

Elementary Report Card Guide for Third Grade

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

Reading

Foundation Standard- Applies knowledge of phonics and word structure to read and understand unfamiliar words in and out of context

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Independently uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Consistently applies knowledge of word structure and parts to decode and comprehend word meaning. <ul style="list-style-type: none"> • Common prefixes and derivational suffixes • Common Latin suffixes • Multi-syllable words 	In isolation, able to identify parts of a word but does not apply it in context or word meaning.	Unable to consistently identify parts of a word.

Foundation Standard- Reads independent on grade level text with accuracy and fluency

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Reads independently at a fourth grade level text or above with understanding (R).	Reads independent on grade level or slightly above level text with understanding (O-Q).	Reads slightly below independent grade level text with understanding (N).	Reads below independent grade level text with understanding (M or below).

Standard- Retells events and uses information in the text to determine what a paragraph, passage, or chapter is mostly about.

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Retells most important events from more complex plots that may include multiple plotlines and/or flashbacks and flash-forwards.</p> <p>In an attempt to elaborate about how several pieces of evidence supports his or her claim, the reader may use linking words that facilitate this work (Just like when...here...at first but then...)</p>	<p>Retells many of the most important events from the story but may exclude others. Demonstrates understanding of cause and effect to understand present scene. May begin to retell complex plot-lines such as flashbacks or multiple plotlines.</p> <p>The reader continues to use linking and transition words when citing evidence from the text, showing a sense of logic in supporting an idea with examples.</p>	<p>Retells some event that may be less important to the overall story. May summarize the scene.</p> <p>When giving evidence from the text, and when prompted to say more, the reader tends to use simple linking words (because, so, but) to support their ideas and evidence.</p>	<p>Is unable to retell an event from the story or is able to retell using mostly text and/or pictures.</p> <p>With nudging and support, the reader may point to multiple places in the text that support his or her thinking. Those places will often include pictures, and some may not be clearly relevant.</p>

Standard- Determine key ideas to support the main idea of the text

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child can summarize the text and determine a central idea and then show with text evidence that it is supported by key details.</p>	<p>Child can produce the main idea even when the text headings do not explicitly name them. Relevant key details are also identified.</p>	<p>The child can name the main topic and identify some of the key ideas or details that are more explicitly named in section headings.</p>	<p>Child is able to identify main topic or key details based mostly on illustrations, descriptions, procedures of the text.</p>

Standard- Compares and contrasts the most important points and key details of two texts

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child compare and contrast important points and key details, they go beyond to integrate information from both in order to speak or write knowledgeably about the subject.</p>	<p>Can name similar and different important points the authors make, as well as the key details they include.</p>	<p>The child can name similar and different points the text make, usually based off of explicitly labeled section headings.</p>	<p>Child can identify basic similarities or differences but may need prompting or support or by using illustrations or descriptions.</p>

Standard- Identifies point of view of the narrator/character/author.

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
The child can note contextual information about the author, narrator, and character and how that relates to point of view. They can also explain how reason and evidence support a given point of view.	Child is able to independently and consistently identify the narrator's point of view, another character's point of view and the author's point of view.	With support, the child is able to identify the narrator's point of view, another character's point of view and/or the author's point of view.	With much scaffolding and support,

Language Arts

Writing Standard- Composes an organized variety of text

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Score is to be determined based on overall CCSS aligned district rubric and assessment(s) when available.			
(May change based on curriculum planning)			
Trimester 1- Writes a narrative text.			
Trimester 2- Writes an informative text.			
Trimester 3- Writes an opinion text.			
Research project???			

Writing Standard- Enhances writing by revising and editing their own writing

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Independently rereads to ensure attention getting introduction, well developed body that unfolds naturally, and a satisfying conclusion. With support word choices adds lively verbs, powerful nouns, interesting adjectives that enhances meaning. Uses both digital and conventional resources to check writing.	Independently rereads to clarify message by adding or deleting information. Revises word choices by substituting richer vocabulary to create mind pictures. Uses resources (dictionary, checklist, thesaurus) to check his or her writing. Uses proofreading techniques (caret, line through unwanted text).	With or without prompting and support, rereads to clarify message by deleting information. With support, revises word choice for richer vocabulary. Needs guidance to use resources or proofreading techniques to check over their writing. Writer may simply circle some words that don't look right and may attempt to self-correct.	Writer needs scaffolding and teacher assistance to revise and edit their writing.

