

**Third Grade Standards Performance Chart (2011-2012)**

**First Nine Weeks**

**Mastery is achieved when the specifics listed below are demonstrated or when your child demonstrates the knowledge or skill correctly most of the time. In making this decision, student performance in the last part of the grading will be emphasized.**

<b>Reading Fluency Standard</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Demonstrates the ability to read orally with speed, accuracy, and expression as follows: (ELA3R1)	The student independently and consistently reads below 56 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 57-74 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 75-80 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 81+ correct words per minute on the Estimated ORF (STAR)
<b>Vocabulary Standards</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Recognizes and uses: Homophones, homographs, antonyms, and synonyms (ELA3R2c)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Identifies and uses: common idioms and figurative phrases. (ELA3R2d)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Identifies and gains meaning from common root words, common prefixes, and common suffixes (ELA3R2e)	Even with guidance, the student is not able to identify a root word, suffix and/or prefix of grade level words.	The student requires guidance to identify a root word, suffix and/or prefix of grade level words for partial mastery.	The student independently and consistency determines meaning of grade level words that contain a root word with a suffix and /or prefix.	In addition to meeting the standard, the student applies extended levels of thinking when determining word meanings based on suffixes or prefixes.
Reads and understands vocabulary including multiple meaning words in context on grade level. (ELA3R2b)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Comprehension Standards</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Distinguishes between fact and opinion (ELA3R3d)	Even with guidance, the student is not able to recognize the difference between fact and opinion in grade level text.	The student requires guidance to identify fact and opinion in grade level text for partial mastery.	The student independently and consistently develops their own fact and opinion in a grade level text.	Fact and Opinion <a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3comp_3.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3comp_3.pdf</a>  Pages 4-10
Recognizes & compare plot, setting, and characters (ELA3R3e)	Even with guidance, the student is not able to recognize story elements between texts (plot, setting, and characters).	The student requires guidance to identify story elements between texts (plot, setting, and characters) for partial mastery	The student independently and consistently incorporates story elements to retell grade level text.	TE 1 17C; Practice Book page 4; TE 55C; Practice Book 24; TE page 101
Analyzes stories for main idea/details, setting, characters and events (ELA3R3)	Even with guidance, the student is not able to generate logical inferences and predictions about story elements based on details given.	The student requires guidance to generate logical inferences and predictions about story elements based on details given for partial mastery	The student independently and consistently generates explicit and implicit inferences about main idea/details, setting, characters and events.	Analyze stories for main idea, details, setting, character, and events pgs 20-28  <a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf</a>

