

REGIONAL SCHOOL DISTRICT 10

Student Name:

Grade Level: Three

2016-2017 School Year

SASID:

Teacher:

Performance Indicators for Academic Areas

M - Meets Standard - independently and consistently achieves grade level standards

P - Progressing Toward Standard - is able to achieve grade level standards with assistance or support

B - Below Standard - is not yet able to perform at grade level standard

Approaches to learning performance indicators:

3 - Consistently Meets Expectation

2 - Moving Toward Expectation

1 - Experiencing Difficulty

Grades reflect students current level of performance at this time of year.

If your child is receiving Special Education Services, please refer to the goals and objectives listed in your child's IEP.

Attendance	Nov.	Mar.	June
Absent	0	0	0
Tardy	0	0	0

Approaches to Learning			
Academic Responsibility	Nov.	Mar.	June
Participates and contributes to group work	2		
Remains on task and works independently	2		
Follows written and oral directions	2		
Demonstrates effort and perseverance	2		

Approaches To Learning			
Personal Responsibility	Nov.	Mar.	June
Accepts and learns from feedback	3		
Respects rights, opinions and abilities of others	3		
Follows rules and routines	2		
Organizes time and materials	2		

Language Arts			
Foundational Skills	Nov.	Mar.	June
Knows and applies grade level phonics	P		
<i>Identifies and knows the meaning of the most common prefixes and suffixes; decodes words with common suffixes and multisyllabic words; reads irregularly spelled words that are grade appropriate (e.g. was, of, said)</i>			
Reads with grade level appropriate fluency	M		
<i>Reads with appropriate fluency and accuracy to support comprehension; reads grade appropriate poetry with accuracy and expression; uses context to self-correct or confirm understanding when reading</i>			
Literature and informational text			
Identifies key ideas and details	P		
<i>Asks and answers questions; demonstrates understanding; refers explicitly to text; determines central message and main idea; explains how details convey central message; recounts key details; describes characters and explains how characters; actions contribute to sequence of events; describes connections between multiple text elements</i>			
Understands craft and structure (how text is organized)	P		
<i>Determines word meaning using text; refers to story parts when writing or speaking; describes story parts in order; distinguishes own point of view from character's, narrator's, or author's; uses text features and search tools (e.g. table of contents, index)</i>			
Integrates knowledge and ideas (comparing and contrasting)	P		
<i>Compares and contrasts story elements in books or series; explains how illustrations contribute to story elements; uses illustrations and words to demonstrate understanding; describes connection between parts of a text; compares and contrasts key points and details between two texts</i>			
Range of Reading and Level of Text Complexity			
Reads and comprehends grade level text independently and proficiently	P		
<i>Proficiently and independently reads and comprehends literature, including stories, dramas, and poetry in the grade 3 range</i>			

Writing			
Writes a variety of text for various purposes (across all content areas)	M		
<i>Writes opinion pieces on topics or texts, supporting a point of view with reasons; writes informative or explanatory texts including an introduction and grouping related information; writes narratives using sequencing and includes details</i>			
Demonstrates command of conventions of standard English	P		
<i>Capitalizes title words; uses commas correctly in dialogue; uses spelling patterns in writing; forms and uses possessives; chooses words and phrases for effect; recognizes differences between formal and informal English</i>			
Researches and/or provides evidence to build and present knowledge	P		
<i>Conducts short research projects; recalls information to answer a question; takes brief notes; sorts evidence</i>			
Produces and publishes clear and coherent writing	P		
<i>Produces clear and coherent writing that is appropriate to task, purpose and audience; develops writing by planning, editing and revising; uses technology to produce and publish writing; uses keyboarding skills</i>			
Speaking and Listening			
Speaks using correct grammar	M		
<i>Demonstrates command of the conventions of standard English grammar when speaking</i>			
Participates in conversations with understanding	M		
<i>Participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led), on grade 3 topics and texts, builds on others' ideas and expresses his/her own ideas clearly</i>			
Presents knowledge and ideas clearly	M		
<i>Reports on a topic, tells a story, or recounts an experience in an organized manner using appropriate facts and details to support main idea; speaks clearly at an understandable pace; adds audio and visual displays to a presentation to emphasize details; differentiates between contexts that call for formal English and situations where informal discourse is appropriate</i>			
Asks and answers questions to clarify understanding	M		

