

**Bellevue School District
Elementary Report Card Criteria
Grade 3**

Evaluation

4 = Exceeds Standard (exceeds expectations)

The student demonstrates the skill or understanding of the concept and exceeds expectations

3 = Meets Standard (developing appropriately)

The student usually demonstrates the skill or understanding of the concept and meets expectations

2 = Approaches Standard (beginning to develop)

The student sometimes demonstrates the skill or understanding of the concept

1 = Below Standard (needs to develop)

The student seldom demonstrates the skill or understanding of the concept

The rating will reflect student performance in relation to expected progress for that grading period.

Reading

Understands and uses different skills and strategies to read

- Uses reading strategies to understand increasingly difficult text
- Uses visual analysis skills (e.g. spelling patterns) on increasingly difficult text
- Has an increasing bank of difficult and subject specific sight words
- Reads both familiar and unfamiliar texts with fluency and expression
- Understands text organization, such as paragraphs and chapters
- Understands and identifies story elements, such as plot and character
- Locates and uses text organizers in fiction and non-fiction text (e.g. table of contents, index)

Understands the meaning of what is read

- Comprehends important ideas and details and identifies author's intentions
- Connects with previous experiences, knowledge and texts when reading
- Makes inferences and predictions
- Separates fact from opinion
- Compares/contrasts different texts
- Can retell and interpret fiction using information about characterization and plot
- Can retell and interpret informational text using main ideas and supporting detail

Reads different materials for a variety of purposes

- Reads to learn new information and for enjoyment
- Reads to perform a task
- Reads a variety of texts
- Self selects a variety of texts

Assessments include:

Writing

Writes clearly and effectively

- Uses prewriting strategies to develop a topic
- Writes with increasing elaboration
- Uses a variety of sentence patterns
- Establishes time, place, and situation in a passage
- Begins to use dialogue correctly
- Groups sentences containing related information into paragraphs

Understands and uses the steps of the writing process

- Uses prewriting strategies such as graphic organizers, pictures, memories, etc.
- Uses a variety of tools to organize ideas to fit purpose and content
- Re-reads to sustain meaning when writing
- Revises to clarify meaning, improve organization, elaborate on ideas and respond to feedback
- Edits for capitals, ending marks, spelling, apostrophes, commas, and subject-verb agreement

Writes for a variety of audiences and purposes

- Uses some narrative structure
- Uses informal text structure (i.e. factual description)
- Uses text form to suit purpose and audience
- Considers needs of audience and includes background information

Understands and uses the conventions of writing

- Edits for subject-verb agreement
- Edits for correct use of periods, commas, apostrophes and capitalization
- Edits for spelling using dictionaries and word lists
- Edits for complete sentences
- Writes in cursive

Analyzes and evaluates effectiveness of writing

- Analyzes writing of peers using Six Traits (ideas, organization, voice, word choice, sentence fluency, conventions)
- Sets and monitors goals for writing development with teacher help
- Begins to use Six Traits to monitor own progress in writing
- Selects pieces to share or publish
- Seeks responses to writing from peers, family and teacher

Communication

Uses listening and observational skills to gain understanding

- Pays attention
- Asks appropriate questions

Communicates ideas clearly and effectively (formal communication)

- Communicates with clarity
- Organizes information effectively
- Uses expression when speaking
- Projects voice well
- Maintains eye contact and posture

Uses communication strategies and skills to work effectively with others (informal communication)

- Communicates with peers in conversation
- Communicates issues in conflict resolution

Math

Number sense and computation skills

- Identifies, represents, sequences, and compares numbers up to 1,000
- Uses computational strategies, including estimating, and accurate place value to solve problems using addition and subtraction with multi-digit numbers
- Understands and applies multiplication and division with single and double digit numbers
- Identifies factor pairs of non-prime numbers
- Writes number sentences for situations representing the four basic operations (e.g. $2+3=5$)
- Identifies strategies and solves relevant problems where the operations are not given
- Compares, orders and represents common fractions and decimals
- Identifies common equivalent fractions
- Adds and subtracts decimals that represent money

Measurement

- Selects and uses non-standard measurement tools and units, either US standard or metric
- Solves problems involving perimeter and area
- Compares perimeter and area
- Understands the rationale for a standard measurement

Geometric sense

- Identifies and describes two-dimensional (2-D) geometrical figures by attributes
- Draws or creates 2-D figures
- Compares two shapes for congruence and symmetry

Probability and statistics

- Uses counting to determine the number of possible outcomes of an event
- Makes predictions based on experimental results
- Collects, records, organizes and represents data using graphs, tables, and written explanations
- Finds, describes, and compares the mean, median, and mode for specific data

Algebraic sense

- Recognizes, describes, creates, and extends a variety of numerical patterns
- Uses patterns to make generalizations and predictions
- Sets up and solves equations at the concrete, pictorial, and abstract level

Uses mathematics to define and solve problems

- Uses, creates and evaluates a variety of strategies to solve problems
- Identifies the unknown in a problem
- Applies appropriate strategies and operations to construct a problem
- Formulates questions about problems, identifying necessary and unnecessary information

Uses mathematical reasoning

- Supports thinking using models, known facts, patterns and relationships
- Makes predictions, collects data, supports arguments, and justifies results
- Reflects on and evaluates procedures

Communicates knowledge and understanding in both everyday and mathematical language

- Uses reading, listening and observation skills to gather, extract and interpret information from a variety of sources, including technology
- Creates a plan to collect and organize information
- Expresses mathematical understandings using everyday language, models, tables, charts, graphs, and symbols

Is able to make mathematical connections within mathematics, to other subject areas, and to real-life situations

- Identifies and applies mathematical thinking to real-life situations