to solve problems within 100

Quarter 4: Uses one strategy to solve problems within 1000

**Approaching:** I have moderate accuracy when I subtract numbers within 1000 using one or two strategies to show my understanding.

### **Expectations:**

Quarter 1: Uses one or two strategies to solve problems within 20

Quarter 2 & 3: Uses one or two strategies to solve problems within 100

Quarter 4: Uses one or two strategies to solve problems within 1000 and may have troubles solving multi step problems

**Meeting:** I can fluently subtract numbers within 1000 using a variety of strategies to show my understanding.

### **Expectations:**

Quarter 1: Uses a variety of strategies to solve problems within 20 (Basic fact review).

Quarter 2 & 3: Uses a variety strategies to solve problems within 100 and can explain their strategy

Quarter 4: Selects an efficient strategy and can solve multi step problems selecting the correct operations

**Extending:** I can subtract problems within 1000 and beyond using multiple strategies, including the standard algorithm to show my understanding.

### **Expectations:**

Quarter 1: Uses a variety strategies to solve problems within 100 and can explain their strategy

Quarter 2 & 3: Selects an efficient strategy and can solve multi step problems selecting the correct operations

Quarter 4: Uses more than one strategy/including the traditional algorithm to solve bigger problems

### **Common Misconceptions:**

- Adds or subtracts single-digit numbers incorrectly
- Regroups ones incorrectly
- Regroups tens incorrectly
- Does not decompose by place value correctly
- Misrepresents operations on number lines or with other tools
- Does not understand the meaning of addition or subtraction

## Multiplies Numbers within 100

\*Reported all 4 quarters

**Beginning:** I need help to multiply within 100 and can use only one methods to demonstrate understanding which might include: verbal explanations, property rules, counting on, counting all, equal groups, skip counting, decomposing, repeated addition, arrays, manipulatives, and equations.

### Expectations:

Quarter 1: Uses one strategy to solve problems within facts up to  $10 \times 10$  with inconsistent accuracy

Quarter 2 & 3: Uses one or two strategies to solve problems within facts up to  $10 \times 10$  with moderate accuracy

Quarter 4: Uses one or two strategies to solve problems within facts up to  $10 \times 10$  with high accuracy

**Approaching:** I can multiply within 100 with moderate accuracy and can use only one or two methods to demonstrate understanding which might include: verbal explanations, property rules, counting on, counting all, equal groups, skip counting, decomposing, repeated addition, arrays, manipulatives, and equations

### Expectations:

Quarter 1: Uses one or two strategies to solve problems within facts up to  $10 \times 10$  with moderate accuracy

Quarter 2 & 3: Uses one or two strategies to solve problems within facts up to  $10 \times 10$  with high accuracy

Quarter 4: Uses a variety of strategies to solve problems within facts up to  $10 \times 10$  and can use multiples of 10 to solve problems

**Meeting:** I can multiply within 100 with high accuracy and can use a variety of methods to demonstrate understanding including verbal explanations, property rules, counting on, counting all, equal groups, skip counting, decomposing, repeated addition, arrays, manipulatives, and equations.

### Expectations:

Quarter 1 & 2: Uses a variety of strategies to solve problems within facts up to  $10 \times 10$  with high accuracy

Quarter 3: Uses a variety of strategies to fluently solve problems within facts up to  $10 \times 10$  and can use multiples of 10 to solve problems

Quarter 4: Uses a variety of strategies to solve problems with 1 digit multipliers by 2 digit multiplicands

**Extending:** I can fluently multiply within 100 with high accuracy and I can multiply with larger numbers using a variety of methods to demonstrate understanding including verbal explanations, property rules, counting on, counting all, equal groups, skip counting, decomposing, repeated addition, arrays, manipulatives, and equations.

**Expectations:**

Quarter 1: Fluently solves problems within facts up to  $10 \times 10$  and can explain the strategy used

Quarter 2: Uses a variety of strategies to solve problems within facts up to  $10 \times 10$  and can use multiples of 10 to solve problems

Quarter 3: Uses a variety of strategies to solve problems with 1 digit multipliers by 2 digit multiplicands

Quarter 4: Can extend multiplication strategies to solve problems with 2 digits by 2 digits or larger

**Common Misconceptions:**

- Does not understand repeated addition or skip counting as multiplication
- Does not understand the difference in number of groups and the number of objects in each group.
- Interprets an array incorrectly.
- Confuses operation symbols.
- Misrepresents operations on number lines or with other tools.
- Does not understand the meaning of equal groups, multiplication, factor, & product.

**Divides Numbers within 100**

\*Reported all 4 quarters

**Beginning:** I need help to divide within 100 and can use only one methods to demonstrate understanding which might include: verbal explanations, property rules, counting back, counting all, equal groups take apart, skip counting, decomposing, repeated subtraction, arrays, manipulatives, and equations.

