

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.

THIRD GRADE LISTENING AND SPEAKING

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.

THIRD GRADE READING

Literal Comprehension: Understands What is Written In the Text (Cont'd)

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.

THIRD GRADE READING

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 (cont'd)

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 makes sense of that.

THIRD GRADE READING

Analytic Reading: Breaks Apart And Puts Together Text Meaning, Evaluates Author's Choices, And Grows Own Ideas About Text (Cond't)

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

Text Types & Purposes

Writes to Communicate Ideas & Information Effectively

Beginning: I need guidance to communicate and adjust writing in relation to audience, purpose, and task.

Approaching: I attempt to communicate and adjust writing in relation to audience, purpose, and task.

Meeting: I can communicate and adjust writing in relation to audience, purpose, and task.

Extending: I can effectively communicate and adjust writing in relation to audience, purpose, and task and transfer my understanding effectively across the curriculum.

Production & Distribution

Produces Writing Appropriate to the Task

Beginning: I need guidance to produce coherent writing in relation to audience, purpose and discipline.

Approaching: I attempt to produce coherent writing in relation to audience, purpose and discipline.

Meeting: I can produce coherent writing in relation to audience, purpose and discipline.

Extending: I can produce coherent writing in relation to audience, purpose and discipline and transfer my understanding effectively across the curriculum.

Strengthens Writing by Planning, Revising, and Editing

Beginning: I need guidance to strengthen my writing through conferring with peers and adults.

Approaching: I attempt to strengthen my writing through conferring with peers and adults and by requesting clarification and asking relevant questions.

Meeting: I can strengthen my writing through conferring with peers and adults and by requesting clarification and asking relevant questions.

Extending: I can strengthen my writing through conferring with peers and adults and by requesting clarification and asking relevant questions, and I transfer my understanding effectively across the curriculum.

Produces Writing Legibly and Appropriately Formatted

Beginning: I need guidance to use written or digital formats in a precise and thoughtful way.

Approaching: I attempt to use written or digital formats in a precise and thoughtful way.

Meeting: I can use written or digital formats in a precise and thoughtful way.

Extending: I can use written or digital formats in a precise and thoughtful way and transfer my understanding effectively across the curriculum.

THIRD GRADE WRITING

Research to Build and Present Knowledge

Conducts Short Research Projects

Beginning: I need guidance to use focused questions to build knowledge about a topic.

Approaching: I attempt to use focused questions to build knowledge about a topic and select and use tools best suited to my communication goals.

Meeting: I can use focused questions to build knowledge about a topic and select and use tools best suited to my communication goals.

Extending: I can use focused questions to build knowledge about a topic and select and use tools best suited to my communication goals and transfer by understanding effectively across the curriculum.

Gathers Information from Print/Digital Sources and Experiences

Beginning: I need guidance to integrate my personal experiences and/or gather information from various sources, make notes, and share my knowledge through writing.

Approaching: I attempt to integrate my personal experiences and/or gather information from various sources, make notes, categorize information and share my knowledge through writing.

Meeting: I can integrate my personal experiences and/or gather information from various sources, make notes, categorize information and refine/share my knowledge through writing.

Extending: I can integrate my personal experiences and/or gather information from various sources, make notes, categorize information and refine/share my knowledge through writing and transfer my understanding effectively across the curriculum.

Language

Demonstrates Command of Standard English Grammar & Usage

Beginning: I need guidance to demonstrate the use of conventions of Standard English grammar and usage when writing or speaking.

Approaching: I attempt to demonstrate the use of conventions of Standard English grammar and usage when writing or speaking.

Meeting: I can demonstrate the use of conventions of Standard English grammar and usage when writing or speaking.

Extending: I can effectively communicate and demonstrate the use of conventions of Standard English grammar and usage when writing or speaking and transfer my understanding effectively across the curriculum.

THIRD GRADE WRITING

Language (Cont'd)

Applies Correct Spelling, Capitalization, and Punctuation

Beginning: I need guidance to demonstrate the use of conventions of Standard English spelling, capitalization, and punctuation in my written work.

Approaching: I attempt to demonstrate the use of conventions of standard English spelling, capitalization, and punctuation in my written work.

Meeting: I can demonstrate the use of conventions of Standard English spelling, capitalization, and punctuation in my written work.

Extending: I can effectively communicate and demonstrate the use of conventions of Standard English spelling, capitalization, and punctuation in my written work and transfer my understanding effectively across the curriculum.

Acquires and Uses Appropriate Vocabulary

Beginning: I need guidance to determine the meaning of unknown and multiple-meaning words by using a variety of strategies to acquire new vocabulary.

