

Third Grade Standards Performance Chart (2011-2012)

Third 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.

Reading Fluency Standard	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
	Even with guidance, the student does not	The student requires guidance to	The student consistently and independently	In addition to meeting the standard, the student
Demonstrates the ability to read orally with speed, accuracy, and expression as follows:	The student independently and consistently reads below 73 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 74-94 words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 95-104 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 105+ correct words per minute on the Estimated ORF (STAR)
Vocabulary Standards	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Recognizes and uses: Homophones, homographs, antonyms, and synonyms	Not able to recognize or use antonyms and synonyms /homographs, homophones in written language	Recognizes and uses antonyms and synonyms / homographs, homophones in grade level text	Recognizes and uses antonyms and synonyms/ homographs, homophones in personally written work	Recognizes and uses antonyms and synonyms/ homographs, homophones in personally written work
Identifies and uses: common idioms and figurative phrases.	Not able to identify and use common idioms and figurative phrases.	Identifies and uses: common idioms and figurative phrases.	Demonstrates ability to identify and use common idioms and figurative phrases in personally written work.	Demonstrates ability to identify and use common idioms and figurative phrases in personally written work
Identifies and gains meaning from common root words, common prefixes, and common suffixes	Not able to identify a root word, suffix and/or prefix of grade level words	Identifies a root word, suffix and/or prefix of grade level words	Determines meaning of grade level words that contain a root word with a suffix and /or prefix	Determines meaning of grade level words that contain a root word with a suffix and /or prefix
Reads and understands vocabulary in context on grade level.	Not able to read and understand vocabulary in context on grade level	Reads and understands vocabulary in context on grade level	Reads and understand vocabulary in context above grade level	Reads and understand vocabulary in context above grade level
Comprehension Standards	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Distinguishes between fact and opinion	Not able to recognize the difference between fact and opinion in grade level	Identifies fact and opinion in grade level text	Develops their own fact and opinion in a grade level text.	Develops their own fact and opinion in a grade level text.
Recognizes & compare plot, setting, and characters	Not able to recognize story elements between texts (plot, setting, and characters)	Identifies story elements between texts (plot, setting, and characters)	Incorporates story elements to retell grade level text	Incorporates story elements to retell grade level text
Analyzes stories for main idea/details, setting, characters and events	Not able to generate logical inferences and predictions about story elements based on details given	Generates logical inferences and predictions about story elements based on details given	Generates explicit and implicit inferences about main idea/details, setting, characters and events	Generates explicit and implicit inferences about main idea/details, setting, characters and events

Summarizes text, identifies main idea and details	Not able to summarize and/or identify main idea and details while summarizing grade level text	Identifies main idea and detail in grade level text	Identifies main idea and details while summarizing grade level text	Identifies main idea and details while summarizing grade level text
Identifies cause and effect and draws conclusions	Not able to differentiate or generate implicit examples of cause & effect in grade level text	Differentiates between explicit examples of cause & effect in grade level text	Generates explicit and implicit examples of cause & effect in grade level texts	Generates explicit and implicit examples of cause & effect in grade level texts
Identifies the basic elements of different genres	Not able to identify or differentiate between the basic elements of genres for grade level texts	Identifies the basic elements of different genres for grade level texts	Identifies and differentiates between the basic elements of genres for grade level texts	Identifies and differentiates between the basic elements of genres for grade level texts
Recognizes the author's purpose	Not able to recognize the author's purpose	Recognizes the author's purpose	Recognizes and can describe author's purpose with concrete details.	Recognizes and can describe author's purpose with concrete details.
Applies dictionary, thesaurus and glossary skills	Not able to apply dictionary, thesaurus and glossary skill to determine word meanings	Applies dictionary, thesaurus and glossary skills to determine word meanings	Applies dictionary, thesaurus and glossary skills to determine word meaning and uses them in written work.	Applies dictionary, thesaurus and glossary skills to determine word meaning and uses them in written work.
Demonstrates knowledge of reading strategies	Not able to demonstrate knowledge of reading strategies	Demonstrates knowledge of reading strategies	Extends knowledge of reading strategies by applying to everyday tasks and daily reading.	Extends knowledge of reading strategies by applying to everyday tasks and daily reading.
Writing Standards	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Writes legibly in print and cursive	Not able to form letters properly or letters are not legible in print.	Forms letters properly and are legible in print.	Uses print to produce legible written work such as paragraphs and essays	Uses print to produce legible written work such as paragraphs and essays
Applies spelling/phonic skills	Not able to spell grade level words within written work	Correctly spells grade level words within written work	Correctly spells grade level words and above grade level words within written work.	Correctly spells grade level words and above grade level words within written work.
Uses the writing process to create quality writing	Not able to use the writing process to create quality writing	Able to use the writing process to create quality writing	Uses the writing process to extend the quality of writing.	Uses the writing process to extend the quality of writing.
Uses reference materials to gather information	Not able to use reference materials to gather information	Able to use reference materials to gather information	Able to use reference materials for real life applications and for written work	Able to use reference materials for real life applications and for written work
Writing: Persuasive	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Ideas	Does not demonstrate a consistent focus on a topic and provides supporting details	Demonstrates a consistent focus on a topic and provides supporting details	Accomplishes a sustained focus on a topic; consistent point of view, relevant details and descriptions, complete information	Accomplishes a sustained focus on a topic; consistent point of view, relevant details and descriptions, complete information