**Expectations:**

Quarter 1: Uses one strategy to solve problems within facts of 100 with inconsistent accuracy

Quarter 2 & 3: Uses one or two strategies to solve problems within facts of 100 with moderate accuracy

Quarter 4: Uses one or two strategies to solve problems within facts of 100 with high accuracy

**Approaching:** I can divide within 100 with moderate accuracy and can use only one or two methods to demonstrate understanding which might include: verbal explanations, property rules, counting back, counting all, equal groups take apart, skip counting, decomposing, repeated subtraction, arrays, manipulatives, and equations.

**Expectations:**

Quarter 1: Uses one or two strategies to solve problems within 100 with moderate accuracy

Quarter 2 & 3: Uses one or two strategies to solve problems within facts of 100 with high accuracy

Quarter 4: Uses a variety of strategies to solve problems within facts 100 and can use multiples of 10 to solve problems

**Meeting:** I can divide within 100 with high accuracy and can use a variety of methods to demonstrate understanding including verbal explanations, property rules, counting back, counting all, equal groups take apart, skip counting, decomposing, repeated subtraction, arrays, manipulatives, and equations.

**Expectations:**

Quarter 1 & 2: Uses a variety of strategies to solve problems within 100 with high accuracy

Quarter 3: Fluently solves problems within facts of 100 and can explain the strategy used (basic facts)

Quarter 4: Uses a variety of strategies to solve problems within 100 and can use properties of 10 to solve problems

**Extending:** I can fluently divide within 100 with high accuracy and I can interpret remainders using a variety of methods to demonstrate understanding including verbal explanations, property rules, counting back, counting all, equal groups take apart, skip counting, decomposing, repeated subtraction, arrays, manipulatives, and equations.

**Expectations:**

Quarter 1: Fluently solves problems within 100 and can explain the strategy used

Quarter 2: Uses a variety of strategies to solve problems within 100 and can use properties of 10 to solve problems

Quarter 3: Uses a variety of strategies to solve problems with 2 digit dividends and 1 digit divisors

Quarter 4: Can extend division strategies to solve problems and interpret remainders

**Common Misconceptions:**

- Does not understand repeated subtraction as division
- Does not understand equal groups take apart
- Interprets an array incorrectly
- Confuses operation symbols
- Misrepresents operations on number lines or with other tools
- Does not understand the meaning of equal groups, division, dividend, divisor, quotient

## Represents Data

\*Reported on Quarter 1

**Beginning:** I can create an accurate representation of a given set of data. This includes creating line plots of measurement data, bar and picture graphs with up to 4 categories.

**Approaching:** I can sometimes create an accurate representation of a given set of data. This includes creating line plots of measurement data, bar and picture graphs with multiple categories.

**Meeting:** I can create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes, halves, & quarters), bar and picture graphs with multiple categories and different scales.

**Extending:** I can consistently create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes, halves, & quarters), bar and picture graphs with multiple categories and different scales.

### Common Misconceptions:

- Cannot organize data to keep track of totals.
- Confuses terms more/less, greater than/less than.
- Does not know how to construct a chart or graph.
- Leaves out part of the data information.
- Leaves out a number that is within a range shown on a line plot.
- Does not know how to distribute halves, and fourths within a range on a line plot.

## Determines Area and Perimeter

\*Reported on Quarter 2 & Quarter 4

**Beginning:** I need help to solve problems involving area using strategies of (tiling or multiplying) and I can solve problems to find perimeters including problems where there is an unknown side.

### **Expectations:**

Quarter 2: Needs help to determine the space inside and lengths of sides on a rectangle

Quarter 4: Uses strategies to find simple area or perimeter problems but is inconsistent in their solutions

**Approaching:** I can sometimes solve problems involving area using strategies of (tiling or multiplying) and I can solve problems to find perimeters including problems where there is an unknown side.

### **Expectations:**

Quarter 2: Uses strategies to find simple area or perimeter problems but is inconsistent in their solutions

Quarter 4: Uses strategies to find area and perimeter of complex figures. May need help to decompose figures and may have inconsistency in the calculations

**Meeting:** I can solve problems involving area using strategies of (tiling or multiplying) and I can solve problems to find perimeters including problems where there is an unknown side.

**Expectations:**

Quarter 2: Uses strategies to find simple area or perimeter problems

Quarter 4: Uses strategies to find area and perimeter of complex figures. Where decomposing of figures may need to be done

**Extending:** I can solve problems involving area using strategies of (tiling or multiplying) and I can solve problems to find perimeters including problems where there is an unknown side. I can also compare other strategies to solve for perimeter and area.

**Expectations:**

Quarter 2: Uses strategies to find area and perimeter of complex figures. Where decomposing of figures may need to be done

Quarter 4: Can relate models to help understand the formula to finding area and perimeter

**Common Misconceptions:**

- Does not measure lengths correctly.
- Does not understand that “unit” implies uniformity in length.
- Confuses the actions of perimeter and area.
- Does not understand that “tiling” inside a figure finds square units.
- Uses unequal size squares, or rectangles to find an area.
- Miscounts the number of rows or the number of tiles in each row.
- Cannot decompose a composite shape into smaller squares or rectangles.

