

Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

2019-2020



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TOP 10 TIPS

Understanding Your Student's Progress Report

<p>The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.</p>			
1.	<p>The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) & the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.</p>	6.	<p>Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, NG (no grade) will appear in the box.</p>
2.	<p>The South Washington County School District has written progress report "Learning Targets" (I Can Statements) that represent specific skills and or knowledge students should acquire by the end of the school year. Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of "Success Criteria" that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.</p>	7.	<p>While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and SoWashCo believes that a student who shows growth during the year is a reason to celebrate!</p>
3.	<p>The "Learning Targets" (I Can Statements) listed below, represent a level "3" on the "Success Criteria."</p>	8.	<p>Your child will get scores for "Work Habits and Social & Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or "Success Criteria" (4, 3, 2, 1 or NG).</p>
4.	<p>Indicators of progress or "Success Criteria" measures are as follows:</p> <ul style="list-style-type: none"> 4 - Exceeds benchmark 3 - Meets benchmark 2 - Approaching benchmark 1 - Not Yet 	9.	<p>For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.</p>
5.	<p>Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail</p>	10.	<p>During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school</p>

for teachers and families regarding the growth of all learners in SoWashCo.

year based on the feedback.



SUCCESS CRITERIA

Indicators of Progress

4 - EXCEEDS BENCHMARK

A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a level "4" will demonstrate a deeper understanding of the benchmark.

3 - MEETS BENCHMARK

A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

2 - APPROACHING BENCHMARK

A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a level 1 or 2 throughout the year as they continue to grow as learners.

1 - NOT YET

A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a 1 or 2 throughout the year as they continue to grow as learners.

NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not assessed at this time.



What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ENGLISH LANGUAGE ARTS

English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - *Minnesota Department of Education, 2016*

<i>Reading: Foundational Skills</i>	<i>Reading: Informational Text</i>
<ul style="list-style-type: none"> ➤ I can read end-of-the year grade level text accurately and fluently for purpose and understanding. 	<ul style="list-style-type: none"> ➤ I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ➤ I can identify the main idea, recount key details and explain how the key details support the main idea. ➤ I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<i>Reading Literature</i>	<i>Writing</i>
<ul style="list-style-type: none"> ➤ I can ask and answer questions to demonstrate understanding using evidence from the text. ➤ I can retell stories and determine a central message and support it with details from the text. ➤ I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ➤ I can determine the meaning of literal and figurative words and phrases as they are used in a text. 	<ul style="list-style-type: none"> ➤ I can write an opinion piece that introduces my topic, create an organizational structure that gives reasons for my opinion, connect my opinions and reasons with linking words, and provide a conclusion. ➤ I can write an informative/explanatory text that introduces my topic, groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of information using linking words, and provides a conclusion. ➤ I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with descriptive details and a natural sequence that includes: dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion. ➤ I can use correct capitalization, spelling, and punctuation in written communication.



Student Success Criteria

What does success look like for Third Grade English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can read text accurately and fluently for purpose and understanding with teacher support.	I can read text accurately and fluently for purpose and understanding with teacher prompting.	I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can independently read a variety of texts accurately and fluently for purpose and understanding applying strategies like: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Reading: Literature				
I can ask and answer questions to demonstrate understanding, using evidence from the text.	I can ask and answer questions based on evidence from the text with teacher support.	I can ask and answer questions to demonstrate understanding, using evidence from the text with teacher prompting.	I can ask and answer questions to demonstrate understanding, using evidence from the text.	I can ask and answer questions to demonstrate understanding, using evidence from the text, while integrating multiple comprehension strategies such as: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
I can recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how	I can recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it	I can recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in	I can retell stories and determine a central message and support it with details from the text.	I can analyze, synthesize, or critique the central message, lesson, or moral and explain how it connects to another text or personal experience.