Math			
Demonstrates understanding of concepts and procedures	M		
<i>Multiplies numbers from 0 to 10 with fluency; multiplies with numbers greater than 10; adds and subtracts with numbers to 1,000; works with unit fractions (e.g. fractions with a 1 in the numerator like 1/3 and 1/6); adds and subtracts fractions; basic division; area</i>			
Communicates mathematical reasoning both orally and in writing	M		
<i>Uses diagrams, charts, pictures and visual models to represent numbers (whole numbers, fractions); provides explanations in words, pictures or visual models; uses graphs, tables and number lines to show how a problem is solved; explains multiplication problems using equations, rectangular arrays and/or the area model; generates tables</i>			
Applies problem-solving strategies and uses models to solve problems	M		
<i>Explains the meaning of problems and looks for ways to solve problems; analyzes problems and plans solutions; solves problems using charts, graphs, visual representations and other tools; communicates conclusions precisely</i>			
Demonstrates computational fluency	M		
<i>Fluently adds and subtracts to 1,000 using strategies and algorithms; fluently multiplies and divides within 100; multiplies whole digit numbers by multiples of 10</i>			
Social Studies			
Develops questions	M		
<i>Ask compelling questions that can frame and advance inquiry; compelling questions focus on how things work, interpretations of information and require students to construct arguments in response to these questions</i>			
Uses resources to gather information	P		
<i>Gather information from multiple sources and come to conclusions in an inquiry; discuss and distinguish between facts and opinions when gathering information; identify evidence that draws information from multiple sources in response to compelling questions</i>			
Demonstrates an understanding of concepts	P		
<i>Understand Connecticut and local towns; analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns</i>			
Uses evidence to communicate conclusions	P		
<i>Explain the challenges people have faced and opportunities they have created in addressing problems at various times and places in Connecticut history; summarize arguments and explanations to others using print, oral technologies (e.g., posters, essays, letters, and reports) and digital technologies</i>			

Science	Nov.	Mar.	June
Makes observations and asks questions	M		
<i>Ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations</i>			
Investigates using equipment/tools appropriately	M		
<i>Define the features to be investigated, such as patterns that suggest causal relationships and the tools that they need to complete the investigations (e.g., What features of a ramp affect the speed of a given ball as it leaves the ramp?)</i>			
Demonstrates an understanding of concepts	M		
Forms and communicates conclusions	M		
<i>Construct and critique explanations; develop explanations of what they observe when conducting their own investigations and to evaluate their own and others' explanations for consistency with the evidence; record observations whether in drawings, words, or numbers—and to share them with others</i>			

Wellness and Physical Education	Nov.	Mar.	June
Demonstrates an understanding of the relationship between activities and physical fitness components.	P		
Applies the understanding of physical activity concepts to developing movement sequences and game strategies.	P		
Works independently or cooperatively and productively with partners or small groups.	P		
Demonstrates applications combining locomotor, non-locomotor and manipulative skills in activities.	M		
Demonstrates an understanding of safety techniques in order to avoid and reduce injury and disease	M		

Visual Art	Nov.	Mar.	June
Demonstrates knowledge of art process and applies craftsmanship	P		
Applies knowledge of art appreciation and vocabulary	P		

Vocal Music	Nov.	Mar.	June
Demonstrates understanding of melodic concepts	P		
Demonstrates understanding of rhythmic concepts	P		
Applies musical concepts through procedures	P		

World Language	Nov.	Mar.	June
Engages in conversation and correspondence, provides and obtains information, expresses feelings and exchanges opinions	P		
Understands and interprets spoken and written language on a variety of topics	P		

World Language	Nov.	Mar.	June
Presents information, concepts and ideas to listeners or readers on a variety of topics	P		
Demonstrates an understanding of the products, practices and perspectives of cultures studied, and uses cultural knowledge for interpersonal, interpretative and presentation communication	M		

Comments

November

March

June