**Recognizes, Draws and Identifies Shapes**

\*Reported on Quarter 2

**Beginning:** I need help to recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces)

**Approaching:** I can sometimes recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces)

**Meeting:** I can independently recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces)

\*shapes:

Two Dimensional Objects such as circles, squares, triangles, rectangles, hexagons, pentagons and half circles, quadrilaterals, & rhombuses.

Three Dimensional shapes such as cubes, cones, spheres, and cylinders, & prisms

**Extending:** I can independently recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces) and I can explain the relationships or categorize shapes.

**Common Misconceptions:**

- Thinks orientation or size is tied to a shape
- Does not recognize or identify that different shapes have different attributes
- Confuses attribute terms sides/vertices/faces
- Confuses categories of polygons

## Understands Fractions

\*Reported on Quarter 3

**Beginning:** I need help to divide a whole into equal shares, identify the fraction or mixed number for each share, and locate a fraction by equivalent amounts on a number line.

**Approaching:** I can sometimes divide a whole into equal shares, identify the fraction or mixed number for each share, and locate a fraction by equivalent amounts on a number line.

**Meeting:** I can divide a whole into equal shares, identify the fraction or mixed number for each share, and locate a fraction by equivalent amounts on a number line.

**Extending:** I can consistently divide a whole into equal shares, identify the fraction or mixed number for each share, and locate a fraction by equivalent amounts on a number line.

### Common Misconceptions:

- Identifies the incorrect portion of a pictorial fraction
- Confuses the numerator and denominator
- Ignores the sizes of the wholes when comparing fractions
- Does not understand the larger the denominator the smaller the portion
- Thinks that any two fractions with the same numerator are equivalent
- Does not notice fractional tick marks on a number line (interpreting all tick marks as wholes)
- When using a number line begins with 1 instead of counting from 0

# THIRD GRADE SCIENCE AND ENGINEERING

## PRACTICES

### Science Practices

**Beginning:** I am beginning to engage in science practices.

**Approaching:** With significant teacher guidance I can work with classmates to design simple investigations to answer questions, collect and organize data (measurements and observations), and use evidence from investigations to support claims.

**Meeting:** Working with classmates and teachers I can design simple investigations to answer questions, collect and organize data (measurements and observations), and use evidence from investigations to support claims.

**Extending:** I show a level of insight conducting science investigations and interest/curiosity that is above what is typical for 3<sup>rd</sup> graders.

### Engineering Practices

**Beginning:** I am beginning to engage in engineering practices.

**Approaching:** With significant teacher guidance I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions. AND I can explain how my product meets the design criteria.

**Meeting:** I can identify problems, criteria, and constraints and work with my teacher and classmates to solve them using a design process that includes testing and improving multiple solutions. AND I can explain how my product meets the design criteria.

**Extending:** When solving engineering problems or challenges, I show a level of creativity and ingenuity that is above what is typical for 3<sup>rd</sup> graders.

### Computer Science Practices

**Beginning:** I know the basic definitions and facts related to computer programming.

**Approaching:** With teacher guidance I can meet the third grade computer science practices.

**Meeting:** In addition to the expectations in earlier grade levels, I understand and can write computer programs that include functions and sub-routines.

**Extending:** I can write computer programs that are of a level of complexity beyond what is typical for a 3<sup>rd</sup> grader

## CONTENT KNOWLEDGE

### Plants, Animals, and Ecosystems

**Beginning:** I know the basic definitions and facts related to ecosystems.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:** I can identify the animals' needs and the life cycle stages. AND I understand that instincts, learned behavior and variation from parents to offspring affects an animals ability to survive. AND I understand what an ecosystem is and the roles filled by living and non-living elements. AND I can describe the conditions necessary for an ecosystem to be healthy and balanced. AND I can describe how animals are adapted to their ecosystem and predict how they would be affected by changes in their ecosystem.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

### Weather and Climate

**Beginning:** I know the basic definitions and facts related to weather and climate.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:** I understand the difference between weather and climate. AND I can describe the climate in different places around the world.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

### Forces, Interactions, and Motion

**Beginning:** I know the basic definitions and facts related to forces and motion.

**Approaching:** With teacher guidance I can apply my knowledge to meet expectations.

**Meeting:** I understand the cause and effect relationship between forces and motion.

**Extending:** I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

## CROSSCUTTING CONCEPTS

### Patterns

**Beginning:** I am beginning to understand that patterns can exist in data.

**Approaching:** I can identify and describe patterns in data.

**Meeting:** I can use patterns to classify/group objects and events, make predictions, and as evidence to support a claim. AND I use graphs and charts to identify and represent patterns in data.

**Extending:** I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 3<sup>rd</sup> graders.

## Cause & Effect

**Beginning:** I am beginning to understand that cause and effect relationships exist in the natural world.

**Approaching:** I can identify and explain cause and effect relationships in the natural world. AND I can suggest simple tests to support cause and effect relationships.