Conventions	Does not use correct capitalization and punctuation and sentence structure	Uses correct capitalization and punctuation and sentence structure	Accomplishes a variety of sentence structures with some complex or compound sentences and consistently clear and correct sentences	Accomplishes a variety of sentence structures with some complex or compound sentences and consistently clear and correct sentences
Word Choice / Style	Does not produce an interesting and engaging piece of writing	Produces an interesting and engaging piece of writing	Accomplishes sustained use of interesting language (e.g. descriptive language, sensory details, strong verbs)	Accomplishes sustained use of interesting language (e.g. descriptive language, sensory details, strong verbs)
Organization	Does not produce an organized piece of writing with a clear introduction, body, and conclusion	Produces an organized piece of writing with a clear introduction, body, and conclusion	Accomplishes clear and appropriate organizational pattern with a strong introduction, body, and conclusion	Accomplishes clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Conventions Standards	Level One (Does Not Meet)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Uses and identifies nouns (singular/plural / possessive)	Not able to use and/or identify characteristics of nouns in context	Uses and identifies characteristics of nouns in context	Uses, and Identifies characteristics of nouns in context - Demonstrates this through written work.	Uses, and Identifies characteristics of nouns in context - Demonstrates this through written work.
Uses and identifies pronouns (personal and possessive)	Not able to use and/or identify characteristics of pronouns in context	Uses and identifies characteristics of pronouns in context	Uses and identifies characteristics of pronouns in context- Demonstrates this through written work.	Uses and identifies characteristics of pronouns in context- Demonstrates this through written work.
Uses and identifies verbs (subject/verb agreement)	Not able to use and/or identify characteristics of verbs in context	Uses and identifies verbs in context	Uses and identifies characteristics of verbs in context - Demonstrates this through written work.	Uses and identifies characteristics of verbs in context - Demonstrates this through written work.
Uses and identifies adjectives	Not able to use and/or identify characteristics of adjectives in context	Uses and identifies adjectives in context	Uses and identifies characteristics of adjectives in context - Demonstrates this through written work.	Uses and identifies characteristics of adjectives in context - Demonstrates this through written work.
Uses and identifies adverbs	Not able to use and/or identify characteristics of adverbs in context	Uses and identifies adverbs in context	Uses and identifies characteristics of adverbs in context - Demonstrates this through written work.	Uses and identifies characteristics of adverbs in context - Demonstrates this through written work.
Uses compound and complex sentence structure	Not able to construct and modify compound and complex sentences (simple subject/simple predicate) (imperative, declarative, interrogative, exclamatory)	Constructs and modifies compound and complex sentences (simple subject/simple predicate) (imperative, declarative, interrogative, exclamatory)	Demonstrates knowledge of complex/compound sentence structure through written work.	Demonstrates knowledge of complex/compound sentence structure through written work.

Uses correct punctuation and capitalization	Not able to use ending punctuation, apostrophes, commas, and capitalization to sentences	Applies ending punctuation, apostrophes, commas, or quotation marks as well as capitalization to sentences	Applies ending punctuation, apostrophes, commas, and quotation marks as well as capitalization to sentences and is able to identify mistakes in proofreading	Applies ending punctuation, apostrophes, commas, and quotation marks as well as capitalization to sentences and is able to identify mistakes in proofreading
Numbers and Operations Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Understands and uses place value	Unable to consistently identify place value from tenths through ten thousands (including word name, standard and expanded form)	Identifies place the value of 5-digit whole numbers (includes standard form)	Identifies place value to 10 thousands (includes word name, standard, and expanded form)	Identifies place value to 10 thousands (includes word name, standard, and expanded form)
Solves problems using addition	Solves problems by adding two- digit numbers with regrouping multiple times	Solves problems by adding three-digit numbers with regrouping multiple times	Solves problems by adding four-digit numbers with regrouping multiple times	Solves problems by adding four-digit numbers with regrouping multiple times
Solves problems using subtraction.	Solves problems by subtracting two- digit numbers with regrouping multiple times	Solves problems by subtracting three- digit numbers with regrouping multiple times	Solves problems by subtracting four-digit numbers with regrouping multiple times	Solves problems by subtracting four-digit numbers with regrouping multiple times
Knows multiplication facts	Unable to consistently recall multiplication facts 0-10	Knows multiplication facts 0-10; multiplies any number by 10	Knows multiplication facts 0-12; multiplies any number by 100	Knows multiplication facts 0-12
Uses arrays and area models to solve multiplication problems	Unable to form arrays of 3 digit by 1 digit and show partial products of arrays	Forms arrays of 3 digits by 1 digit and shows partial products of arrays		
Solves problems using multiplication	Unable to solve multiplication word problems	Solves multiplication word problems 2 digits by 1 digit	Creates and solves two-step multiplication word problems	Creates and solves two-step multiplication word problems
Solves problems using division	Unable to solve division word problems	Solves division word problems 2 digit by 1 digit	Creates and solves two-step division word problems	Creates and solves two-step division word problems
Solves problems involving fractions	Unable to solve addition and subtraction fractions with like denominators through models	Solves addition and subtraction of fractions with like denominators through models	Creates and solves two-step fraction word problems	Creates and solves two-step fraction word problems