Writing Standard- Writes well-developed paragraphs; including indentation, main idea and details

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Paragraph has a well-developed, descriptive and accurate topic that includes several supporting details or facts. It has an engaging organizational pattern (attention getting introduction, well	Paragraph demonstrates sufficient focus on the topic and includes several supporting details. It has an adequate organizational pattern (introduction, body and	Paragraph demonstrates little focus and has only a few supporting details which may be inconsistent or interfere with the meaning of the text. It has little evidence of an organizational	Paragraph topic is unclear and may have one supporting detail or a detail that is not relevant and interferes with the text. There is no clear organizational pattern and fails to provide transitions

developed body, effective linking words, and a concluding statement) and leaves the reader with a sense of engagement. It engages the audience with interesting word choice (precise language). It has an easy flow and rhythm from varied sentences structure and length.	conclusion) and conveys a sense of wholeness and completeness. Transitions, language and word choice are appropriate for the intended audience/purpose. Sentences are varied in length and structure.	pattern or any sense of completeness. Fails to provide transitions and limited or inappropriate vocabulary is used for the intended audience. There limited variety in sentence length and structure.	and had inappropriate vocabulary at times. There is no variety in sentence length and structure.
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Speaking and Listening Standard- Explains their own ideas and understanding in light of discussion

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 3 topics and texts with diverse partners building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute • Reviews the key ideas expressed and explains their own ideas and understanding 	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 3 topics and texts with diverse partners building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared • Follow agreed upon rules • Ask questions to check for understanding and link comments to the remarks of others • Explain their own ideas and understanding in light of discussion 	<p>May need support and guidance to participate in collaborative conversations with diverse partners about grade 3 topics and texts with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> • Follow agreed upon rules • Build on others’ talk by linking their comments to the remarks of others. • Ask for clarification and/or further explanation 	<p>With support, participates in collaborative conversations with diverse partners about grade 3 topics and texts with peers and adults in small and large groups.</p> <ul style="list-style-type: none"> • Follow agreed upon rules • Build on others’ talk by responding to the comments of others • Ask questions to clear up any confusion about the topic or text

Speaking and Listening Standard- Speaks clearly and effectively to communicate information for a variety of purposes

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Differentiates between contexts that call for formal English and situations where informal discourse is appropriate. Use formal English when appropriate for task and situation.	Speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	May or may not need support to produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	May or may not speak audibly to express thoughts, feelings and ideas. At times it may not be clear or in complete sentences.

Language Standard- Applies word sorts and spelling to daily work

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Applies word sorts to daily work. Uses spelling patterns (word families, position based spelling, syllable patterns, ending rules, meaningful word parts) and generalizations in writing words.	In isolation, child is able to spell words in their assigned word sort patterns. They are inconsistent in daily writing. May over generalize learned spelling patterns.	Child is not able to spell assigned word sort patterns in isolation or is very inconsistent.

Language Standard- Writes using grade appropriate punctuation and grammar

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Independently and consistently uses many of the following above grade level expectations. Grammar <ul style="list-style-type: none"> • Use of relative pronouns and adverbs • Use of progressive verb tense • Use modal auxiliaries (can, may must) • Order adjectives within sentences according to conventional patterns 	Independently and consistently uses many of the following grade level expectations. Grammar <ul style="list-style-type: none"> • Explains the function of nouns, pronouns, verbs, adjectives and adverbs • Uses regular and irregular plural nouns and verbs • Uses abstract nouns • Uses simple verb tense • Ensures subject-verb and pronoun-antecedent 	With prompting and support, applies some proficient indicators or is still working on the list below. Grammar <ul style="list-style-type: none"> • Collective nouns • Irregular plural nouns (feet, mice) • Reflexive pronouns (myself) • Past tense verbs • Adjectives and adverbs • Writer uses simple and 	With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below. Grammar <ul style="list-style-type: none"> • Common, proper and possessive nouns • Singular and plural nouns with matching verbs • Personal, possessive and indefinite pronouns • Uses verbs to convey a

