Mequon-Thiensville School District

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The performance levels below are used to reflect the learner's progress towards meeting each Standard.

Levels			
3	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.		
2	*The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected at this point in the school year with increasing success. Performance varies regarding accuracy, quality, and level of support needed.		
1	**The learner is not yet meeting grade level expectations for this point in the school year. At this time performance does not yet demonstrate understanding of basic concepts and skills expected at this point in the school year. Performance is inconsistent even with guidance and support.		
	Not assessed during the trimester.		
	*Prompting and Support: The student needs guidance and support to successfully engage in tasks aligned to this standard. The teacher asks questions and offers prompting and feedback to help the student engage appropriately and effectively with tasks, and to successfully complete tasks. ****With Teacher Assistance**: The teacher has to physically or verbally assist the student in order for the student to engage successfully in tasks aligned to this standard.		

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MATHEMATICS

	Trimester 1	Trimester 2	Trimester 3
Operations & Algebraic Thinking: Represent and solve problems involving multiplication and division			
3	Learners can consistently understand the meaning of factors as number of equal groups and size of groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects), use multiplication and division within 100 to solve word problems demonstrating their understanding with a visual representation and a symbol for the unknown (e.g., $35 \div 7 = m$, as 35 represents the total number of objects, 7 represents the known factor, and m represents the unknown factor.)		
2	With prompting and support, the learners can understand the meaning of factors as number of equal groups and size of groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects), use multiplication and division within 100 to solve word problems demonstrating their understanding with a visual representation and a symbol for the unknown (e.g., $35 \div 7 = m$, as 35 represents the total number of objects, 7 represents the known factor, and m represents the unknown factor.)		
1	With teacher assistance, the learners can understand the meaning of factors as number of equal groups and size of groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects), use multiplication and division within 100 to solve word problems demonstrating their understanding with a visual representation and a symbol for the unknown (e.g., $35 \div 7 = m$, as 35 represents the total number of objects, 7 represents the known factor, and m represents the unknown factor.)		
Operations & Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division.			
3	Learner can consistently apply the relationship between multiplication and division to support their understanding of operations and their properties (e.g., commutative and distributive property)		
2	With prompting and support, the learner can apply the relationship between multiplication and division to support their understanding of operations and their properties (e.g., commutative and distributive property)		
1	With teacher assistance, the learner can apply the relationship between multiplication and division to support their understanding of operations and their properties (e.g., commutative and distributive property)		

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	Trimester 1	Trimester 2	Trimester 3
Operations & Algebraic Thinking: Multiply and divide within 100.			
3	Learner can fluently multiply and divide by 2's, 5's, and 10's, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations; know from memory all products of two one-digit numbers.		
2	With prompting and support, the learner can multiply and divide by 2's, 5's, and 10's, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations; know from memory all products of two one-digit numbers.		
1	With teacher assistance, the learner can multiply and divide by 2's, 5's, and 10's, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations; know from memory all products of two one-digit numbers.		
Operations & Algebraic Thinking: Solve problems involving the four operations and identify and explain patterns in arithmetic.			
3	Learner can consistently solve two-step word problems using the four operations. Represent these problems using equations with a symbol (such as a question mark or a box) standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Learner can consistently solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
2	With prompting and support, the learner can solve two-step word problems using the four operations. Represent these problems using equations with a symbol (such as a question mark or a box) standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	With prompting and support, the learner can solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	

	Trimester 1	Trimester 2	Trimester 3
1	With teacher assistance, the learner can solve two-step word problems using the four operations. Represent these problems using equations with a symbol (such as a question mark or a box) standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	With teacher assistance, the learner can solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Numbers and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
3	Learner can consistently use place value understanding to round whole numbers to the nearest 10 or 100; fluently add and subtract within 1000; multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations (e.g., 9 × 80, 5 × 60).		
2	With prompting and support, the learner can consistently use place value understanding to round whole numbers to the nearest 10 or 100; add and subtract within 1000; multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations (e.g., 9 × 80, 5 × 60).		
1	With teacher assistance, the learner can consistently use place value understanding to round whole numbers to the nearest 10 or 100; add and subtract within 1000; multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations (e.g., 9 × 80, 5 × 60).		

