



———— A Family's Guide ————

TO STANDARDS & REPORT CARDS

———— Third Grade ————

Adams12 
Five Star Schools

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A Family's Guide to Standards and Report Cards

THIRD GRADE



Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for third grade. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across seven content areas: English Language Arts/Literacy, Mathematics, Science, Social Studies, Music, Physical Education, and Visual Arts. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.

Third Grade

English Language Arts/Literacy

The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in third grade.



Reading

The student demonstrates the ability to

- comprehend and draw evidence from literary and informational texts
- ask and answer questions accurately to show understanding of key details
- use context to determine the meaning of words and phrases
- show full understanding of the text when referring to explicit details and examples

Writing

The student demonstrates the ability to

- provide effective development of ideas, including when drawing evidence from multiple sources
- use reasoning, details, text-based evidence, and/or description
- organize topics and ideas purposefully and include an introduction and conclusion
- include linking words and phrases, descriptive words and/or temporal words to express ideas with clarity

Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- come to discussions prepared, having read or studied required materials
- draw on information to explore ideas under discussion
- build on others' ideas and express own ideas clearly

Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- deliver a clear message

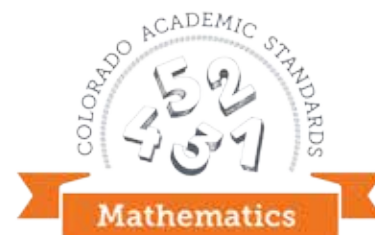
English Language Arts/Literacy Rubric

The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
READING The student independently demonstrates the skills of reading standards with above grade-level texts. OR The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	READING The student independently demonstrates the skills of reading standards with grade-level texts.	READING The student independently demonstrates the skills of reading standards with below grade-level texts. OR With support, the student demonstrates the skills of reading standards with grade-level texts.	READING The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. OR With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
WRITING & LANGUAGE The student independently demonstrates the skills beyond grade-level writing and language standards.	WRITING & LANGUAGE The student independently demonstrates the skills of grade-level writing and language standards.	WRITING & LANGUAGE With support, the student demonstrates the skills of grade-level writing and language standards.	WRITING & LANGUAGE With significant support, the student demonstrates limited understanding of grade-level writing and language standards.

Third Grade Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in third grade. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



Operations and Algebraic Thinking

The student will

- represent and solve problems involving multiplication and division
- understand properties of multiplication and the relationship between multiplication and division
- multiply and divide within 100
- solve problems involving the four operations, and identify and explain patterns in arithmetic

Number and Operations in Base Ten

The student will

- use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations—Fractions

The student will

- develop understanding of fractions as numbers

Measurement and Data

The student will

- solve problems involving measurement and estimation of time, liquid volumes, and masses of objects
- represent and interpret data
- understand concepts of area and relate area to multiplication and addition
- recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Geometry

The student will

- reason with shapes and their attributes

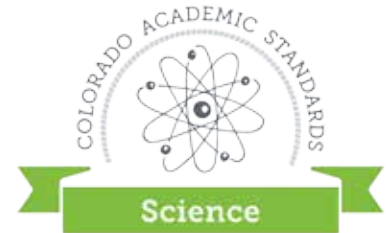
Mathematics Rubric

The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p>AND</p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p>AND</p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p>AND</p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p>AND</p> <p>The student's explanations are absent or do not match process/solution.</p>

Third Grade Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in third grade and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



Life

The student demonstrates the ability to

- develop a scientific explanation regarding the stages of how organisms develop and change over time
- prove that various organisms develop differently over time

Physical

The student demonstrates the ability to

- identify the state of any sample of matter
- discover patterns as matter freezes and melts, boils and condenses
- develop a scientific explanation on the effects of heating and cooling on states of matter

Earth

The student demonstrates the ability to

- explain how Earth's materials are broken down and/or combined into different materials (rock cycle)
- interpret evidence to prove some Earth materials are useable for human activity

Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using words and visual representations (graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out a scientific investigation

Science Rubric

The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

Third Grade Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in third grade. Third grade social studies allows students to examine geographic regions around the world and the ways that people address problems and develop unique cultures.



