

## Grade 3 Student Progress Report Information

*Students are evaluated based on their achievement of the grade-level skills, strategies, and concepts identified in the California content standards. The marks for each reporting period indicate the student's progress toward expectations.*

### English Language Arts Achievement

#### Reading:

##### Literature

- Uses knowledge of literary elements (characters, plot, setting, theme), narrative structures (stories, dramas, poems), literary language (literal and nonliteral language), and authors' craft (language choices, point of view) to think, talk, and write about the evidenced-based meaning of texts.
- Reads a range of complex texts independently and proficiently including fables, folktales, and myths from diverse cultures.

##### Informational Text

- Uses knowledge of informational text features (maps, photographs), search tools (key words, sidebars, hyperlinks), text structures (comparison, cause/effect, sequence), and authors' craft (language choices, point of view) to think, talk, and write about the evidenced-based meaning of texts.
- Reads a range of complex texts/formats independently and proficiently including history/social studies, science, digital, and technical texts.

#### Writing: Opinion Pieces, Informative/Explanatory Texts, and Narratives

- Writes well-organized and well-developed texts that are appropriate to the task, purpose, and audience.
- Develops and strengthens writing through planning/research, revising, editing, and publishing.

#### Speaking and Listening

- Prepares for and engages in collaborative conversations to explore and construct meaning of texts, ideas, and information in a variety of settings and with a variety of partners.
- Uses language competently and flexibly to report on texts, ideas, topics, and experiences.

#### Language

- Uses grade-appropriate Standard English grammar (regular and irregular verbs and nouns; simple, compound and complex sentences), conventions (capitalization, punctuation, spelling), and academic language to support reading, writing, and speaking.
- Determines the meaning of unknown and multiple meaning words using an array of strategies (context, affixes, root words).

#### Foundational Skills

- Uses word analysis skills effectively and efficiently (prefixes, suffixes, multisyllabic words, irregularly spelled words) to read grade level text with accuracy and fluency.
- **Foundational Skills-Spanish**  
Uses word analysis skills effectively and efficiently (recognize cognates, irregularly spelled words, masculine/feminine words that do not follow the common rule; el mapa, el problema) to read grade level text with accuracy and fluency. Recognizes and uses accents according to the stressed syllable (aguda, grave, esdrújula).

### Mathematics Achievement

#### Operations and Algebraic Thinking

- Interprets products of whole numbers.
- Interprets whole-number quotients.
- Uses multiplication and division within 100 to solve word problems in situations involving equal groups.
- Determines the unknown whole number in a multiplication or division equation that makes the statement true.
- Applies properties of operations as strategies to multiply and divide.
- Understands division as an unknown factor problem.
- Fluently multiplies and divides within 100.
- Solves two-step word problems using the 4 operations.
- Identifies arithmetic patterns in addition or multiplication tables.

#### Number and Operations in Base Ten

- Uses place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently adds and subtracts within 1000 using strategies based on place value.
- Multiplies one-digit whole numbers by multiples of 10 in a range 10 – 90.

#### Number and Operations--Fractions

- Understands a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .
- Understands a fraction as a number on the number line; represents both  $1/b$  and  $a/b$  on the number line.
- Explains equivalence fractions in special cases and compares fractions by reasoning about their size.

#### Measurement and Data

- Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represents and interprets data.
- Understands concepts of area and relates area to multiplication and addition.
- Recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.

#### Geometry

- Understands that shapes in different categories may share attributes.

- Partitions shapes into parts with equal areas expressing the area of each part as a unit fraction.

### **The 8 Standards for Mathematical Practice**

1. Makes sense of problems and perseveres in solving them.
2. Reasons abstractly and quantitatively.
3. Constructs viable arguments and critiques the reasons of others.
4. Models with mathematics.
5. Uses appropriate tools strategically.
6. Attends to precision.
7. Looks for and makes use of structure.
8. Looks for and expresses regularity in repeated reasoning.

### **History/Social Science Achievement**

- Applies critical and historical thinking to develop conceptual understanding of social science concepts.
- Demonstrates understanding of San Diego History through the use of maps, tables, graphs, photographs and charts to organize information about people, places, and environments.
- Demonstrates understanding of the basic structure of local, state, and federal government.

### **Science Achievement**

#### **Physical Sciences**

- Knows energy and matter have many forms and can change from one form to another.
- Knows light comes from a source and moves in a direction.

#### **Life Sciences**

- Knows that characteristics of a living thing may give it a better chance to survive and pass on those features to its offspring.

#### **Earth Sciences**

- Describes and predicts the regular patterns in which the Sun, moon, and stars move.

### **The 8 Science and Engineering Practices (as outlined in Next Generation Science Standards) for every grade level:**

1. Asks questions (for science) and defines problems (for engineering).
2. Develops and uses models.
3. Plans and carries out investigations.
4. Analyzes and interprets data.
5. Uses mathematics and computational thinking.
6. Constructs explanations (for science) and designs solutions (for engineering).
7. Engages in argument from evidence.
8. Obtains, evaluates, and communicates information.

### **Visual and Performing Arts Achievement**

#### **Dance, Music, Theatre, Visual Arts**

- Dance: Creates, memorizes and performs movement sequences.
- Music: Sings, plays, reads: musical form, melody, harmony, timbre, and rhythmic pattern.
- Theatre: Demonstrates Who-What-Where- When -Why through placement of actors.
- Visual Arts: Creates illusion of space, identifies art forms.

### **Physical Education Achievement**

#### **Movement and Patterns**

- Performs a broad range of complex motor skills and applies these skills to basic, sport-specific situations.
- Creates and performs coordinated movement sequences that contain a variety of motor skills and movement patterns.

#### **Physical Fitness**

- Develops and maintains muscular strength and endurance skills
- Identifies the body's reaction to physical activity, proper stretching techniques and major muscles of the body.

### **Health Achievement**

- Development of health literacy through: acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; an understanding of the process of growth and development; informed use of health-related information, products and services.

### **For English Learners: English Language Development (ELD)**

- English learners have expectations for developing English language proficiency. Students are expected to advance at least one level of English language proficiency each year. English language proficiency levels are described in the California ELD Standards.
- The Expected Overall Proficiency Level (OPL) indicates this student's minimum expectation for overall English language proficiency *by the end of the current school year*, and is based on the student's initial English language proficiency level upon enrolling in the district.
- Written Expression: English proficiency level based on student writing (written language) – *for the current reporting period*.
- Oral Expression: English proficiency level based on student oral language output (spoken language) - *for the current reporting period*.
- Progress is indicated by comparing Written and Oral Expression for the current reporting period to the end-of-year OPL expectation.