**Meeting:** I can identify and test cause and effect relationships. AND I can use cause and effect relationships to explain change.

**Extending:** I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 3<sup>rd</sup> graders.

## Systems and System Models

**Beginning:** I am beginning to understand the concept of systems.

**Approaching:** I understand that systems in the natural world have parts that work together.

**Meeting:** I can describe systems and their functions both as a whole and in terms of their parts. AND I can describe the flow of resources through a system and the impact that changes will have on individual parts and the system as a whole.

**Extending:** I can extend my understanding by describing and analyzing systems that are more complex or ambiguous than what is typically expected of 3<sup>rd</sup> graders.

# THIRD GRADE SOCIAL STUDIES

## CONCEPTS AND FACTS

### **Understands Concepts and Facts (History, Geography, Civics, Culture, Economics)**

**Beginning:** I have difficulty demonstrating concepts and facts, even with assistance.

**Approaching:** I can demonstrate partial mastery of concepts and facts.

**Meeting:** I can demonstrate secure mastery of concepts and facts.

**Extending:** I can demonstrate secure mastery of concepts and facts and apply them to different contexts.

## TOOLS OF SOCIAL STUDIES INQUIRY

### **Acquires Information Using a Variety of Resources**

**Beginning:** I have difficulty using provided resources to recall information on a topic, even with assistance.

**Approaching:** With assistance, I can use provided resources to answer questions.

**Meeting:** With assistance, I can use provided resources (textbooks, trade books, maps, globes, pictures, encyclopedias, special reference materials, artifacts, lecture, interviews, and technology) to answer questions.

**Extending:** I can locate and use various resources to acquire information to answer questions, independently.

### **Organizes Information and Communicates it with Others**

**Beginning:** I have difficulty creating approximations of documents in response to teacher prompts and stating relationships (compare and contrast) between categories of information.

**Approaching:** With assistance, I can use teacher provided graphics to create documents and can recognize cause and effect relationships, when prompted.

**Meeting:** I can use teacher provided graphic organizers to create documents (outlines, summaries, reports, research paragraphs, maps, charts, graphic organizers, and presentations) and draw inferences from factual material.

**Extending:** With Assistance, I can create documents based on teacher examples and predict likely outcomes based on factual information.

### **Participates in Thoughtful Discussion**

**Beginning:** I have difficulty listening to others and seldom share ideas.

**Approaching:** I can listen to the opinions of others, with reminders, and share random ideas.

**Meeting:** I can listen to the opinions of others and share ideas/opinions that are on the topic.

**Extending:** I can listen to the opinions of others, share ideas/opinions that are on the topic and ask others questions.

# KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR

## BEHAVIOR

### Perseverance

**Beginning:** Student has not yet demonstrated being able to work through challenges to accomplish a goal.

**Approaching:** Student sometimes demonstrates being able to work through challenges to accomplish a goal.

**Meeting:** Student often demonstrates being able to work through challenges to accomplish a goal.

**Extending:** Student almost always demonstrates being able to work through challenges to accomplish a goal.

**Indicators of Perseverance** - Being able to work through challenges to accomplish a goal.

1. Keeps going despite setbacks.
2. Commits to a task even when the task is challenging.
3. Asks for help when needed.
4. Problem solves when stuck.
5. Shows stamina for tasks that are difficult
6. Stays motivated.
7. Demonstrates grit.

### Engagement

**Beginning:** Student has not yet demonstrated being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Approaching:** Student sometimes demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Meeting:** Student often demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Extending:** Student almost always demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

**Indicators of Engagement** - Being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

1. Asks questions to increase understanding.
2. Makes connections between their own ideas and those of others.
3. Seeks to know more about the topic.
4. Participates with a sense of investment in the learning.
5. Sets goals.
6. Measures own growth and progress.
7. Takes risks by exploring questions, topics, and ideas.

## Work Habits

**Beginning:** Student has not yet demonstrated being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Approaching:** Student sometimes demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Meeting:** Student often demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Extending:** Student almost always demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

**Indicators of Productive Work Habits** - Being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

1. Takes initiative.
2. Demonstrates responsibility.
3. Uses time constructively.
4. Works independently and collaboratively.
5. Demonstrates pride in work.
6. Follows directions.
7. Shows respect for adults and peers.

## Mindset

**Beginning:** Student has not yet demonstrated being able to accept challenges and apply effort to improve learning.

**Approaching:** Student sometimes demonstrates being able to accept challenges and apply effort to improve learning.

**Meeting:** Student often demonstrates being able to accept challenges and apply effort to improve learning.

**Extending:** Student almost always demonstrates being able to accept challenges and apply effort to improve learning.

**Indicators of Growth Mindset** - Being able to accept challenges and apply effort to improve learning.

1. Takes productive risks and learns from challenges.
2. Applies effort to improve learning.
3. Stays motivated throughout the struggle.
4. Demonstrates flexibility by revising plans to work through challenges.