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	Trimester 1	Trimester 2	Trimester 3
Numbers and Operations - Fractions: Develop understanding of fractions as numbers.			
3			Learner can consistently understand a fraction 1/b as 1 part when a whole is partitioned into b equal parts; understands a fraction *a/b* as *a* parts of size *1/b*, represent a fraction on a number line partitioned into b equal parts (e.g., 3/4 is 3 parts of size 1/4)
2			With prompting and support, the learner can understand a fraction 1/b as 1 part when a whole is partitioned into b equal parts; understands a fraction *a/b* as *a* parts of size *1/b*, represent a fraction on a number line partitioned into b equal parts (e.g., 3/4 is 3 parts of size 1/4)
1			With teacher assistance, the learner can understand a fraction 1/b as 1 part when a whole is partitioned into b equal parts; understands a fraction *a/b* as *a* parts of size *1/b*, represent a fraction on a number line partitioned into b equal parts (e.g., 3/4 is 3 parts of size 1/4)
Numbers and Operations - Fractions: Explain equivalence of fractions.			
3			Learner can consistently understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line, explain equivalence of fractions and compare fractions using visual models (e.g., 3/4=6/8, 6/1=6, 4/4=1, 1/4 is less than 2/3 which is represented by 1/4 < 2/3)
2			With prompting and support, the learner can understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line, explain equivalence of fractions and compare fractions using visual models (e.g., 3/4=6/8, 6/1=6, 4/4=1, 1/4 is less than 2/3 which is represented by 1/4 < 2/3)
1			With teacher assistance, the learner can understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line, explain equivalence of fractions and compare fractions using visual models (e.g., 3/4=6/8, 6/1=6, 4/4=1, 1/4 is less than 2/3 which is represented by 1/4 < 2/3)

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	Trimester 1	Trimester 2	Trimester 3
Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects			
3	Learner can consistently tell and write time to the nearest minute. Solve word problems involving time intervals in minutes (e.g., by representing the problem on a number line); measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Solve one-step word problems involving masses or volumes that are given in the same units using a visual model.		
2	With prompting and support, the learner can tell and write time to the nearest minute. Solve word problems involving time intervals in minutes (e.g., by representing the problem on a number line); measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Solve one-step word problems involving masses or volumes that are given in the same units using a visual model.		
1	With teacher assistance, the learner can tell and write time to the nearest minute. Solve word problems involving time intervals in minutes (e.g., by representing the problem on a number line); measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Solve one-step word problems involving masses or volumes that are given in the same units using a visual model.		
Measurement and Data: Represent and interpret data.			
3			Learner can consistently draw a scaled picture graph and a scaled bar graph to represent a set of data. Solve word problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets); generate measurement data by measuring lengths using rulers up to fourths. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, or quarters).

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	Trimester 1	Trimester 2	Trimester 3
2			With prompting and support, the learner can draw a scaled picture graph and a scaled bar graph to represent a set of data. Solve word problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets); generate measurement data by measuring lengths using rulers up to fourths. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, or quarters).
1			With teacher assistance, the learner can draw a scaled picture graph and a scaled bar graph to represent a set of data. Solve word problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets); generate measurement data by measuring lengths using rulers up to fourths. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, or quarters).