History

The student demonstrates the ability to

- compare information from multiple sources recounting the same event
- use historical objects to define historical evidence
- sequence important events chronologically
- give examples of people and events that brought important changes to a region

Geography

The student demonstrates the ability to

- formulate geographic questions
- identify geography -based problems and examine the ways people have tried to solve them
- observe and describe physical and cultural features of a region
- characterize regions using different types of features (such as physical, political, cultural, urban, and rural)

Economics

The student demonstrates the ability to

- describe the difference between producers and consumers
- give examples of how trade benefits individuals and communities
- identify sources of income
- create a plan for a short-term financial goal

Civics

The student demonstrates the ability to

- identify and apply the elements of civil discourse
- give examples of the relationship between rights and responsibilities
- identify the origins, structures, and functions of local government
- identify and explain the roles local government, leaders, and citizens play in the government

Social Studies Rubric

The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Third Grade Visual Arts

The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in third grade. In third grade students will use a variety of materials and processes to create works of art. The student will begin to develop an understanding of how elements* and principles** are used in his work. Students will learn about artistic intent and begin to critique artwork.



Observe and Learn to Comprehend

The student demonstrates the ability to

- hypothesize and discuss artistic intent
- use the elements and principles of art to identify commonalities in works of art

Envision and Critique to Reflect

The student demonstrates the ability to

- use appropriate art vocabulary to respond to his own art and the art of others
- demonstrate and apply critique of personal work and the work of others with respect to different opinions

Invent and Discover to Create

The student demonstrates the ability to

- demonstrate basic studio skills to create two dimensional and three dimensional works of art using a variety of materials and processes
- use elements and principles of art to communicate ideas

Relate and Connect to Transfer

The student demonstrates the ability to

- articulate the connection between personal, emotional responses and the meaning that is communicated in works of art
- understand that historical and cultural ideas are evident in works of art

***elements of art:** line, shape, texture, color, value, space, form

****principles of design:** emphasis, movement, balance, contrast, unity, pattern, rhythm

Visual Arts Rubric

The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Third Grade Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in third grade. In third grade, students seek to improve their motor skills by applying movement concepts to skills. Students work on body management skills in game-like settings. Specific sports skills are also emphasized.



Movement Competence and Understanding

The students will

- demonstrate changes of pathways, levels, forces, and direction with or without manipulatives
- demonstrate throwing, catching, striking, or trapping in an activity
- demonstrate skills of chasing, fleeing, and dodging to avoid others
- dribble in soccer or basketball while changing speed and direction
- perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos

Physical and Personal Wellness

The students will

- demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities
- compare heart rate before, during, and after exercise, and explain how physical activity strengthens the heart muscle

Emotional and Social Wellness

The students will

- follow directions, activity-specific rules, procedures, and etiquette with few reminders

Physical Education Rubric

The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.

Third Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in third grade. Third grade music is dedicated to further study of singing technique, rhythm, musical phrasing and form, and appreciation of music. Note: Not all of the areas listed below will be assessed in both semesters.



Expression - Performing

The student will be able to

- perform layered rhythm ostinati (short, repeating patterns)
- perform layered melody ostinati (short, repeating patterns)
- perform a simple melody from traditional notation

Creation - Composing and Improvising

The student will be able to

- improvise short rhythm patterns in question and answer form
- improvise short melody patterns in question and answer form

Theory - Music Literacy

The student will be able to

- identify and notate line and space notes on the treble staff
- use music vocabulary to describe music

Aesthetic Valuation - Appreciation and Evaluation

The student will be able to

- respond to and make informed judgments about music through participation, performance, and the creative process
- use music vocabulary to describe musical preferences

Music Rubric

The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.





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