Summarizes text, identifies main idea and details (ELA3R3g,j)	Even with guidance, the student is not able to summarize and/or identify main idea and details while summarizing grade level text.	The student requires guidance to identify main idea and detail in grade level text for partial mastery	The student independently and consistently identifies main idea and details while summarizing grade level text.	Practice book pages 2, 112 <a href="https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/3%20Narrative%20Recalling%20Summarizing%20Teacher%20Observation%20Checklist.pps">https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/3%20Narrative%20Recalling%20Summarizing%20Teacher%20Observation%20Checklist.pps</a>
Identifies cause and effect and draws conclusions (ELA3R3l)	Even with guidance, the student is not able to differentiate or generate implicit examples of cause & effect in grade level text.	The student requires guidance to differentiate between explicit examples of cause & effect in grade level text for partial mastery.	The student independently and consistently generates explicit and implicit examples of cause & effect in grade level texts.	<ul style="list-style-type: none"> <li>• <a href="#">Cause &amp; Effect Match</a> p.63 (C.020)</li> <li>• PB page 42</li> </ul>
Identifies the basic elements of different genres (ELA3R3n)	Not assessed at this time	Not assessed at this time	Not assessed at this time	
Recognizes the author's purpose (ELA3R3p)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Applies dictionary, thesaurus and glossary skills (ELA3R3r)	Even with guidance, the student is not able to apply dictionary, thesaurus and glossary skill to determine word meanings.	The student requires guidance to apply dictionary, thesaurus and glossary skills to determine word meanings for partial mastery.	The student independently and consistently applies dictionary, thesaurus and glossary skills to determine word meaning and uses them in written work	In addition to meeting the standard, the student applies extended levels of thinking in dictionary, thesaurus, and glossary skills.
Demonstrates knowledge of reading strategies (ELA3R3)	Even with guidance, the student is not able to demonstrate knowledge of reading strategies.	The student requires guidance to demonstrate knowledge of reading strategies for mastery.	The student independently and consistently extends knowledge of reading strategies by applying to everyday tasks and daily reading.	In addition to meeting the standard, the student applies extended levels of thinking while extending knowledge of reading strategies.
<b>Writing Standards</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Writes legibly in print and cursive (ELA3C1n)	Even with guidance, the student is not able to form letters properly or letters are not legible in print.	The student requires guidance to forms letters properly and legibly in print for partial mastery.	The student independently and consistently uses print to produce legible written work such as paragraphs and essays	In addition to meeting the standard, the student applies extended levels of effort while printing legibly.
Applies spelling/phonic skills (ELA3C1l)	Even with guidance, the student is not able to spell grade level words within . . .written work	The student requires guidance to correctly spell grade level words within written work for mastery.	The student independently and consistently correctly spells grade level words and above grade level words within written work.	In addition to meeting the standard, the student applies extended levels of thinking while spelling.
Uses the writing process to create quality writing (ELA3W1)	Even with guidance, the student is not able to use the writing process to create quality writing.	The student requires guidance to be able to use the writing process to create quality writing.	The student independently and consistently uses the writing process to extend the quality of writing.	In addition to meeting the standard, the student applies extended levels of thinking while extending the quality of writing.
Uses reference materials to gather information (ELA3W1j)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Writing: Informational</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Ideas (ELA3W1)	Even with guidance, the student does not demonstrate a consistent focus on a topic and provides supporting details.	The student requires guidance to demonstrate a consistent focus on a topic and provide supporting details for partial mastery.	The student independently and consistently accomplishes; a sustained focus on a topic; consistent point of view, relevant details and descriptions, and complete information.	In addition to meeting the standard, the student applies extended levels of thinking while maintaining consistent point of view,

Conventions (ELA3C1)	Even with guidance, the student does not use correct capitalization and punctuation and sentence structure.	The student requires guidance to use correct capitalization and punctuation and sentence structure for partial mastery.	The student independently and consistently accomplishes a variety of sentence structures with some complex or compound sentences and consistently clear and correct sentences	In addition to meeting the standard, the student applies extended levels of thinking while using a variety of sentence structures and writing sentences correctly.
Word Choice / Style (ELA3W1)	Even with guidance, the student does not produce an interesting and engaging piece of writing.	The student requires guidance to produce an interesting and engaging piece of writing for partial mastery.	The student independently and consistently accomplishes sustained use of interesting language.	In addition to meeting the standard, the student applies extended levels of thinking while using vivid adjectives and sensory details.

Conventions Standards	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Uses and identifies nouns (singular/plural / possessive) (ELA3C1b)	Even with guidance, the student is not able to use and/or identify characteristics of nouns in context.	The student requires guidance to use and identify characteristics of nouns in context for partial mastery.	The student independently and consistently uses and identifies characteristics of nouns in context and demonstrates this through written work.	In addition to meeting the standard, the student applies extended levels of thinking while identifying characteristics of nouns.
Uses and identifies pronouns (personal and possessive) (ELA3C1d)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses and identifies verbs (subject/verb agreement) (ELA3C1a)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses and identifies adjectives (ELA3C1a)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses and identifies adverbs	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses compound and complex sentence structure (ELA3C1f)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses correct punctuation and capitalization (ELA3C1m)	Even with guidance, the student is not able to use ending punctuation, apostrophes, commas, and capitalization to sentences.	The student requires guidance to apply ending punctuation, apostrophes, commas, or quotation marks as well as capitalization to sentences for partial mastery.	The student independently and consistently applies ending punctuation, apostrophes, commas, and quotation marks as well as capitalization to sentences and is able to identify mistakes in proofreading.	In addition to meeting the standard, the student applies extended levels of thinking while placing ending punctuation, apostrophes, commas, and quotation marks as well as capitalizing sentences and identifying mistakes in proofreading.
Organization (ELA3W1)	Even with guidance, the student does not produce an organized piece of writing with a clear introduction, body, and conclusion.	The student requires guidance to produces an organized piece of writing with a clear introduction, body, and conclusion for partial mastery.	The student independently and consistently accomplishes clear and appropriate organizational pattern with a strong introduction, body, and conclusion.	In addition to meeting the standard, the student applies extended levels of thinking while maintain a clear and appropriate organizational pattern.

