

# Pearl River School District

## Elementary School Report Card Performance Descriptions – Grade 3

These performance level descriptions are provided as a guide to the student report card. The marking period focus (MP3) is noted in the first column. Please contact your child’s teacher regarding any concerns related to specific areas of strength and/or need for improvement.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	<i>Does not meet grade level standards</i>	<i>Partially meets grade level standards</i>	<i>Meets grade level standards</i>	<i>Exceeds grade level standards</i>
<b>English Language Arts</b> <u>Listening/Speaking:</u> <u>MP3 Focus</u>  <i>Conversation Protocols; Think/Pair/Share; Whole group/Small group discussion</i>	Can rarely paraphrase, respond to, question or build upon key ideas presented, does not participate voluntarily, rarely makes effective choices about standard language, usage and grade appropriate vocabulary	Occasionally paraphrases, responds to, questions or builds upon key ideas presented; infrequently volunteers to participate; inconsistently makes effective choices about standard language, usage and grade appropriate vocabulary	Consistently paraphrases, responds to, questions and builds upon key ideas presented to learn new information; participates consistently, posing new ideas and asking questions; makes effective choices about language, usage and grade appropriate vocabulary	Consistently extends details to support key ideas presented, incorporating them into responses and questions to enhance discussion; participation includes extending thinking and incorporating ideas of others; effectively uses the nuances of language, usage and grade appropriate vocabulary
<b>English Language Arts</b> <u>Reading</u> <u>MP3 Focus</u>  <i>-le syllables</i>  <i>Close reading of text; Annotating text; Text dependent questions</i>	Does not yet use target word study skills; decoding interferes with reading text; rarely uses strategies to self-correct; fluency interferes with comprehension; demonstrates limited literal and/or interpretive understanding of grade level text; rarely applies target strategies to	Uses target word study skills occasionally; decoding often interferes with reading grade level text; inconsistently applies self-correction strategies; fluency sometimes interferes with comprehension; sometimes demonstrates literal and/or interpretive understanding of grade	Uses target word study skills to decode longer and less predictable words; uses targeted skills to self-correct and learn new words; fluency supports comprehension of grade level text; consistently demonstrates literal and/or interpretive understanding of grade level text; applies target	Integrates target word study skills to read complex words accurately and fluently; employs a variety of strategies to self-correct and extend knowledge of many unfamiliar words; fluency enhances and supports comprehension; demonstrates thorough or insightful literal and

	explain and extend thinking using text-based evidence.	level text; sometimes applies target strategies to explain and extend thinking using text-based evidence	strategies to explain and extend thinking using text-based evidence.	interpretive understanding of grade level text applies a variety of strategies to explain and extend thinking using text-based evidence
<p><b>English Language Arts Writing</b> <u>MP3 Focus</u></p> <p><i>Writing process; writing informative and explanatory paragraphs; extended responses; Text dependent responses</i></p>	Topics and ideas are unclear and unrelated to purpose; organization and order are not yet evident; uses few writing process strategies; grammar, spelling and mechanics interfere with readability and understanding	Topics and ideas are partially clear and partially related to the purpose; order and organization are partially evident and related to the topic; inconsistently applies writing process strategies; grammar, spelling and mechanics sometimes interfere with readability and understanding	Topics and ideas are focused, clear and appropriate to the purpose; order and organization are evident and appropriate to the topic; consistently applies writing process strategies; applies grammar, spelling and mechanics appropriately	Topic and ideas are coherent, clear and include relevant details to support the purpose; order and organization are well-developed with an appropriate flow of the writing from beginning to end; uses writing process strategies to develop structure, coherence and voice; applies grammar, spelling and mechanics independently
<p><b>Math</b> <u>MP3 Focus</u></p> <p><i>Read, Draw, Write strategy for solving problems; Visual models (number bonds, vertical number line, tape diagram, models for fractions); Computation with four operations; Fluency with all multiplication factors; Distributive, associative and commutative</i></p>	Does not demonstrate understanding of mathematical concepts; support is needed to apply skills; does not apply problem-solving skills or show evidence of thinking; number sense limits ability to perform basic computation	Demonstrates partial understanding of mathematical concepts; partially applies related skills; inconsistently demonstrates reasoning, strategies and evidence of thinking in problem solving; performs basic computation unevenly	Demonstrates understanding of mathematical concepts and applies related skills; consistently demonstrates reasoning, strategies and evidence of thinking in problem solving; performs computation using appropriate algorithms and relationships	Extends mathematical concepts, drawing upon them to demonstrate depth of understanding and/or application of skills in new situations; shows ability to analyze, evaluate and synthesize solutions and justify thinking

<i>properties of multiplication</i>				
<p><b>Science</b> <u>MP3 Focus:</u></p> <p><i>FA: Sinking, floating (buoyancy)</i></p> <p><i>LA, EP: Simple Machines</i></p> <p>Please note: The rotation of units across the buildings may vary. Each school will teach all four units in the course of the year.</p>	Demonstrates a limited understanding of target content and concepts; has limited use of content vocabulary in speaking and writing; demonstrates limited use of target scientific inquiry skills, including predicting, observing, organizing and recording information	Demonstrates partial understanding of target content and concepts; uses content vocabulary inconsistently in speaking and writing; inconsistently demonstrates use of target scientific inquiry skills, including predicting, observing, organizing and recording information	Demonstrates understanding of target content and concepts. Consistently uses content vocabulary in speaking and writing. Uses target scientific inquiry skills, including predicting, observing, organizing and recording information.	Demonstrates an expanded understanding of science content, connections, and vocabulary. Extends target inquiry skills through interpretation and questions for further investigation.
<p><b>Social Studies</b> <u>MP3 Focus:</u></p> <p><i>China</i></p>	Demonstrates limited understanding of target social studies content and concepts; has limited use of content vocabulary in speaking and writing; support is needed to utilize ELA strategies in reading, interpreting and writing with social studies documents	Demonstrates partial understanding of target social studies content and concepts; uses content vocabulary unevenly in speaking and writing; inconsistently utilizes ELA strategies in reading, interpreting and writing with social studies documents	Demonstrates understanding of target social studies content and concepts. Consistently uses content vocabulary in speaking and writing. Utilizes ELA strategies in reading, interpreting, and writing with social studies documents.	Demonstrates an expanded understanding of social studies concepts. Extends thinking with insightful inferences, examples and questions for further research.