Approaching: I attempt to determine the meaning of unknown and multiple-meaning words by using a variety of strategies to acquire and use a wide-ranging vocabulary to make purposeful language choices when writing and speaking.

Meeting: I can determine the meaning of unknown and multiple-meaning words by using a variety of strategies to acquire and use a wide-ranging vocabulary to make purposeful language choices when writing and speaking.

Extending: I can determine the meaning of unknown and multiple-meaning words by using a variety of strategies to acquire and use a wide-ranging vocabulary to make purposeful language choices when writing and speaking and transfer my understanding effectively across the curriculum.

THIRD GRADE MATHEMATICS

MATHEMATICAL PRACTICES

Communicates Mathematical Thinking

Beginning: I have difficulty communicating my conclusions to others.

Approaching: I can communicate my conclusions to others, but may need assistance justifying and or answering questions to support my thinking or my written work.

Meeting: I can justify my conclusions, communicate them to others, and answer questions asked of me to support my thinking or my written work.

Extending: I can justify my conclusions, communicate them to others, and answer questions asked of me to justify my thinking or to support my written work. In addition, I can also justify why my strategy was most efficient based on the context of the problem.

MATHEMATICAL UNDERSTANDINGS

Adds Numbers

Beginning: I have difficulty solving addition problems within 1,000; I do not have one strategy that I use accurately yet.

Approaching: I can solve addition problems within 1,000 using one strategy.

Meeting: I can solve addition problems within 1,000 using more than one strategy, and choose an efficient strategy based on the numbers in the problem.

Extending: In addition to meeting, I can solve addition problems within 1,000 using more than one strategy and justify why my strategy is most efficient.

Subtracts Numbers

Beginning: I have difficulty solving subtraction problems within 1,000; I do not have one strategy that I use accurately yet.

Approaching: I can solve subtraction problems within 1,000 using one strategy.

Meeting: I can solve subtraction problems within 1,000 using more than one strategy, and choose an efficient strategy based on the numbers in the problem.

Extending: In addition to meeting, I can solve subtraction problems within 1,000 using more than one strategy and justify the strategy I choose.

THIRD GRADE MATHEMATICS

MATHEMATICAL UNDERSTANDINGS (cont'd)

Multiplies Numbers, EARLY MULTIPLICATION UNIT

Beginning: I am not yet making use of groups when I am solving a multiplication problem. I am using repeated addition.

Approaching: I use repeated addition and skip counting to find the total when solving multiplication problems up to 10×10 . I am beginning to use grouping strategies to find the total. My strategies are not yet efficient and/or I lose track of the groups.

Meeting: I can use grouping strategies such as doubling, using partial products or benchmarks, and doubling and halving to make groups and groups of groups to find totals in an efficient way when solving multiplication problems up to 10×10 .

Extending: In addition to meeting, I can analyze and compare grouping strategies for solving multiplication problems up to 10×10 and I can explain why the strategies do or do not work.

Multiplies Numbers, MULTIPLICATION UNIT

Beginning: I have difficulty multiplying 2-digit numbers.

Approaching: I can multiply 2-digit numbers using repeated addition.

Meeting: I can multiply 2-digit numbers using strategies based on place value and the properties of operations (partial products, 10 times, or using a ratio) to solve problems.

Extending: In addition to meeting, I can multiply 2-digit numbers using a variety of strategies accurately and I can justify why one strategy would be more efficient than another.

Multiplies Numbers, MULTIPLICATION AND DIVISION UNIT

Beginning: I have difficulty multiplying 2-digit numbers (21 and below). I am still working on developing a strategy to solve multiplication problems.

Approaching: I inconsistently multiply two 2-digit numbers (21 and below). I can use a multiplication strategy but make errors.

Meeting: I can fluently multiply 2-digit numbers (21 and below), using strategies based on place value and the properties of operations to solve problems. I can represent the strategies I use and justify why one strategy is more efficient than another.

Extending: In addition to meeting, I can analyze and compare strategies for solving multiplication problems and I can explain why the strategies do or do not work.

Divides Numbers, MULTIPLICATION AND DIVISION UNIT

Beginning: I have difficulty dividing within 100. I am still working on developing a strategy to solve multiplication problems.

Approaching: I inconsistently divide within 100. I can use a division strategy but may make errors.

Meeting: I can fluently divide within 100, using strategies based on multiplication, place value and the properties of operations, to solve problems.

Extending: In addition to meeting, I can represent the strategies I use to divide and justify why one strategy would be more efficient than another.