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		Trimester 1	Trimester 2	Trimester 3
Measurement and Data: Understand concepts of area and relate area to multiplication and to addition.				
3			Learner can consistently recognize area as an attribute of plane figures and understand concepts of area measurement using unit squares (square cm, square m, square in etc.); relate area to the operations of multiplication and addition (e.g., tiling the figure or multiplying the side lengths). Use area models to represent the distributive property in mathematical reasoning when solving for area (e.g., decompose one large figure into smaller rectangles).	
2			With prompting and support, the learner can recognize area as an attribute of plane figures and understand concepts of area measurement using unit squares (square cm, square m, square in etc.); relate area to the operations of multiplication and addition (e.g., tiling the figure or multiplying the side lengths). Use area models to represent the distributive property in mathematical reasoning when solving for area (e.g., decompose one large figure into smaller rectangles).	
1			With teacher assistance, the learner can recognize area as an attribute of plane figures and understand concepts of area measurement using unit squares (square cm, square m, square in etc.); relate area to the operations of multiplication and addition (e.g., tiling the figure or multiplying the side lengths). Use area models to represent the distributive property in mathematical reasoning when solving for area (e.g., decompose one large figure into smaller rectangles).	

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	Trimester 1	Trimester 2	Trimester 3
Geometry: Reason with shapes and their attributes.			
3			Learner can consistently identify and draw attributes of a given shape, demonstrate understanding that shapes in different categories (e.g., rhombuses, rectangles, and others) may or may not share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).
2			With prompting and support, the learner can identify and draw attributes of a given shape, demonstrate understanding that shapes in different categories (e.g., rhombuses, rectangles, and others) may or may not share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).
1			With teacher assistance, the learner can identify and draw attributes of a given shape, demonstrate understanding that shapes in different categories (e.g., rhombuses, rectangles, and others) may or may not share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).

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ELA		
	Trimester 1	**Trimester 2**	**Trimester 3**
Reading: Literature & Informational Text: Use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message.		
3	Learner can consistently use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message.		
2	With prompting, learner can use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message.		
1	With teacher support, learner can use key ideas and details to recount a text which could include stating the main idea and detail, character, setting, author's message.		
Reading: Literature & Informational Text: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		
3	Learner can consistently describe the character(s) in the story including their traits, motivations, or feelings and explain how their actions affect the plot of the story.		
2	With prompting, learner can describe the character(s) in the story including their traits, motivations, or feelings and explain how their actions affect the plot of the story.		
1	With teacher support, learner can describe the character(s) in the story including their traits, motivations, or feelings and explain how their actions affect the plot of the story.		

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	Trimester 1	Trimester 2	Trimester 3
Reading: Literature & Informational Text: Explain how parts of a text fit in with the overall structures, including being able to compare and contrast structures between texts.			
3	Learner can consistently explain how parts of a text fit in with the overall structure(s), including being able to compare and contrast structures between texts.		
2	With prompting, learner can explain how parts of a text fit in with the overall structure(s), including being able to compare and contrast structures between texts.		
1	With teacher support, learner can explain how parts of a text fit in with the overall structure(s), including being able to compare and contrast structures between texts.		
Reading: Literature & Informational Text: Compare and contrast themes, settings, plots and key ideas and details presented in two or more texts on the same topic or by the same author.			
3		Learner can consistently compare and contrast themes, settings, plots and key ideas and details presented in two or more texts on the same topic or by the same author.	
2		With prompting, learner can compare and contrast themes, settings, plots and key ideas and details presented in two or more texts on the same topic or by the same author.	
1		With teacher support, learner can compare and contrast themes, settings, plots and key ideas and details presented in two or more texts on the same topic or by the same author.	