<b>Numbers and Operations Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Understands and uses place value (M3N1)	Even with guidance, the student cannot <u>consistently</u> identify place value of 5 digit whole numbers.	The student requires guidance to identify place value of 5 digit whole numbers (includes standard form).	The student independently and consistently identifies place value to 10 thousands (includes word name, standard and expanded form)	In addition to meeting the standard, the student applies extended levels of thinking while identifying place value to 10 thousand.
Solves problems using addition (M3N2)	Even with guidance, the student cannot solve problems by adding one-digit by one digit.	The student requires guidance to solve problems by adding two digit numbers with regrouping.	The student independently and consistently solve problems by adding three digit numbers with regrouping.	In addition to meeting the standard, the student applies extended levels of thinking while regrouping.
Solves problems using subtraction. (M3N2)	Even with guidance, the student cannot solve problems by subtracting one-digit by one digit.	The student requires guidance to solve problems by subtracting two digit numbers with regrouping.	The student independently and consistently solve problems by subtracting three digit numbers with regrouping.	In addition to meeting the standard, the student applies extended levels of thinking while regrouping.
Knows multiplication facts (M3N3)	Even with guidance, the student cannot consistently identify multiplication facts 0-6.	The student requires guidance to recall multiplication facts 0-6 with partial mastery.	The student independently and consistently knows multiplication facts 0-10.	In addition to meeting the standard, the student applies extended levels of thinking while recalling multiplication facts 0-10.
Uses arrays and area models to solve multiplication problems (M3N3c)	<i>Even with guidance</i> , the student cannot consistently form arrays of 1 digit by 1 digit and explain repeated addition in context.	The student requires guidance to form arrays of 1 digit by 1 digit and explain repeated addition in context.	The student independently and consistently forms arrays of 2 digits by 1 digit and shows partial products. of arrays.	In addition to meeting the standard, the student applies extended levels of thinking while forming arrays.
Solves problems using multiplication and division (M3N3-4)	<i>Even with guidance</i> , the student cannot consistently solve problems using multiplication and division.	The student requires guidance to solve problems using multiplication and division.	The student independently and consistently solves problems using multiplication and division.	In addition to meeting the standard, the student applies extended levels of thinking while solving multiplication and division problems.
Compares fractions and decimals	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Solves problems involving fractions	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Compares decimals	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses estimation and mental math (M3N2)	Even with guidance, the student does not choose an appropriate estimation strategy.	The student requires guidance to choose the strategy and determines a reasonable answer for partial mastery.	The student independently and consistently choosing the strategy and determines a reasonable answer for partial mastery.	In addition to meeting the standard, the student applies extended levels of thinking while choosing the strategy and determines a reasonable answer for partial mastery.
<b>Measurement Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Determines elapsed time of a full, half & quarter hour	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time

Measures length	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Compares length	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Understands and measures perimeter	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Understands and measures area	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Geometry Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Identifies, classifies, and compares properties of geometric figures(2 and 3 dimensional shapes)	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Classifies triangles	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Identifies parts of a circle	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Algebra Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Describes and extends patterns	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Uses symbols to determine an unknown value	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Data Analysis Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Creates tables & graphs	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
Interprets tables & graphs	Not assessed at this time	Not assessed at this time	Not assessed at this time	Not assessed at this time
<b>Process Skills Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Solves word problems using a variety of strategies (M3P1)	Even with guidance, the student is unable to solve one step word problems.	The student requires guidance to correctly solve one step problem and shows work with units.	The student independently and consistently correctly solves multi-step word problems and shows work with units.	In addition to meeting the standard, the student applies extended levels of thinking while correctly solving multi-step word problems and shows work with units.
Reasons and justifies mathematical thinking (M3P2)	Even with guidance, the student cannot use reasoning skills when solving below grade level problems.	The student requires guidance to use reasoning skills when solving 3 <sup>rd</sup> grade problems.	The student independently and consistently correctly uses reasoning skills when solving 3 <sup>rd</sup> grade problems.	In addition to meeting the standard, the student applies extended levels of thinking while correctly use reasoning skills when solving 3 <sup>rd</sup> grade problems.