THIRD GRADE MATHEMATICS

MATHEMATICAL UNDERSTANDINGS (cont'd)

Understands Fractions

Beginning: I have difficulty finding equal shares, using fractions or mixed numbers correctly to represent a quantity, and locating a fraction on a number line.

Approaching: I divide a whole or a group of things into equal shares but I have difficulty identifying the fraction or mixed number for each share, and/or locating a fraction or mixed number 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 or mixed number on a number line using reasoning.

Extending: In addition to meeting, I can analyze and compare strategies for dividing whole into equal shares, identifying the fraction or mixed number for each share, and locating a fraction or mixed number on a number line and I can explain why those strategies work.

Compares Fractions

Beginning: I have difficulty finding equivalent fractions or comparing the size of fractions.

Approaching: I recognize equivalent fractions and compare fractions inconsistently.

Meeting: I can explain the equivalence of fractions and compare fractions by reasoning about their size. I can justify my results using a visual fraction model or a number line.

Extending: In addition to meeting, I can analyze and compare strategies for finding equivalent fractions and comparing fractions and I can explain why those strategies work.

Identifies and Explains Arithmetic Patterns ADDITION AND SUBTRACTION UNIT AND MULTIPLICATION UNIT

Beginning: I have difficulty identifying number patterns.

Approaching: I can identify number patterns, but need assistance to explain why they occur.

Meeting: I can identify number patterns and why they occur.

Extending: I can identify and explain number patterns and use this relationship to solve problems.

Describes 2-dimensional Shapes

Beginning: I have difficulty identifying and describing attributes of shapes.

Approaching: I understand that shapes have attributes but need help putting them into larger categories.

Meeting: I can draw shapes that fit specific categories, classify shapes into more than one category, and justify my thinking.

Extending: In addition to meeting, I can analyze and compare others' strategies for classifying shapes. I can explain why their strategies do or do not work.

THIRD GRADE MATHEMATICS

MATHEMATICAL UNDERSTANDINGS (cont'd)

Determines Area

Beginning: I can determine the area of a figure by counting the unit squares with help.

Approaching: I understand how to determine the area of a figure by counting the unit squares.

Meeting: I can solve problems involving area. I find area of a rectangle by covering it with square units and by multiplying side lengths. I can make connections between the two methods and I can justify my answers.

Extending: In addition to meeting, I can analyze and compare others' strategies for finding area. I can explain why the strategies do or do not work.

Determines Perimeter

Beginning: I can determine the perimeter of a figure with help where all sides are labeled.

Approaching: I understand how to determine the perimeter of a figure where all sides are labeled.

Meeting: I can solve problems involving perimeter of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Extending: In addition to meeting, I can analyze and compare others' strategies for solving problems involving perimeter and I can explain why their strategies work.

Tells Time and Solves Problems Involving Time

Beginning: I have difficulty telling and writing time to the nearest minute

Approaching: I can tell and write time to the nearest minute, but need assistance to solve addition and subtraction problems involving intervals of time.

Meeting: I can tell and write time to the nearest minute and can solve addition and subtraction problems involving intervals of time.

Extending: I can use addition, subtraction, multiplication, and division to solve problems involving intervals of time.

Represents Data

Beginning: I have difficulty creating a picture or bar graph to represent a data set with several categories, or I do so with help.

Approaching: I create a picture or a graph to represent a data set with several categories, but need assistance to create a scale.

Meeting: I can create a scaled picture graph or bar graph to represent a data set with several categories. I can also create a line plot to represent measurement data.

Extending: In addition to creating a scaled picture or bar graph to represent a data set with several categories, I can interpret someone else's scale and add data to their graph.

THIRD GRADE MATHEMATICS

MATHEMATICAL UNDERSTANDINGS (cont'd)

Solves Problems About Data

Beginning: I can describe important features of the data with help (where the data are concentrated, where the data are spread out, and whether there are unusual values in the set of data).

Approaching: I partially describe important features of the data (where the data are concentrated, where the data are spread out, and whether there are unusual values in the set of data).

Meeting: I can solve 1- and 2- step “how many more” and “how many less” problems using important features of the data (where the data are concentrated, where the data are spread out, whether there are unusual values in the set of data, and changes over time).

Extending: I clearly describe important features of the data (where the data are concentrated, where the data are spread out, and whether there are unusual values in the set of data); I use median and mode as meaningful statistics for the set of data.

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 3rd 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 3rd 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 3rd grader.

THIRD GRADE SCIENCE AND ENGINEERING

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 effected 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 3rd graders.