## Self-Regulation

**Beginning:** Student has not yet demonstrated being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Approaching:** Student sometimes demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Meeting:** Student often demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Extending:** Student almost always demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

**Indicators of Self-Regulation** - Being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

1. Demonstrates an awareness of emotions and how they affect others.
2. Demonstrates self-reflections skills.
3. Respects others' rights, feelings, and property.
4. Uses coping skills when encountering challenging situations.
5. Demonstrates a level of confidence that allows one to achieve goals.

# THIRD GRADE ART

## ART CONCEPTS AND SKILLS

### Selects and Uses Materials, Techniques, and Processes in Artwork

**Beginning:** Uses provided materials and applies techniques to complete a process with physical assistance.

**Approaching:** Uses some provided materials and/or applies some techniques to complete a process.

**Meeting:** Uses provided materials and applies techniques to complete a process.

**Extending:** Uses provided materials and applies techniques to complete a process that goes beyond what was demonstrated.

### Identifies and Uses Elements of Art and Principles of Design

**Beginning:** Identifies and uses elements and principles with assistance.

**Approaching:** Identifies and uses some of the elements and principles.

**Meeting:** Identifies and uses elements and principles (line, shape, form, color, space, balance, contrast, and proportion).

**Extending:** Identifies and uses elements and principles and goes beyond what was demonstrated in class.

## LEARNING BEHAVIORS

### Has Confidence/ Takes Risks

**Beginning:** Can get frustrated easily and give up without trying to do the activity.

**Approaching:** Occasionally becomes frustrated when attempting an activity, but still tries with encouragement and help.

**Meeting:** Accepts challenges and keeps trying until he/she succeeds.

**Extending:** Seeks out challenges and always tries until he/she succeeds.

### Participates

**Beginning:** Involved (actions, clean-up, comments, questions) in class activities with teacher encouragement.

**Approaching:** Chooses to be involved (actions, clean-up, comments, questions) some of the time with activities in class.

**Meeting:** Consistently Chooses to be involved (actions, clean-up, comments, questions) with activities in class.

**Extending:** Consistently Chooses to be involved (actions, clean-up, comments, questions) with activities for self and others.

# KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

## Listening

### **Develops and applies effective listening skills and strategies**

**Beginning:** Points to stated pictures, words, phrases. Sorts pictures, objects according to oral directions. Follows one or two-step directions. Matches oral statements to objects, figures, illustrations.

**Approaching:** Locates, selects, orders information from oral descriptions or instructions. Follows multi-step directions. Categorizes or sequences oral information using pictures, objects.

**Meeting:** Able to comprehend and apply information or content acquired through oral instruction or discourse. Able to compare/contrast information and draw conclusions. Can identify cause and effect relationships.

**Extending:** Able to comprehend and apply information or content acquired through oral instruction or discourse. Analyzes, synthesizes and applies complex oral information to grade level tasks.

## Speaking

### **Uses English to Share Information, Express Needs and Conduct Transactions in and outside of the classroom with peers**

**Beginning:** Names objects, people, and pictures using basic words. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations. Produces words in response to WH- questions or from picture prompts.

**Approaching:** Responds to WH- questions and begins to form WH- questions to request information from others. Discourse is limited to short phrases/sentences and memorized utterances.

**Meeting:** Asks questions and clarifies information by restating or rephrasing ideas. Expresses connected ideas to relate personal information or opinions. Compare/contrasts personal experiences to those of others or to text. Independently initiates conversations and negotiates meaning with peers and adults for both academic and nonacademic reasons.

**Extending:** Offers specific information that supports ideas with peers. Evaluates validity of information in grade-level text based on personal experiences. Provides extended discourse with justification in regard to personal information or opinions.

### **Uses English to ask for help, clarification or self-advocacy**

**Beginning:** Responds orally or non-verbally to teacher/peer offers of help or interactions. Seeks assistance from peers or teacher to gather information. Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

**Approaching:** Ask WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations. Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

**Meeting:** Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting. Independently initiates conversations with peers and adults for both academic and non-academic reasons.

**Extending:** Independently initiates questions or asks for clarification in small, large group or whole class instruction using correct idiomatic expressions and structures. Student demonstrates ability to self-advocate for academic and non-academic reasons.

### **Develops and applies effective speaking skills and strategies for various audiences and purposes.**

**Beginning:** Relies on pictorial or graphic representation or general language related to content area. Produces words, phrases or short sentences, using language with phonological, syntactic or semantic errors that impede meaning of communication.

**Approaching:** Uses general and some specific language of content area. Produces expanded sentences in oral or written communication, using language with phonological, syntactic or semantic errors that may impede meaning of communication.

**Meeting:** Uses specific and some technical language of content area. Produces a variety of sentence lengths of varying linguistic complexity or multiple, related sentences or paragraphs. Minimal phonological, syntactic or semantic errors that do not impede overall meaning of communication.