Compares fractions & decimals	Unable to assign a decimal fraction (0.3) and a common fraction (3/10) to a pictorial model (to tenths)	Assigns a decimal fraction (0.3) and a common fraction (3/10) to a pictorial model (to tenths)	Not Assessed	Not Assessed
Uses estimation & mental math strategies	Unable to choose the strategies and determine a reasonable answer	Chooses the strategy and determines a reasonable answer	Not Assessed	Not Assessed
Measurement Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Determines elapsed time of a full, half & quarter hour	Unable to measure elapsed time to the full and half hour	Measures elapsed time to the full and half hour,	Creates a real world situations involving elapsed time to the full and half hour.	Creates a real world situations involving elapsed time to the full and half hour.
Measures length	Inaccurately measures to the nearest $\frac{1}{2}$ inch and whole centimeter	Accurately measures to the nearest $\frac{1}{2}$ inch and whole centimeter	Correctly measures to nearest $\frac{1}{4}$ inch, centimeter and millimeter	Correctly measures to nearest $\frac{1}{4}$ inch, centimeter and millimeter
Compares length	Unable to compare one unit to another within a single system of measurement	Compares one unit to another within a single system of measurement (metric AND customary)	Compares one unit of measurement of metric and compare to customary (such as inch-centimeter) etc.	Compares one unit of measurement of metric and compare to customary (such as inch-centimeter) etc.
Understands and measures perimeter	Unable to measure and calculate perimeter	Measures and calculates perimeter	Creates a real life situation which involves finding perimeter	Creates a real life situation which involves finding perimeter
Understands and measures area	Unable to measure and calculate area	Measures and calculates area	Creates a real life situation which involves finding area	Creates a real life situation which involves finding area
Geometry Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Identifies, classifies, and compares properties of geometric figures	Unable to identify, draw, and classify the properties of 2 and 3 dimensional figures	Identifies, draws, and classifies the properties of all 2 and 3 dimensional figures listed (# of edges, vertices, and size of angles – right, obtuse, and acute)	Compares and contrasts the properties of 2 and 3 dimensional figures	Compares and contrasts the properties of 2 and 3 dimensional figures

Classifies triangles	Unable to identify, draw, and explain the properties of scalene, isosceles, and equilateral	Identifies, draws, and explains the properties of scalene, isosceles, and equilateral	Not Assessed	Not Assessed
Identifies parts of a circle	Identifies less than 2 properties of a circle	Identifies 2 of the 3 properties of a circle (center, diameter, and radius)	Identifies center, diameter, and radius of a circle	Identifies center, diameter, and radius of a circle

Algebra Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
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
Data Analysis Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Creates tables & graphs	Unable to create tables and graphs using increments of 1	Creates a table and uses it to create a line plot, pictograph, and bar graph using scale increments of 1, 2, 5, and 10	Gathers information from a real-world experience to create a table and use it to create a line plot, pictograph, or bar graph using scale increments of 1, 2, 5, and 10	Gathers information from a real-world experience to create a table and use it to create a line plot, pictograph, or bar graph using scale increments of 1, 2, 5, and 10
Interprets tables & graphs	Unable to read data from a graph and table	Reads data from a graph and table	Interprets (compares and contrasts) data when reading a graph and table (summary statements, Q&A)	Interprets (compares and contrasts) data when reading a graph and table (summary statements, Q&A)
Process Skills Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Solves word problems using a variety of strategies	Unable to solve one step word problems	Correctly solves one step problem and shows work with units	Correctly solves multi-step word problems and shows work with units	
Reasons and justifies mathematical thinking	Unable to use reasoning skills when solving 3 rd grade problems	Uses reasoning skills when solving 3 rd grade problems	Using reasoning skills when solving and creating 3 rd grade problems	
Communicates and supports mathematical concepts	Unable to Explain and defend processes used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form	Explains and defends processes used to solve problems (examples: Math Journals, discussions, and observations) verbally and in written form		

