

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

**Fourth 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>
	<b>Even with guidance, the student</b>	<b>The student requires guidance to</b>	<b>The student consistently and independently</b>	<b>In addition to meeting the standard, the student</b>
Demonstrates the ability to read orally with speed, accuracy, and expression as follows:	The student independently and consistently reads below 79 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 80-109 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 110-120 correct words per minute on the Estimated ORF (STAR)	The student independently and consistently reads 121+ 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	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	Applies extended levels of thinking while using antonyms, synonyms, and 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	Applies extended levels of thinking when determining word meanings based on suffixes or prefixes.
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	Applies extended levels of thinking while reading and understanding vocabulary.
<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	Not able to recognize the difference between fact and opinion in grade level text	Identifies fact and opinion in grade level text	Develops their own fact and opinion in a grade level text.	Applies extended levels of thinking while analyzing fact and opinion.
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	Applies extended levels of thinking while incorporating story elements in level texts.
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	Applies extended levels of thinking while generating explicit and implicit inferences about main idea/details, setting, character 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	Applies extended levels of thinking while identifying main idea and details in grade level text summaries.
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	Applies extended levels of thinking while generating explicit and implicit examples of cause & effect in text.
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	Applies extended levels of thinking while identifying and differentiating basic elements of genres.
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.	Applies extended levels of thinking while recognizing author's purpose.
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 extended levels of thinking in dictionary, thesaurus, and glossary skills.
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.	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	Not able to form letters properly or letters are not legible in print and cursive.	Forms letters properly and are legible in print and cursive.	Uses print and cursive to produce legible written work such as paragraphs and essays	Applies extended levels of effort while printing legibly.
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.	Applies extended levels of thinking while spelling.
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.	Applies extended levels of thinking while extending 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

<b>Writing: Response to Literature</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
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	Applies extended levels of thinking while maintaining consistent point of view,
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	Applies extended levels of thinking while using a variety of sentence structures and writing sentences correctly.
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)	Applies extended level of thinking to accomplish sustained use of interesting language.
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	Applies extended thinking while using clear and appropriate organizational patterns with a strong introduction, body, and conclusion.
<b>Conventions Standards</b>	<b>Level One (Does Not Meet)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
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.	Applies extended level of thinking to use and identify characteristics of nouns in context.
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.	Not assessed at this time
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.	Applies extended level of thinking to use and identify characteristics of verbs in context.
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.	Not assessed at this time
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.	Not assessed at this time

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.	Not assessed at this time
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 extended levels of thinking to apply ending punctuation, apostrophes, commas, and quotation marks as well as capitalization to sentences and is able to identify mistakes in proofreading.
<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	Unable to identify place value from tenths through ten thousands	Identifies place value from <i>tenths</i> through ten thousands	Identifies place value to 10 thousands (includes word name, standard, and expanded form)	Applies extended levels of thinking to identify 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	Applies extended levels of thinking to solve problems by adding three digit numbers with regrouping.
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	Applies extended levels of thinking to solve problems by subtracting three digit numbers with regrouping.
Knows multiplication facts	Unable to consistently recall multiplication facts 0-10	Knows multiplication facts 0-10	Knows multiplication facts 0-12; multiplies any number by 100	Applies extended levels of thinking to know 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 by arrays	Forms arrays of 3 digits by 1 digit and shows partial products by arrays	Applies extended levels of thinking to form 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 3 digits by 1 digit	Creates and solves two-step multiplication word problems	Applies extended levels of thinking to create and solve division word problems.
Solves problems using division	Unable to solve division word problems	Solves division word problems 3 digit by 1 digit	Creates and solves two-step division word problems	Not assessed at this time