**Extending:** Uses specialized or technical language reflective of the content area at grade level. Produces a variety of sentence lengths of varying linguistic complexity as required by grade level. Speaking and/or writing skills equivalent to English proficient peers.

## **Reading**

### **Develops and applies skills and strategies to the reading process**

**Beginning:** Matches icons and symbols to words, phrases or environmental print. Identifies concepts about print and text features.

**Approaching:** Locates and classifies information. Sequences pictures, events, processes. Identifies facts and main ideas.

**Meeting:** Uses context clues to determine meaning of words. Interprets information or data. Finds details that support main ideas. Identifies word families, figures of speech.

**Extending:** Conducts research to glean information from multiple sources. Draws conclusions from implicit and explicit text. Makes connections between various texts and complex ideas.

## **Develops and applies skills and strategies to comprehend, analyze and evaluate works of fiction or nonfiction from a variety of cultures and times.**

**Beginning:** Finds identifying information related to topic or main idea from illustrations, text features, words or phrases.

**Approaching:** Sequences events in chronological or logical order. Sorts relevant information using graphic organizers or pictures. Identifies main idea and/or supporting details, lists events or highlighted vocabulary or concepts.

**Meeting:** Interprets information or data. Finds details that support main ideas from multiple paragraphs using visual or graphic support. Compare/contrasts information using illustrations or graphic organizers. Identifies cause/effect and summaries plot, issues or conflicts. Offers opinions or makes connections to text.

**Extending:** Synthesizes information, infers main idea from details, makes connections and draws conclusions from grade level text. Conducts research to glean information from multiple sources. Able to support opinions using details or evidence from the text.

## **Writing**

### **Applies a Writing process in composing text**

**Beginning:** Copies words or phrases from models, labels pictures. Completes graphic organizer by copying model. Revises work by copying corrections from peer/teacher editing.

**Approaching:** Produces short phrases or sentences. Uses graphic organizer with support; writing tends to be copied directly from graphic organizer. Requires support for edits and revisions.

**Meeting:** Produces increasingly complex sentences and paragraphs with some detail. Uses graphic organizer independently. Is able to revise and edit independently with inconsistent quality.

**Extending:** Produces paragraphs with cohesive structure and logical sequence with supporting detail. Uses graphic organizer independently and expands final writing from basic ideas in graphic organizer. Edits and revises independently and correctly for grade level.

### **Composes well-developed text using standard English conventions**

**Beginning:** Sound/symbol letter relationships used in spelling. Spelling errors reflect nonnative English pronunciation/spelling patterns. Writes words or short phrases, labels pictures, or copies environmental text.

**Approaching:** Spells words from common word families. Some upper/lowercase used, punctuation or verb tenses may be inaccurate. Writes longer sentences or groups of related sentences. Use of mostly high-frequency vocabulary.

**Meeting:** Produces accurate spelling and punctuation; some complex verb tenses and use of technical or academic vocabulary. Well-developed sentences in cohesive, organized paragraph(s). Increasingly complex paragraphs with supporting detail and use of content-related vocabulary. Errors don't impede comprehensibility.

**Extending:** Conventions match grade level. Complex tenses and structures used correctly. Uses a variety of techniques to convey personal style and voice. Uses specific and technical language related to content area and format is appropriate to task. Writing is comparable to English proficient peers.

# THIRD GRADE MUSIC

## Music Concepts and Skills

### Demonstrates Vocal Technique

**Beginning:** Explores uses of the voice.

**Approaching:** Sings with mostly accurate pitch.

**Meeting:** Sings with accurate pitch.

**Extending:** Sings with accurate pitch and maintains secure pitch in the presence of other parts.

### Demonstrates Instrumental Technique

**Beginning:** Performs with correct playing techniques.

**Approaching:** Attempts to use correct playing techniques.

**Meeting:** Performs with mostly accurate rhythms, melodies, and dynamics.

**Extending:** Performs with accurate rhythms, melodies, and dynamics as part of an ensemble.

### Understands Music Theory and History

**Beginning:** Attempts to identify music notation (verbally and written).

**Approaching:** Identifies and labels music notation (verbally and written).

**Meeting:** Uses accurate terminology in explaining music, music notation, musical instruments, and voices.

**Extending:** Uses accurate terminology in explaining music, music notation, musical instruments and voices, composers and music of different cultures.

## Approach to Learning

### Respects Others

**Beginning:** Has difficulty, without reminders, treating others in a caring and respectful way and often uses a tone of voice that can make others feel put down or hurt.

**Approaching:** Almost always treats others in a caring and respectful way and shows awareness that the tone of his/her voice or non-verbal gestures affects others.

**Meeting:** Consistently treats other in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt.

**Extending:** Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt, while encouraging others to do the same.

## **Respects Property**

**Beginning:** Needs reminders to treat school property and the property of others with respect and care.

**Approaching:** Usually treats school property and the property of others with respect and care.

**Meeting:** Consistently treats school property and the property of others with respect and care.

**Extending:** Always treats school property and the property of others with respect and care and is a positive role model for others.