THIRD GRADE SCIENCE AND ENGINEERING

CROSSCUTTING CONCEPTS (CONT'D)

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 3rd 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 3rd 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.

KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR

BEHAVIOR (cont'd)

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.

KINDERGARTEN THROUGH FIFTH GRADE LEARNING BEHAVIOR

BEHAVIOR (cont'd)

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)

Uses English to Communicate for Social, Intercultural, and Instructional Purposes with the School Setting

Uses English to Share and Request Information

Beginning: Seeks assistance from peers or teacher to gather information. Identifies or names basic words or phrases using 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.

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.

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 Express Needs, Feelings and Ideas

Beginning: Identifies or names basic words or pictures related to needs, feelings, and ideas. Produces words in response to WH-questions or from picture prompts.

Approaching: Produces phrases or short sentences in response to personal, open-ended questions from picture prompts.

Meeting: Expresses connected ideas to relate needs, feelings, and ideas. Uses accurate related vocabulary and grammatical structures.

Extending: Provides extended discourse in order to express needs, feelings and ideas and is able to justify opinions/ideas. Uses linguistically complex sentences and structures.

Conducts Transactions in and Outside of the Classroom with Peers and Adults

Beginning: Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

Approaching: Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

Meeting: Initiates and responds to idiomatic expressions or slang in conversation.

Extending: Expresses or responds to figurative language in conversation.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Uses Appropriate Learning Strategies to Extend Communicative Competence in English

Uses English to Ask for Help or Clarification

Beginning: Names objects, people, and pictures. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations.

Approaching: Asks WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations.

Meeting: Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting.

Extending: Initiates questions or asks for clarification in small or large groups using correct idiomatic expressions and structures.

Uses Maps/Charts/Organizers/Pictures to Attain/Convey Knowledge

Beginning: Locates, identifies or matches information on maps, charts, graphic organizers and pictures.

Approaching: Locates, classifies and organizes information in maps, charts, graphic organizers and pictures.

Meeting: Compares, uses and applies information in maps, charts, graphic organizers and pictures with support.

Extending: Compares, uses and applies information in maps, charts, graphic organizers and pictures to complete grade-level requirements and tasks.

Uses Spoken and Written English for Personal Expression and Enjoyment

Describes or Recounts Favorite Events, Activities or Pastimes

Beginning: Names objects, people, and pictures. Answers either/or questions, makes lists of words or activities. Begins to restate facts.

Approaching: Describes pictures, events, objects, and people. Retells stories or events using short sentences and some simple past tense. States preference or likes/dislikes.

Meeting: Discusses stories, issues, and concepts. Able to recount events, activities, pastimes at length and with increasing detail. Makes predictions and expresses opinion.

Extending: Explains in great detail events occurring in the past, using correct tenses. Able to make predictions, express and defend point of view or opinion.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Uses Spoken and Written English for Personal Expression and Enjoyment (cont'd)

Asks Questions or Makes Requests for Personal Reasons

Beginning: Names objects, people, and pictures. Answers WH- questions or either/or questions.

Approaching: Asks WH- Questions. Begins to initiate questions with peers/teacher. Asks questions in one-on-one situations.

Meeting: Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting.

Extending: Initiates questions in small or large groups using correct idiomatic expressions and structures.

Uses English to Achieve Academically in the Content Areas

Develops and Applies Effective Listening Skills and Strategies

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

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

Meeting: Compare/Contrast functions, relationships from oral information. Analyzes and applies oral information. Identifies cause and effect from oral discourse.

Extending: Draws conclusions from oral information. Constructs models based on oral discourse. Makes connections from oral discourse.

Participates in Full Class, Group and Pair Discussions and Interactions

Beginning: Participates in full class, group and pair discussions through observation or by listening. Answers direct either/or questions or selects answers from visual prompts or word bank. Comprehends and produces high frequency vocabulary.

Approaching: Answers direct questions in full class, group and pair discussions. Contributes to group work or completes activity with support. Comprehends and produces short sentences and uses general language related to content.

Meeting: Answers and initiates questions or participates in discussions using general and specific content area vocabulary. Produces longer and increasingly complex sentences. Errors do not impede overall meaning of communication.

Extending: Participates independently at grade level using specific and technical content area vocabulary. Proficiency comparable to grade-level peers.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Uses English to Achieve Academically in the Content Areas (cont'd)

Uses English to Compare/Contrast Persuade, Evaluate, Negotiate, and Justify

Beginning: Finds or identifies information using visual prompts, matches labels, or produces word/phrase lists from word banks or labeled pictures.