<ul style="list-style-type: none"> Use prepositional phrases <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Correct capitalization Commas and quotation marks in dialogue and quotes from text Use comma before a coordinating conjunction in a compound sentence 	<p>agreement</p> <ul style="list-style-type: none"> Uses comparative and superlative adjectives and adverbs Coordinating and subordinating conjunctions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Capitalization words in titles Commas in addresses Commas and quotation marks in dialogue Form and use possessives 	<p>compound sentences</p> <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Including holidays, product names and geographic locations Commas in series, dates, greetings and closings Apostrophe in contractions and possessives 	<p>sense of past, present and future</p> <ul style="list-style-type: none"> Uses frequent adjectives. Conjunctions, determiners, prepositions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> Dates and names of people Commas in series and dates
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Language Standard- Determines meanings of words using multiple strategies (Vocabulary development)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Determines word meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Context clues From Greek and Latin affixes and roots Known root word as a clue Consults reference materials (digital and print) for pronunciation and meaning 	<p>Determines word meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Sentence level context clues From a known affix (heat, preheat) Known root word as a clue Print and digital glossaries and dictionaries 	<p>With prompting and support, applies some proficient indicators or is still working on the list below to determine word meaning. Writer may not use strategies flexibly.</p> <ul style="list-style-type: none"> Sentence level content clues From known prefix Known root word Knowledge of individual words to predict meaning of compound words (birdhouse) May use print and digital dictionary or glossary. 	<p>With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below to determine word meaning.</p> <ul style="list-style-type: none"> Sentence level context clue Frequently occurring affixes Frequently occurring root words and their inflectional forms (looks, looked, looking)

Mathematics

Number and Operations Standard- Understands the relationship between multiplication and division

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Models, describes and compares multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number line) and division (successive subtraction, partitioning, sharing) of whole numbers.	With some scaffolding, models, describes and compares multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number line) and division (successive subtraction, partitioning, sharing) of whole numbers.	With routine scaffolding, models, describes and compares multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number line) and division (successive subtraction, partitioning, sharing) of whole numbers. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Using strategies, multiplies and divides within 100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Fluently multiply and divide within 1,000 with accuracy and precision. Automaticity of all multiplication and division facts to 100 from memory.	Child can use all previous strategies (friendly numbers, splitting numbers, etc...) to solve multiplication and division problems, with fluency and accuracy within 100. Children begin to use multiple strategies in their head to solve higher level multiplication and division. A child that is fluent in multiplication is able to explain that "19 times 5 is 95, because twenty 5s is 100, and one less 5 is 95."	A child at this level develops requires some scaffolding to understand multiplication and division. They may or may not use skip counting and figuring out how many are in each group. For example, given twenty blocks, five people, and asked how many should each get, a child at this level says, "four, because 5 groups of 4 is 20."	They are able to solve small – number multiplication and division problems by grouping-making each group and counting all. They require some scaffolding to use skip counting to solve. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Adds and subtracts multi-digit whole numbers

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child can use composition of thousands, hundreds and tens and other strategies including the algorithm to solve multi-digit addition and subtraction problems to 1,000,000.</p>	<p>Child can use composition of hundreds and tens and all previous strategies to solve multi-digit addition and subtraction problems and algorithms with precision. For example, when asked, “what is 228+35?” this child thinks, 230 + 35 would be 265. But it is 28, so it is two less...263.</p>	<p>A child at this level requires some scaffolding to fluently add and subtract within 1,000. They may continue to use some inefficient strategies to solve equations.</p>	<p>With routine scaffolding and support on choosing appropriate strategies the child may or may not accurately solve addition and subtraction facts within 1,000. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Number and Operations Standard- Understands a fraction as a quantity (denominators 2,3,4,6, and 8)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Expresses whole numbers as fractions and decimals by constructing arguments and reasonableness of outcomes using a variety of concrete supports. They clearly understand that fractions, decimals and even perhaps percents are just other ways to express parts of wholes.</p>	<p>Expresses whole numbers as fractions. Recognizes that a fraction is one number, not two. They understand that the size of a fractional part is relative to the size of the whole. Is able to identify and locate fractions on the number line or as regions or parts of a set or unit.</p> <p>Constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (e.g. models, diagrams, tables).</p>	<p>With some scaffolding, expresses whole numbers as fractions. They recognize that a fraction is one number not two. They may or may not independently understand that the size of the fractional part is relative to the size of the hole. They may need support to identify and locate fractions on the number line or as regions or parts of a set or unit.</p>	<p>With routine scaffolding, expresses whole numbers as fractions. They do not necessarily recognize that a fraction is one number not two. Most likely they are not independently able to identify and locate fractions on the number line or as regions or part of a set or unit. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Number and Operations Standard- Recognize and generates simple equivalent fractions (denominators 2,3,4,6, and 8)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Composes and represents any fraction with an equivalent fraction and constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (e.g. models, diagrams, tables).	Composes and represents simple equivalent fractions in the form a/b and using a visual fraction model. They are able to explain why the fractions are equivalent by using a visual fraction model.	With some scaffolding, composes and represents simple equivalent fractions in the form of a/b and using a visual fraction model.	With routine scaffolding, may or may not be able to compose and represent simple equivalent fractions in the form of a/b using a visual fraction model. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Compares fractions with the symbols and justifies the conclusions (denominators 2,3,4,6, and 8)