## **Participates**

**Beginning:** Has difficulty participating or staying on task during class.

**Approaching:** Participates and stays on task during class with reminders.

**Meeting:** Participates and stays on task during class.

**Extending:** Always participates and stays on task during class and encourages other to do the same.

# KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

## Efficiency of Human Movement

### Performs Locomotor and Non-Locomotor Skills

#### *Beginning:*

1. **Locomotor:** Attempts a limited number of basic locomotor skills.
2. **Non-Locomotor:** Attempts a limited number of basic non-locomotor skills.

#### *Approaching*

1. **Locomotor:** Demonstrates correctly a limited number of basic locomotor skills.
2. **Non-locomotor:** Correctly demonstrates a limited number of basic non-locomotor skills.

#### *Meeting:*

1. **Locomotor:** Demonstrates correctly all basic locomotor skills (walk, run, jump, hop, gallop, slide, skip, and leap).
2. **Non-locomotor:** Performs all basic non-locomotor skills (bending, rocking/swaying, swinging, twisting, balance, stretching, pushing, pulling).

#### *Extending:*

1. **Locomotor:** Demonstrates correctly all basic locomotor skills using a variety of pathways around obstacles.
2. **Non-Locomotor:** Performs a combination of non-locomotor skills.

### Performs Fundamental Movement Skills

#### *Beginning:*

1. **Catches** – Catches a variety of self-tossed objects.
2. **Dribbles** – Bounces a ball using one or two hands while standing in place.
3. **Kicks** – Bounces a ball using one or two hands while standing in place.
4. **Strikes** – Strikes a stationary object using an implement.
5. **Throws** – Throws a variety of objects from a stationary position.
6. **Volleys** – Volleys an object with either hand in general space.

#### *Approaching:*

1. **Catches** – Catches, with a partner, a variety of objects thrown at the same height.
2. **Dribbles** – Dribbles “in control” with either hand or foot while standing in place.
3. **Kicks** – Kicks a moving ball with one foot.
4. **Strikes** – Strikes a moving object positioned at different heights using an implement.
5. **Throws** – Throws a variety of objects toward a target area while leading with the foot that is opposite of the throwing arm.
6. **Volleys** – Volleys an object with hands maintaining control and self-space.

**Meeting:**

1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights.
2. **Dribbles** – Dribbles “in control” with either hand or foot while on the move.
3. **Kicks** – Kicks a moving ball with either foot.
4. **Strikes** – Strikes a moving object using an implement.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm.
6. **Volleys** – Volleys an object with hands maintaining control and passing to a partner.

**Extending:**

1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights, increased velocity, or while on the move.
2. **Dribbles** – Dribbles “in control” with either hand or foot while moving around obstacles and picking up speed.
3. **Kicks** – Kicks a moving ball with either foot, showing increased velocity and accuracy.
4. **Strikes** – Strikes a variety of moving objects using an implement and hitting with increased velocity.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm and while gaining increased velocity.
6. **Volleys** – Volleys an object with hands maintaining control while on the move.

### **Performs Rhythm and Dance**

**Beginning:**

1. **Rhythm** – Attempts to perform a limited number of basic movements using manipulatives or with a rhythmic pattern.
2. **Dance** - Attempts to perform a limited number of basic dance steps with music, or can perform without music.

**Approaching:**

1. **Rhythm** – Performs a limited number of basic movements using manipulatives within a general rhythmic pattern.
2. **Dance** – Performs, with music, a limited number of basic dance steps taught in a dance unit.

**Meeting:**

1. **Rhythm** – Performs all basic movements using manipulatives (jump rope, tinkling poles, lummi sticks, hula hoops, etc.) within a rhythmic pattern.
2. **Dance** – Performs, with music, all basic dance steps taught in a dance unit (Yearly rotation: social dance, creative dance, folk dance, square dance, line dance).

**Extending:**

1. **Rhythm** – Performs all basic movements using manipulatives within a specific rhythmic pattern and demonstrates movements to others.
2. **Dance** – Performs, with music, all basic dance steps taught and shows appropriate movement in the performance.