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	Trimester 1	Trimester 2	Trimester 3
Reading: Foundational Skills: Read with sufficient accuracy and fluency, applying grade-level phonics and word analysis skills in decoding words to support comprehension.			
3	Learner can consistently read with at least 98% accuracy, solid fluency (rate, phrasing, intonation) and with proficient comprehension within, beyond, and about the text.		
2	Learner can read with at least 95% accuracy, mostly fluent (rate, phrasing, intonation) with proficient/approaching proficient comprehension within, beyond, and about the text.		
1	With teacher support, learner can read with accuracy, some fluency (rate, phrasing, intonation) with proficient/approaching proficient comprehension within, beyond, and about the text.		
Writing: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
3			Learner can consistently write an opinion piece on a topic or texts, including introducing the topic or text they are writing about, stating an opinion or claim, creating an organizational structure that lists reasons and examples that supports their opinion, using linking words and phrases to connect opinion and reasons, and providing a concluding statement or section.
2			With prompting, learner can write an opinion piece on a topic or texts, including introducing the topic or text they are writing about, stating an opinion or claim, creating an organizational structure that lists reasons and examples that supports their opinion, using linking words and phrases to connect opinion and reasons, and providing a concluding statement or section.
1			With teacher support, learner can write an opinion piece on a topic or texts, including introducing the topic or text they are writing about, stating an opinion or claim, creating an organizational structure that lists reasons and examples that supports their opinion, using linking words and phrases to connect opinion and reasons, and providing a concluding statement or section.

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	Trimester 1	Trimester 2	Trimester 3
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
3			Learner can consistently write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic and group related information together including illustrations; develop the topic with facts, definitions, and details; use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; provide a concluding statement or section.
2			With prompting, learner can write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic and group related information together including illustrations; develop the topic with facts, definitions, and details; use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; provide a concluding statement or section.
1			With teacher support, learner can write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic and group related information together including illustrations; develop the topic with facts, definitions, and details; use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; provide a concluding statement or section.
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
3	Learner can consistently write narratives to develop real or imagined experiences or events, including establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using descriptive details, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure.		
2	With prompting, learner can write narratives to develop real or imagined experiences or events, including establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using descriptive details, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure.		

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	Trimester 1	Trimester 2	Trimester 3
1	With teacher support, learner can write narratives to develop real or imagined experiences or events, including establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using descriptive details, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure.		
Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
3	Learner can consistently participate in and follow expectations for collaborative discussions about grade 3 topics and texts within a variety of groupings (ie. small groups, partners, teacher-led groups) using clear language to express their own ideas and to build on others' ideas.		
2	With prompting, learner can participate in and follow expectations for collaborative discussions about grade 3 topics and texts within a variety of groupings (ie. small groups, partners, teacher-led groups) using clear language to express their own ideas and to build on others' ideas.		
1	With teacher support, learner can participate in and follow expectations for collaborative discussions about grade 3 topics and texts within a variety of groupings (ie. small groups, partners, teacher-led groups) using clear language to express their own ideas and to build on others' ideas.		
Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
3	Learner can consistently demonstrate all 3 of the following when writing: spelling, punctuation, capitalization.		
2	With prompting, learner can demonstrate all 3 of the following when writing: spelling, punctuation, capitalization.		
1	With teacher support, learner can demonstrate all 3 of the following when writing: spelling, punctuation, capitalization.		

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SCIENCE			
	Trimester 1	**Trimester 2**	**Trimester 3**
Crosscutting Concepts: Identify and understand cause and effect relationships to explain change.			
3	Learner can identify and understand cause and effect relationships to explain change.		
2	With prompting, the learner can identify and understand cause and effect relationships to explain change.		
1	With teacher support, the learner can identify and understand cause and effect relationships to explain change.		
Science and Engineering Practices: Demonstrate the steps of the scientific method when conducting investigations individually or in a group.			
3			Learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.
2			With prompting, learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.
1			With teacher support, learner can demonstrate the steps of the scientific method (ask a question, construct a hypothesis, make predictions, test with an experiment, analyze data and draw conclusions, communicate results) when conducting investigations individually or in a group.

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	Trimester 1	Trimester 2	Trimester 3
Life Science: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.			
3	Learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.		Learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
2	With prompting, learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.		With prompting, learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
1	With teacher support, learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.		With teacher support, learner can develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Life Science: Demonstrate understanding of the relationship between plants and animals to their specific ecosystems.			
3	Learner can demonstrate understanding of the relationship between plants and animals to their specific ecosystems.		
2	With prompting, learner can demonstrate understanding of the relationship between plants and animals to their specific ecosystems.		
1	With teacher support, learner can demonstrate understanding of the relationship between plants and animals to their specific ecosystems.		