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Compares and models fractions with different denominators.</p> <p>Uses symbols to compare fractions with like and unlike denominators.</p> <p>Constructs arguments and explains reasonableness of their answer using a variety of concrete supports (e.g. models, diagrams, tables).</p>	<p>Compares using symbols and/or modeling fractions with the same numerator or the same denominator by reasoning about their size. They use visual fraction models and strategies based on noticing equal numerators or denominators.</p> <p>Constructs arguments and explains reasonableness of outcomes using a variety of concrete supports (e.g. models, diagrams, tables).</p>	<p>With some scaffolding, is able to compare and model fractions with the same numerator or the same denominator by reasoning about their size. Support may or may not be needed to construct arguments and explaining the reasonableness of their answers by using a variety of concrete supports (e.g. models, diagrams, tables).</p>	<p>With routine scaffolding, may or may not be able to compare and model fractions with the same numerator or the same denominator by reasoning about their size. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Operations and Algebra Standard- Determines the unknown whole number that makes an equation true within 100 using multiplication and division

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Child is able to solve for unknown numbers in equations using multiplication and division, including using letters or drawings for unknown quantities (determine the unknown number that makes the equation true).	With some scaffolding, child is able to solve for unknown numbers in equations using multiplication and division, including using letters or drawings for unknown quantities (determine the unknown number that makes the equation true).	With routine scaffolding, child may or may not be able to solve for unknown numbers in equations using multiplication and division, including using letters or drawings for unknown quantities (determine the unknown number that makes the equation true). Child has not accomplished the skills or acquired knowledge of level 2.

Operations and Algebra Standard- Represent and solve two-step word problems (using the four operations) with a symbol standing for the unknown quantity

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
<p>Child is able to solve multi-step word problems starting from the unknown using number sentences with addition, subtraction, multiplication and division.</p> <p>Child can evaluate the reasonableness of their answers using mental computation,</p>	<p>Uses addition, subtraction, multiplication and division within 100 to solve one step and two step word problems starting from the unknown.</p> <p>Child can evaluate the reasonableness of their answers using mental computation,</p>	<p>Overall, child has understanding of all the operations. They may need some scaffolding to solve word problems starting with the unknown. Child may solve problems with the help of manipulatives/objects and diagrams. They may also be able to solve unknown numbers in</p>	<p>Overall, child may or may not have an understanding of all of the operations. They require significant scaffolding to solve word problems starting with the unknown. Child may solve problems with the help of manipulatives/objects. They may or may not be able to solve</p>

arithmetic patterns, and estimation strategies.	arithmetic patterns, and estimation strategies.	equations when in isolation.	unknown numbers in equations when in isolation. Child has not accomplished the skills or acquired knowledge of level 2.
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Measurement and Data Standard- Translates time between analog and digital clocks to the 1 minute using AM and PM

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Tells and writes time to the minute interval using both analog and digital clocks.	With some scaffolding, tells and writes time in one minute intervals using analog and digital clocks.	With routine scaffolding, tells and writes time in one minute intervals using analog and digital clocks. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Solves problems of time intervals in minutes

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Solves word problems involving addition and subtraction of time intervals in minutes.	With some scaffolding, they solve word problems involving addition and subtraction of time intervals in minutes.	With routine scaffolding solves word problems involving addition and subtraction of time intervals in minutes. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms and liters

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Selects and applies appropriate standard units, tools and level of precision in real-world measurement problems.	Recognizes that a unit must have the same attributes of the object. They select and apply appropriate units and tools to measure or estimate (volume and mass). They recognize situations that require precision and those where estimation is appropriate.	With some scaffolding, recognizes that a unit must have the same attribute of the object. They may need support to select and apply appropriate units and tools to measure and or estimate. They may or may not recognize situations that require precision and those where estimation is	With routine scaffolding, recognizes that a unit must have the same attribute of the object. They may need support to select and apply appropriate units and tools to measure and or estimate. They may or may not recognize situations that require precision and those where estimation is

		appropriate.	appropriate. Child has not accomplished the skills or acquired knowledge of level 2.
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Measurement and Data Standard- Draws and interprets a scaled picture (pictograph), line plot and bar graph