Communicates and supports mathematical concepts (M3P3)	Even with guidance, the student is unable to explain and defend process used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form.	The student requires guidance to explain and defend processes used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form for partial mastery.	The student independently and consistently correctly explains and defends processes used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form for partial mastery.	In addition to meeting the standard, the student applies extended levels of thinking while correctly explaining and defending processes used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form for partial mastery.
Makes connections among math ideas and other areas (M3P4)	Even with guidance, the student is unable to relate math to real world situations and other math concepts.	The student requires guidance to relate math to real world situations and other math concepts.	The student independently and consistently correctly relates math to real world situations and other math concepts.	In addition to meeting the standard, the student applies extended levels of thinking while correctly relates math to real world situations and other math concepts.
Represents math in multiple ways (M3P5)	Even with guidance, the student cannot consistently use pictures, words, and symbols to represent math concepts.	The student requires guidance to use pictures, words and symbols to represent math concepts.	The student independently and consistently correctly uses pictures, words and symbols to represent math concepts.	In addition to meeting the standard, the student applies extended levels of thinking while correctly uses pictures, words and symbols to represent math concepts.
<b>Science Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Investigates habitats of different organisms (S3L1)	Even with guidance, the student cannot identify Georgia habitats with the animals or plants of each region.  Even with guidance, the student does not understand effects of change in habitats.	The student requires guidance to differentiate Georgia habitats with the animals and plants of each region for partial mastery.  The student requires guidance to understand change in habitats.	The student independently and consistently Investigates Georgia habitats with the animals and plants of each region, naming animals and plants and explains what will happen to an <b>organism</b> if the habitat is changed.	In addition to meeting the standard, the student applies extended levels of thinking while Investigating Georgia habitats with the animals and plants of each region, naming animals and plants and explaining what will happen to an <b>organism</b> if the habitat is changed.
<b>Social Studies Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Historical Figures (SS3H2)	Even with guidance, the student cannot identify key people or events in history.	The student requires guidance to explain how Paul Revere expanded the rights and freedoms of Americans in democracy.	The student independently and consistently describes how Paul Revere influenced the rights and freedoms that Americans have today.	In addition to meeting the standard, the student applies extended levels of thinking while describing how Paul Revere influenced the rights and freedoms that Americans have today.

<p>Map and Globe Skills</p>	<p>Even with guidance, the student cannot :</p> <ul style="list-style-type: none"> <li>• identify types of maps</li> <li>• identify parts of a map</li> <li>• Locate areas of land and water</li> <li>• identify landforms and bodies of water</li> <li>• identify or locate regions</li> </ul>	<p>The student requires guidance to locate the equator, prime meridian, and lines of latitude and longitude on a globe.</p> <p>The student requires guidance to identify on a political map specific locations significant to Paul Revere's life and times.</p>	<p>The student independently and consistently:</p> <ul style="list-style-type: none"> <li>• differentiates types of maps and their purposes</li> <li>• applies map skills to gather information</li> <li>• describes characteristics of landforms, bodies of water, and features of a river</li> <li>• identifies, locates, and describes regions</li> </ul>	<p>In addition to meeting the standard, the student applies extended levels of thinking while differentiates types of maps and their purposes</p> <ul style="list-style-type: none"> <li>• applies map skills to gather information</li> <li>• identifies and locates 7 continents, 4 hemispheres, and 4 oceans</li> <li>• describes characteristics of landforms, bodies of water, and features of a river</li> </ul>
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