Makes connections among math ideas and other areas	Unable to relate math to real world situations and other math concepts	Relates math to real world situations and other math concepts		
Represents math in multiple ways	Unable to use pictures, words, and/or symbols to represent math	Uses pictures, words and symbols to represent math concepts		
Communicate and support	Unable to explain and defend processes used to solve problems	Explains and defends processes used to solve problems		
Science Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Magnets	Identifies objects that attract and repel magnets not using scientific vocabulary	Identifies objects attracted to magnets Describes attraction and repulsion of magnetic poles Explains how magnets are used in everyday life Measures the strength of various magnets	Identifies objects that attract and repel magnets Describes magnetism using scientific vocabulary (attract, repel, north and south poles) Compares and contrasts the strength of various magnets	Identifies objects that attract and repel magnets Describes magnetism using scientific vocabulary (attract, repel, north and south poles) Compares and contrasts the strength of various magnets
Pollution and Conservation	Does not recognize kinds of pollution found in land, water, and air	Determines the interdependence of man and the environment Recognizes kinds of pollution found in land, water, and air	Creates real to life examples of how man conserving or polluting affects the environment Recognizes kinds of pollution found in land, water, and air, and describes how these affect the environment.	Creates real to life examples of how man conserving or polluting affects the environment Recognizes kinds of pollution found in land, water, and air, and describes how these affect the environment.

Social Studies Standards	Level One (not yet met)	Level Two	Level Three (MEETS)	Level Four (EXCEEDS)
Historical Figures	Does not identify key people or events in history.	Explains how Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, and Franklin D. Roosevelt expanded the rights and freedoms of Americans in democracy.	Describes how the United States has been impacted by the lives of Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, and Franklin D. Roosevelt.	Describes how the United States has been impacted by the lives of Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, and Franklin D. Roosevelt.
Political Roots of Democracy	Cannot identify examples of Greek architecture Cannot define or explain a direct democracy or representative democracy	Identifies the influence of Greek architecture (Parthenon, U.S. Supreme Court building), law, and the Olympic Games on the present. Explains the ancient Athenians' idea that a community should choose its own leaders. Identifies Athens as a direct democracy and the United States as a representative democracy.	Describes the influence of Greek architecture (Parthenon, U.S. Supreme Court building), law, and the Olympic Games on the present. Relates how the ancient Athenians' idea that a community should choose its own leaders has influenced the United States. Compare and contrasts Athens as a direct democracy with the United States as a representative democracy	Describes the influence of Greek architecture (Parthenon, U.S. Supreme Court building), law, and the Olympic Games on the present. Relates how the ancient Athenians' idea that a community should choose its own leaders has influenced the United States. Compare and contrasts Athens as a direct democracy with the United States as a representative democracy
Principles of Government	Cannot identify the structure of government	Explains why in the United States there is a separation of power between branches of government and levels of government. Names the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council). States an example of the responsibilities of each level and branch of government.	Describes the three branches and three levels of government	Describes the three branches and three levels of government

Economics	<p>Cannot define or explain public goods and services or taxes.</p> <p>Cannot define interdependence</p> <p>Cannot explain how voluntary exchange benefits both parties</p>	<p>Explains that governments provide certain types of goods and services in a market economy, and pays for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p> <p>Describes the interdependence of consumers and producers of goods and services.</p> <p>Describes how goods and services are allocated by price in the marketplace.</p> <p>Explains that most countries create their own currency for use as money.</p>	<p>Compares public and private goods and services.</p> <p>Describes how supply and demand influence the costs of goods and services in the marketplace.</p> <p>Creates examples and describe how voluntary exchange benefits both parties.</p>	<p>Compares public and private goods and services.</p> <p>Describes how supply and demand influence the costs of goods and services in the marketplace.</p> <p>Creates examples and describe how voluntary exchange benefits both parties.</p>
		<p>Gives examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <p>Describes the costs and benefits of personal spending and saving choices.</p>	<p>Gives examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <p>Describes the costs and benefits of personal spending and saving choices.</p>	<p>Gives examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <p>Describes the costs and benefits of personal spending and saving choices.</p>
Map and Globe Skills	<p>Cannot identify the major rivers of the United States</p> <p>Cannot identify the major mountain ranges of the United States</p>	<p>Identifies major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson</p> <p>Identifies major mountain ranges of the United States of America: Appalachian, Rocky.</p>	<p>Identifies the major rivers of the United States and what geographic region they are located in.</p>	<p>Identifies the major rivers of the United States and what geographic region they are located in.</p>