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	<p>Collects and represents/organizes data in scaled picture, line plot and bar graphs.</p> <p>Describes and compares parts of the data, makes statements about the data as a whole and determines whether the graphs answer the questions initially posed.</p>	With some scaffolding, child can collect, represent, describe and compare data in scaled picture, line plot and bar graphs.	With routine scaffolding, child may collect, represent, describe and compare data in scaled picture, line plot and bar graphs. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Finds an area of a rectangle using both addition and multiplication

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Able to find the area of irregular shapes. This includes using the appropriate area formula. They are able to construct and explanation or argument on why the formula works.	Recognizes area as an attribute of two-dimensional regions. They measure area of a shape by finding the total number of same size units of area required to cover the rectangle without gaps and overlap. By using a variety of strategies (eg. decomposing rectangles into rectangular arrays of squares) students connect multiplication and justify using multiplication to determine the area of a rectangle.	With some scaffolding, uses a variety of strategies to connect multiplication and addition to determine the area of a rectangle.	With routine scaffolding, uses a variety of strategies to connect multiplication and addition to determine the area of a rectangle. Child has not accomplished the skills or acquired knowledge of level 2.

Measurement and Data Standard- Finds the perimeter of polygons, including an unknown side length

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
Able to find the perimeter of polygons, including an unknown side length. This includes using the appropriate formula. They are able to construct and explanation or argument on why the formula works.	Recognizes perimeter as an attribute of plane figures. Solves word problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding the unknown side length, and exhibiting rectangles with the same perimeter and different areas, or with the same area and different perimeter.	With some scaffolding, solves problems involving perimeters of polygons, including finding the perimeter of an unknown side length.	With routine scaffolding, solves problems involving perimeters of polygons, including finding the perimeter of an unknown side length. Child has not accomplished the skills or acquired knowledge of level 2.

Geometry Standard- Categorizes quadrilaterals based on their attributes

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Recognizes rhombuses, rectangles, and squares as examples of quadrilaterals. Understands that shapes in different categories (eg. rhombuses, rectangles) may share attributes (have four sides) and that they shared attributes and be defined in a larger category (quadrilaterals). They can draw examples of quadrilaterals that do not belong to any of these subcategories.	With some scaffolding, recognizes rhombuses, rectangles, and squares as examples of quadrilaterals. Understands that shapes in different categories (eg. rhombuses, rectangles) may share attributes (have four sides) and that they shared attributes and be defined in a larger category (quadrilaterals). They can draw examples of quadrilaterals that do not belong to any of these subcategories.	With routine scaffolding, recognizes rhombuses, rectangles, and squares as examples of quadrilaterals. They may or may not understand that shapes in different categories (eg. rhombuses, rectangles) may share attributes (have four sides) and that they shared attributes and be defined in a larger category (quadrilaterals). They may or may not be able to draw examples of quadrilaterals that do not belong to any of these

			subcategories. Child has not accomplished the skills or acquired knowledge of level 2.
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Geometry Standard- Partition shapes into equal parts and identify the parts as fractions

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	<p>Partitions shapes into equal parts with equal areas and recognizes that each part is a unit fraction of the whole. This is done up to the eighths for circles and rectangles.</p> <p>They relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.</p>	<p>With some scaffolding, partitions shapes into equal parts with equal areas and recognizes that each part is a unit fraction of the whole. This is done up to the eighths for circles and rectangles.</p>	<p>With routine scaffolding, partitions shapes into equal parts with equal areas and recognizes that each part is a unit fraction of the whole. This is done up to the eighths for circles and rectangles. Child has not accomplished the skills or acquired knowledge of level 2.</p>

Automaticity of Facts- Addition facts within 20

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Automaticity of Facts- Subtraction facts within 20

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Automaticity of Facts- Trimester 3 Only-Multiplication facts within 100

4- Exceeding Child	3- Proficient Child	2 Progressing Child	1 Emerging Child
NA	Automaticity can be assessed with timed tests. If students can solve between 70-80 problems in 3 minutes they are considered proficient.	Automaticity can be assessed with timed tests. If students can solve between 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Resources:

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio , Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Person

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)