Approaching: Identifies and sorts language associated with fact/opinion, uses sentences and general language to provide information, express opinion or preference, persuade, evaluate, negotiate or justify.

Meeting: Expresses connected ideas to compare/contrast, persuade, evaluate, negotiate or justify. Supports or elaborates ideas/opinions with details or relevant facts using content area vocabulary.

Extending: Provides extended discourse with justification in regard to ideas/opinions. Uses specific and technical vocabulary to express ideas with proficiency comparable to grade-level peers.

Uses English to Retell, Relate, Respond and Represent Information

Beginning: Uses basic words and phrases to retell, relate, respond and represent information. Relies on high frequency vocabulary and teacher/peer support. Identifies or uses picture prompts.

Approaching: Uses high-frequency vocabulary and phrases or short sentences to retell, relate, respond, and represent information. Uses routine expressions and simple tenses to convey message.

Meeting: Engages in everyday discourse to retell, relate, respond and represent information. Uses a wide range of vocabulary related to the content area or topic.

Extending: Is able to retell, relate, respond and represent information using specific and technical grade-level vocabulary. Uses linguistically complex structures and tenses.

Applies a Writing Process in Composing Text

Beginning: Copies words or phrases from models, labels, and 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.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Uses English to Achieve Academically in the Content Areas (cont'd)

Composes Well-Developed Text Using Standard English Conventions

Beginning: Sound/symbol letter relationships used in spelling. Spelling errors reflect non-native 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; first/third person used. Well-developed sentences/text. Increasingly complex paragraphs with supporting detail, use of content-related vocabulary.

Extending: Conventions match grade level. Complex tenses and structures used correctly. Uses specific and technical language related to content area.

Uses Appropriate Learning Strategies to Aid Knowledge of and Performance in the Content Areas

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, and 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/Applies Skills to Comprehend, Analyze and Evaluate Fiction

Beginning: Names story elements of various genres. Matches oral statements from fictional text to pictures.

Approaching: Describes story elements of various genres supported by illustrations. Describes pictures of people, objects, and situations.

Meeting: Identifies cause/effect, completes scenarios, summarizes story lines, issues or conflicts in various genres. Offers opinions or makes connections to text.

Extending: Makes connections and draws conclusions using grade-level materials. Proposes options or solutions to issues in various genres and supports responses with details.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Uses Appropriate Learning Strategies to Aid Knowledge of and Performance in the Content Areas (cont'd)

Develops/Applies Skills to Comprehend, Analyze and Evaluate Nonfiction

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.

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.

Communicates Effectively within and Beyond the Classroom

Develops and Applies Effective Speaking Skills and Strategies

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 error that may impede overall 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.

KINDERGARTEN THROUGH EIGHTH GRADE ENGLISH LANGUAGE LEARNERS (ELL)

Communicates Effectively within and Beyond the Classroom (cont'd)

Recognizes and Uses a Variety of Writing Styles and Forms

Beginning: Uses highest frequency vocabulary from school setting and content areas. Uses words, phrases or short sentences. Does not distinguish between varying formats or styles of writing.

Approaching: Uses general and some specific language related to content area. Uses short sentences or multiple, related sentences. Identifies and reproduces correct format or style for given task with support and modeling. Errors may impede meaning.

Meeting: uses specific and some technical language of content area. Identifies and accurately produces correct format or style for task with support. Errors are minimal and do not impede meaning.

Extending: Consistently uses correct vocabulary, specific and technical related to content area. Identifies and uses correct format or style for task independently.

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.

THIRD GRADE MUSIC

Approach to Learning (cont'd)

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.

KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

Efficiency of Human Movement (cont'd)

Performs Fundamental Movement Skills (cont'd)

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.

KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

Efficiency of Human Movement (cont'd)

Performs Rhythm and Dance (cont'd)

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.

KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

Personal and Social Behavior (cont'd)

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.

ELEMENTARY TECHNOLOGY LITERACY

Communication and Collaboration (cont'd)

Uses Digital Media and Environments to Communicate and Work Collaboratively (cont'd)

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.
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.

ELEMENTARY TECHNOLOGY LITERACY

Research and Information Fluency (cont'd)

Applies Digital Tools to Gather, Evaluate and use Information (cont'd)

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.

ELEMENTARY TECHNOLOGY LITERACY

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.
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.

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.
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.

ELEMENTARY TECHNOLOGY LITERACY

Digital Citizenship (cont'd)

Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior (cont'd)

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.
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.

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.