





<p>GRADE 3</p> <p>Student Name: _____</p> <p>Student Number: _____</p> <p>Teacher Name: _____</p> <p>Date Printed: _____</p>	<p>Approach to Learning</p> <p>C = Consistently demonstrates this skill. I = Inconsistently demonstrates this skill. R = Rarely demonstrates this skill. Academic progress is affected.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Self-Awareness</td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Relationship Skills</td> </tr> <tr> <td style="text-align: center;">Self-Management</td> <td></td> <td style="text-align: center;">Responsible Decision-Making</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td></td> <td></td> </tr> </table> <p>(Yes/No) Your child's absences/tardies negative affect your child's progress.</p>	Self-Awareness		Relationship Skills	Self-Management		Responsible Decision-Making	Social Awareness		
Self-Awareness		Relationship Skills								
Self-Management		Responsible Decision-Making								
Social Awareness										

Standards and Grade Level Essential Learning Outcomes (ELOs)

The North Dakota standards provide a 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. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each trimester.

End of Year Learning Goals

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first and second trimester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

						
Adult holds on to help balance	Adult is close at hand to guide and support			End of Year Goal: Rides Alone		Sharp turns and high speed hills
1	1.5	2	2.5	3		3.5 4

What is a 4?

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

Special Note about Science, Social Studies, Art, Music and PE this year:

Students will receive a (S) Satisfactory or (U) Unsatisfactory mark for these subjects this year due to the variety of instructional levels students are experiencing due to COVID-19 restrictions.

LITERACY	TRI 1	TRI 2	TRI 3
Ask and answer questions about literature and informational texts, referring to the text for evidence.			
Recount stories to determine the central message.			
Describe characters in a story and their actions.			
Determine the main idea and details of an informational text.			
Read and comprehend on grade level literature and informational texts.			
Write opinion pieces that support a point of view with reasons.			
Write informative/explanatory texts to research a topic and convey ideas clearly.			
Write narratives to develop real or imagined experiences or events.			
Edit and revise writing.			

MATH	TRI 1	TRI 2	TRI 3
Understand and model multiplication and division.			
Use drawings, symbols, and equations to solve multiplication and division word problems within 100.			
Fluently multiply and divide within 100 using a variety of mental strategies.			
Fluently add and subtract within 1,000 using a variety of strategies.			
Understand and use fractions to represent parts of a whole.			
Compare fractions.			
Tell and write time to the nearest minute. Solve elapsed time word problems using a variety of strategies.			
Relate area to the operations of multiplication and addition.			

	TRI 1	TRI 2	TRI 3
SCIENCE	S/U	S/U	S/U
Earth and Space Science			
Life Science			
Physical Science			
Engineering and Design			

	TRI 1	TRI 2	TRI 3
SOCIAL STUDIES	S/U	S/U	S/U
Compares histories and cultures within a community			
Differentiates services and responsibilities of community members			
Applies map skills to describe ways geography has affected the local community over time			

	TRI 1	TRI 2	TRI 3
VISUAL ARTS	S/U	S/U	S/U
I can continually refine the meaning of my art through the addition of details.			
I can discuss reasons for displaying art in various places.			
I can decide the meaning of an image.			
I can create a work of art from my observations.			
Demonstrates respect for art, people and art materials			

	TRI 1	TRI 2	TRI 3
MUSIC	S/U	S/U	S/U
Creates musical patterns using grade level rhythms and melodies.			
Performs a pentatonic melody in tune with accurate rhythm.			
Reads grade level rhythms and melodies.			
Evaluates musical works using grade level vocabulary.			
Displays a positive attitude and follows directions during music activities.			

	TRI 1	TRI 2	TRI 3
PHYSICAL EDUCATION	S/U	S/U	S/U
I can dribble with my feet in general space ad different speeds			
I can dribble a basketball in self space while jogging			
I can kick a moving ball using all elements			
I can identify the components of health related fitness			
I can describe positive social interactions with others during physical activity			
I can participate actively in PE			
I can follow the directions in a group setting			

KEYBOARDING	TRI 1	TRI 2	TRI 3
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Demonstrates proper body position standards			
Demonstrates eye and hand position standards			
Demonstrates keystroke technique standards			
Words per minute and accuracy			
Displays a positive attitude and follows directions during keyboarding			
Grade 3 End of Year Goal: 15-19 WPM and 90%+ Accuracy			