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	Trimester 1	Trimester 2	Trimester 3
Life Science: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.			
3	Learner can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		
2	With prompting, learner can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		
1	With teacher support, learner can analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.		
Life Science: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.			
3		Learner can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
2		With prompting, learner can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
1		With teacher support, learner can analyze and interpret data to provide evidence that plants and animals have traits inherited from parents	

	Trimester 1	Trimester 2	Trimester 3
		and that variation of these traits exists in a group of similar organisms.	
Physical Science: Demonstrate that the patterns of an object's motion will affect the object's future motion.			
3		Learner can demonstrate understanding that patterns of an object's motion will affect the object's future motion.	
2		With prompting, learner can demonstrate understanding that patterns of an object's motion will affect the object's future motion.	
1		With teacher support, learner can demonstrate understanding that patterns of an object's motion will affect the object's future motion.	
Earth and Space Science: Compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.			
3		Learner can compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.	
2		With prompting, learner can compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.	
1		With teacher support, learner can compare and contrast data in tables and graphical displays which describe typical weather conditions expected during a particular season.	
SOCIAL STUDIES			

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	Trimester 1	Trimester 2	Trimester 3
Inquiry Practices and Processes: Develop claims using evidence to support reasoning.			
3	Learner can create a thesis statement based on evidence found in sources to make a claim; select appropriate evidence from sources to support a claim; assess how evidence supports a claim.		
2	With prompting and support, the learner can create a thesis statement based on evidence found in sources to make a claim; select appropriate evidence from sources to support a claim; assess how evidence supports a claim.		
1	With teacher assistance, the learner can create a thesis statement based on evidence found in sources to make a claim; select appropriate evidence from sources to support a claim; assess how evidence supports a claim.		

	Trimester 1	Trimester 2	Trimester 3
Behavioral Science: Investigate and interpret interactions between individuals and groups.			
3		Learner can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions; give examples of how people from different cultures develop different values and ways of interpreting experiences.	
2		With prompting and support, the learner can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions; give examples of how people from different cultures develop different values and ways of interpreting experiences.	

1		With teacher assistance, the learner can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions; give examples of how people from different cultures develop different values and ways of interpreting experiences.	

	Trimester 1	Trimester 2	Trimester 3
Geography: Use geographic tools and ways of thinking to analyze the world.			
3	Learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.		Learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.

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	Trimester 1	Trimester 2	Trimester 3
2	With prompting and support, the learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.		With prompting and support, the learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.
1	With teacher assistance, the learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.		With teacher assistance, the learner can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images; create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; identify and construct regions (digital or paper) in Wisconsin and the United States.
	Trimester 1	**Trimester 2**	**Trimester 3**
History: Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.			
3		Learner can compare events in Wisconsin history to a current issue or event; identify different historical perspectives regarding people and events in the past; explain how historical events have possible implications on the present.	
2		With prompting and support, the learner can compare events in Wisconsin history to a current issue or event; identify different historical perspectives regarding people and	

		events in the past; explain how historical events have possible implications on the present.
1		With teacher assistance, the learner can compare events in Wisconsin history to a current issue or event; identify different historical perspectives regarding people and events in the past; explain how historical events have possible implications on the present.
Political Science: Examine and interpret rights, privileges, and responsibilities in society.		
3		Learner can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; Summarize the actions of people and groups that have advanced civil rights for individuals; identify and describe basic human liberties (i.e., thought, expression, privacy); compare and contrast being a citizen of a country to the principles of good citizenship; describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization); critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; summarize how people (e.g.; religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	