## Personal and Social Behavior

### Demonstrates Sportsmanship

**Beginning:** Has difficulty respecting the feelings and opinions of others.

**Approaching:** Usually respects the feelings and opinions of others.

**Meeting:** Respects the feelings and opinions of others.

**Extending:** Respects and appreciates the feelings and opinions of others, and models this behavior for others.

### Follows Rules and Directions

**Beginning:** Follows rules and directions only after numerous reminders.

**Approaching:** Follows rules and directions with few reminders.

**Meeting:** Follows rules and directions the first time they are given.

**Extending:** Follows rules and directions the first time they are given and models this behavior for others.

### Participates Fully

**Beginning:** Has difficulty participating in activities.

**Approaching:** Participates in some activities.

**Meeting:** Participates fully in all activities.

**Extending:** Participates fully in all activities and encourages others.

### Wears Appropriate Tennis Shoes

**Beginning:** Rarely wears appropriate tennis shoes necessary for safe participation.

**Approaching:** Sometimes wears appropriate tennis shoes necessary for safe participation.

**Meeting:** Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

**Extending:** Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

# FIRST THROUGH FIFTH GRADE HEALTH

## Health Unit Content

### **Understands Concepts and Demonstrates Skills**

**Beginning:** Even with assistance, has difficulty demonstrating partial mastery of the concepts and skills taught.

**Approaching:** Demonstrates partial mastery of concepts and skills taught.

**Meeting:** Demonstrates secure mastery of concepts and skills taught.

**Extending:** Demonstrates secure mastery of concepts and skills taught and demonstrates concepts and skills beyond grade level expectations.

### **Participates in Classroom Activities**

**Beginning:** Has difficulty participating in activities even with frequent reminders.

**Approaching:** Participates and completes activities when given frequent reminders.

**Meeting:** Participates fully in all class activities all the time.

**Extending:** Participates fully in all activities and encourages others to do the same.

### **Completes Assignments**

**Beginning:** Has difficulty completing assignments even with frequent reminders.

**Approaching:** Completes assignments when given few reminders.

**Meeting:** Completes assignments on time.

# KINDERGARTEN THROUGH FIFTH GRADE REACH

## Critical and Creative Thinking

### Engages in Creative Process

**Beginning:** Generates Ideas.

**Approaching:** Uses a creative process to generate ideas.

**Meeting:** Intentionally uses creative processes to generate ideas, which are unique and purposeful.

**Extending:** Demonstrates innovative experimentation of functional ideas.

### Processes Information

**Beginning:** Understands information.

**Approaching:** Demonstrates ability to analyze information.

**Meeting:** Evaluates information to interpret and generalize conclusions.

**Extending:** Synthesizes information to form own ideas, insight, understanding, and perspective.

### Solves Problems

**Beginning:** Recognizes the problem exists.

**Approaching:** Identifies the problem and its possible causes.

**Meeting:** Develops reasonable solutions after considering all factors.

**Extending:** Develops innovative solutions after considering all factors.

## Communication

### Communicates Ideas and Viewpoints

**Beginning:** Needs assistance with the communication of ideas.

**Approaching:** Conveys ideas.

**Meeting:** Conveys a clear and distinct viewpoint.

**Extending:** Conveys viewpoint in relation to audience, task and purpose.

# ELEMENTARY TECHNOLOGY LITERACY

## **Creativity and Innovation**

### **Demonstrates Creative Thinking, Constructs Knowledge, and Develops Innovative Products and Processes Using Technology**

**Beginning:** Still developing prerequisite skills of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Approaching:** Demonstrates partial mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Meeting:** Demonstrates mastery of using technology to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

**Extending:** Demonstrates mastery of and extends skills to new contexts when using technology to apply existing knowledge to generate new ideas, products, or processes.

1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

## **Communication and Collaboration**

### **Uses Digital Media and Environments to Communicate and Work Collaboratively**

**Beginning:** Still developing prerequisite skills of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Approaching:** Demonstrates partial mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Meeting:** Demonstrates mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

**Extending:** Demonstrates mastery of and extends skills to new contexts interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.

1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

## Research and Information Fluency

### Applies Digital Tools to Gather, Evaluate and use Information

**Beginning:** Still developing prerequisite skills of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

**Approaching:** Demonstrates partial mastery of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

**Meeting:** Demonstrates mastery of applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
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3. Evaluate and select information sources.
4. Process data and report results.

**Extending:** Demonstrates mastery of and extends skills to new contexts when applying digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

## Critical Thinking, Problem Solving and Decision Making

### Uses Critical Thinking Skills with Digital Tools and Resources to Plan and Conduct Research, Manage Projects, Solve Problems, and Make Informed Decisions

**Beginning:** Still developing prerequisite skills of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Approaching:** Demonstrates partial mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Meeting:** Demonstrates mastery of using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

**Extending:** Demonstrates mastery of and extends skills to new contexts when using digital tools and resources to identify and define authentic problems and significant questions for investigation.

1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

## Digital Citizenship

### Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior

**Beginning:** Still developing prerequisite skills of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

**Approaching:** Demonstrates partial mastery of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
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**Meeting:** Demonstrates mastery of advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
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7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

**Extending:** Demonstrates mastery of and extends skills to new contexts when advocating and practicing safe, legal, and responsible use of information and technology.

1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
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6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

## Technology Operations and Concepts

### Demonstrates a Sound Understanding of Technology Concepts, Systems, and Operations

**Beginning:** Still developing prerequisite skills of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Approaching:** Demonstrates partial mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Meeting:** Demonstrates mastery of understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

**Extending:** Demonstrates mastery of and extends skills to new contexts when understanding and using technology systems.

1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.