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 in word problems	Creates and solves two-step fraction word problems	Not assessed at this time
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)	Assigns a decimal fraction (0.3) and a common fraction (3/10) to a pictorial model (to tenths)	Applies extended thinking to assign a decimal fraction (0.3) and a common fraction (3/10) to a pictorial model (to tenths)
Uses estimation & mental math strategies	Unable to choose the strategies and determine a reasonable answer	Chooses the strategy and determines a reasonable answer		
<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	Unable to measure elapsed time to the full and half hour	Measures elapsed time to the full, half, quarter hour, and 5-minute interval	Creates situations involving elapsed time to the full, half, quarter hour, and 5- minute interval	Applies extended levels of thinking to create 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 all 3 units: $\frac{1}{4}$ inch, centimeter, and millimeter	Accurately measures all 3 units: $\frac{1}{4}$ inch, centimeter, and millimeter	Applies extended levels of thinking to correctly measure both 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 within metric with unit of measurement within customary ie. Inch and cm	Applies extended levels of thinking to compare 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 using a formula and a model	Creates real-life situations involving perimeter	Applies extended levels of thinking to create a real life situation which involves finding perimeter
Understands and measures area	Unable to measure and calculate area	Measures and calculates area by using a formula and a model	Creates real-life situations involving area	Applies extended levels of thinking to create a real life situation which involves finding area.
<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	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	Applies extended levels of thinking to compare and contrast 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		
Identifies parts of a circle	Identifies less than 2 properties of a circle	Identifies the center, diameter, and radius of a circle	Draws 3 different size circles. Compares and contrasts the different sizes of the parts of the circle.	Applies extended levels of thinking to compare the relationship between radius and diameter,
<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	Unable to describe and extend visual and number patterns (addition, subtraction, multiplication, and division)	Describes and extends visual and number patterns (addition, subtraction, multiplication, and division)	Creates and explains own number and geometric pattern (addition, subtraction, multiplication, and division)	
Use symbols to determine an unknown value	Unable to solve a number sentence by using symbols to represent operations and unknown numbers (addition, subtraction, multiplication, and division)	Solves a number sentence by using symbols to represent operations and unknown numbers (addition, subtraction, multiplication, and division)	Creates own number sentence by using symbols to represent operations and unknown numbers (addition, subtraction, multiplication, and division)	
<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	Unable to create tables and graphs using increments of 1	Creates a table and uses it to create a line plot, pictograph, Venn diagram, 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, Venn diagrams, 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)	
<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	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 <sup>rd</sup> grade problems	Uses reasoning skills when solving 3 <sup>rd</sup> grade problems	Using reasoning skills when solving and creating 3 <sup>rd</sup> 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 concepts	Uses pictures, words and symbols to represent math concepts		
<b>Science Health Standards</b>	<b>Level One (not yet met)</b>	<b>Level Two</b>	<b>Level Three (MEETS)</b>	<b>Level Four (EXCEEDS)</b>
Comprehends health promotion and disease prevention	Consistently recognizes that there are multiple dimensions of health including health promotion and disease prevention.	Inconsistently recognizes that there are multiple dimensions of health including health promotion and disease prevention.	Does not recognize that there are multiple dimensions of health including health promotion and disease prevention.	Applies extended levels of thinking to categorize the sources of heat energy (burning, rubbing, mixing), describe how insulation affects heating and cooling, and describe radiation using scientific vocabulary.
Analyzes influences on health behaviors	Consistently understands the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Inconsistently understands the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Does not understand the influence of factors on health behaviors.	Applies extended levels of thinking to classify rocks and minerals based on physical properties (size, shape, color, texture, hardness), compare and contrast texture, particle size, and color of clay, loam, potting soil, and sandy soil.
Demonstrates accessing information and services to enhance health	Consistently demonstrates ability to access valid information and services to enhance health.	Inconsistently demonstrates the ability to access valid information and services to enhance health.	Cannot demonstrate ability to access valid information and services to enhance health.	Applies extended levels of thinking to demonstrate ability to access valid information and services to enhance health.
Demonstrates using interpersonal communication to enhance health	Consistently demonstrates the ability to use interpersonal communication skills to enhance health.	Inconsistently demonstrates the ability to use interpersonal communication skills to enhance health.	Does not demonstrate the ability to use interpersonal communication skills to enhance health.	Applies extended levels of thinking to demonstrate the ability to use interpersonal communication skills to enhance health.

Demonstrates using decision-making skills to enhance health	Consistently demonstrates the ability to use decision-making skills to enhance health.	Inconsistently demonstrates the ability to use decision-making skills to enhance health.	Does not demonstrate the ability to use decision-making skills to enhance health.	Applies extended levels of thinking to demonstrate the ability to use decision-making skills to enhance health.
Demonstrates using goal-setting to enhance health	Consistently demonstrates the ability to use goal-setting skills to enhance health.	Inconsistently demonstrates the ability to use goal-setting skills to enhance health.	Does not demonstrate the ability to use goal-setting skills to enhance health.	Applies extended levels of thinking to demonstrate the ability to use goal-setting skills to enhance health.
Demonstrates health enhancing behaviors and risks	Consistently demonstrates the ability to practice health- enhancing behaviors and avoid health risks.	Inconsistently demonstrates the ability to practice health- enhancing behavior and avoid health risks.	Does not demonstrate the ability to practice health- enhancing behavior and avoid health risks.	Applies extended levels of thinking to demonstrate the ability to practice health- enhancing behavior and avoid health risks.
Demonstrates advocating for personal, family and community health	Consistently demonstrates the ability to advocate for personal, family, and community health.	Inconsistently demonstrates the ability to advocate for personal, family, and community health.	Does not demonstrate the ability to advocate for personal, family, and community health.	Applies extended levels of thinking to demonstrate the ability to advocate for personal, family, and community health.

<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	Does not identify key people or events in history	Explains how Franklin D. Roosevelt and Cesar Chavez expanded the rights and freedoms of Americans in democracy.	Describes how the United States has been impacted by the lives of Franklin D. Roosevelt and Cesar Chavez	Applies extended levels of thinking to Applies extended levels of thinking to describe how the United States has been impacted by the lives of Franklin D. Roosevelt and Cesar Chavez
Economics	Cannot identify the four types of productive resources	Describes the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)	Describes the four types of productive resources and explains how each is used cooperatively in economics	Applies extended levels of thinking to describes the four types of productive resources and explains how each is used cooperatively in economics.