2		With prompting and support, the learner can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; Summarize the actions of people and groups that have advanced civil rights for individuals; identify and describe basic human liberties (i.e., thought, expression, privacy); compare and contrast being a citizen of a country to the principles of good citizenship; describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization); critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; summarize how people (e.g.; religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	
1		With teacher assistance, the learner can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; Summarize the actions of people and groups that have	

| | | advanced civil rights for individuals; identify and describe basic human liberties (i.e., thought, expression, privacy); compare and contrast being a citizen of a country to the principles of good citizenship; describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization); critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; summarize how people (e.g.; religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. | |

SOCIAL/EMOTIONAL DEVELOPMENT

	Trimester 1	Trimester 2	Trimester 3
Learners will be able to use verbal and nonverbal language to express emotions.
3	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.		
2	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.		
1	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.		

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Learners will be able to use strategies to manage emotions.	
3	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.
2	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.
1	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.
Learners will show empathy toward others.	
3	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
2	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
1	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.
Learners will be able to identify and describe their strengths.	
3	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.
2	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.
1	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.

	Trimester 1	Trimester 2	Trimester 3
Learners will be able to identify and describe challenges and self-advocate.			
3	Learners will independently be able to identify and describe their independent thoughts and self-advocate.		
2	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.		
1	With individualized teacher support learners will be able to identify and describe their independent thoughts and self-advocate.		
Learners will be able to set goals for success.			

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3	Learners will independently be able to identify simple goals for personal and academic success.
2	With prompting and support learners will be able to identify simple goals for personal and academic success.
1	With individualized teacher support learners will be able to identify simple goals for personal and academic success.
Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.	
3	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
2	With prompting and support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
1	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.
Learners will be able to understand and reflect on the perspective of others.	
3	Learners will independently be able to understand and reflect on the perspective of others.
2	With prompting and support learners will be able to understand and reflect on the perspective of others.
1	With individualized teacher support learners will be able to understand and reflect on the perspective of others.

	Trimester 1	Trimester 2	Trimester 3
Learners will be able to identify expected and unexpected choices in responding to situations.			
3	Learners will independently be able to identify expected and unexpected choices in responding to situations.		
2	With prompting and support learners will be able to identify expected and unexpected choices in responding to situations.		
1	WIth individualized teacher support learners will be able to identify expected and unexpected choices in responding to situations.		
Learners will demonstrate personal safety for themselves and others.			
3	Learners will independently demonstrate personal safety for themselves and others.		
2	With prompting and support learners will demonstrate personal safety for themselves and others.		

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1	With individualized teacher support learners will demonstrate personal safety for themselves and others.

Art	
CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.	
3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
2	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.
1	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.

	Trimester 1	**Trimester 2**	**Trimester 3**
RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.			
3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		
2	With prompting and support, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		
1	With teacher assistance, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		

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Music

		Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.		
3		Students independently, consistently, and accurately demonstrate a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.		
2		Students demonstrate growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.		
1		With guidance, students participate in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.		

		Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.		
3		Students independently, consistently, and accurately apply targeted music concepts through improvisation, composition, or creative movement.		
2		With prompting and support, students apply targeted music concepts through improvisation, composition, or creative movement.		
1		With guidance, students engage in or experience creative musical ideas through improvisation, composition, or creative movement.		

	Trimester 1	Trimester 2	Trimester 3
	Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.		
3	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themself accountable to enhance group success, and shows care for materials.		
2	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.		
1	With guidance, student performs as part of an ensemble.		

Physical Education

Grade 3 Report Card Rubric - Parent Edition

	Standard 1: The student can demonstrate competency in a variety of movements during physical activity.
3	Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).
2	Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders.
1	Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).

	Standard 2: The student can apply different movement concepts, strategies, and tactics related to the game to increase performance.
3	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.
2	Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders.
1	Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.

	Trimester 1	Trimester 2	Trimester 3

	Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it is important.
3	Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.
2	Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders.

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1	Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.