it is conveyed through key details in the text.	is conveyed through key details in the text <u>with teacher support.</u>	the text <u>with teacher prompting.</u>		
Benchmark	1	2	3	4
I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events <u>with teacher support.</u>	I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events <u>with teacher prompting.</u>	I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can analyze or evaluate how the setting impacts conflict within/among the character/s.
I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.	I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes <u>with teacher support.</u>	I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes <u>with teacher prompting.</u>	I can determine the meaning of literal and figurative words and phrases as they are used in a text.	I can evaluate or critique the author's use of figurative language within a text.
<i>Reading: Informational Text</i>				
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers <u>with teacher support.</u>	I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers <u>with teacher prompting.</u>	I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers AND give additional evidence from other texts or worldly knowledge.
I can identify the main idea, recount key details and explain how the key details	I can identify the main idea, recount key details and explain how the key details support the main idea <u>with</u>	I can identify the main idea, recount key details and explain how the key details support the main idea <u>with</u>	I can identify the main idea, recount key details and explain how the key details	I can identify the main idea, recount key details and explain how the key details support the main idea while integrating and applying multiple comprehension strategies such as:

support the main idea.	<u>teacher support.</u>	<u>teacher prompting.</u>	support the main idea.	<ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Benchmark	1	2	3	4
I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area <u>with teacher support.</u>	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area <u>with teacher prompting.</u>	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area <u>AND:</u> <ul style="list-style-type: none"> • Use the terms in conversation and across content areas OR • Analyze how word choice shapes the meaning or tone
<i>Writing</i>				
I can write opinion pieces on topics or texts, supporting a point of view with reasons.	I can write an opinion piece that introduces my topic, create an organizational structure that gives reasons for my opinion, connects my opinions and reasons with linking words, and provides a conclusion <u>with teacher support.</u>	I can write an opinion piece that introduces my topic, create an organizational structure that gives reasons for my opinion, connects my opinions and reasons with linking words, and provides a conclusion <u>with teacher support on more than one element.</u>	I can write an opinion piece that introduces my topic, create an organizational structure that gives reasons for my opinion, connect my opinions and reasons with linking words, and provide a conclusion.	I can write an opinion piece with a <u>convincing tone and with deliberate word choices</u> and introduce my topic, create an organizational structure that gives reasons for my opinion, connect my opinions and reasons with linking words, and provide a conclusion.
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write an informative/explanatory text that introduces my topic, groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of information using linking words, and	I can write an informative/explanatory text that introduces my topic, groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of information using linking words, and provides a conclusion	I can write an informative/explanatory text that introduces my topic, groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of	I can write an informative/explanatory text that introduces my topic with a <u>teaching tone and with deliberate word choices</u> that groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of information using linking words, and provides a conclusion.

	provides a conclusion <u>with teacher support.</u>	<u>with teacher support on more than one element.</u>	information using linking words, and provides a conclusion.	
Benchmark	1	2	3	4
I can write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with descriptive details and a natural sequence that includes: dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion <u>with teacher support.</u>	I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with descriptive details and a natural sequence that includes: dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion <u>with teacher support on more than one element.</u>	I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with descriptive details and a natural sequence that includes: dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion.	I can write narratives and other creative texts <u>with a storytelling tone</u> to develop real or imagined experiences with descriptive details and a natural sequence <u>with a varying pace</u> that includes: dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion.
I can use correct capitalization, spelling, and punctuation in written communication.	I can use correct capitalization, spelling, and punctuation in written communication with teacher support.	I can use correct capitalization, spelling, and punctuation in written communication with teacher prompting.	I can use correct capitalization, spelling, and punctuation in written communication.	I can use correct capitalization, spelling, and advanced punctuation.



What Should My Student Be Able to Do to Meet Expectations in Health?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

HEALTH
<p>The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.</p> <p>All school districts in Minnesota are required to identify standards, benchmarks, curriculum and assessments in health education. All students must receive instruction in health education K-8, or by district-determined grade bands. These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12.</p> <p>For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of health. In future years, full “I Can Statements” will be added to the progress report.</p>
<p>➤ I can independently demonstrate clear knowledge and understanding of the concepts taught.</p>

Student Success Criteria

What does success look like for Third Grade Health?

HEALTH				
Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

<i>Digital Citizen</i>	<i>Information Seeker & Knowledge Constructor</i>
➤ I can explain how to be safe and act responsibly online.	➤ I can locate and organize information about a topic using provided sources.
<i>Empowered Reader</i>	<i>Creative Communicator & Innovative Designer</i>
➤ I can use the organization of the library to choose books for personal enjoyment, interest, and academic tasks.	➤ I can use digital tools to explore, create, share, and enrich my learning.



Student Success Criteria

What does success look like for Third Grade Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
<i>Digital Citizen</i>				
I can be safe and act responsibly when using technology, and identify the influences of digital media.	I can be safe and act responsibly when using technology, and identify the influences of digital media <u>with teacher support.</u>	I can be safe and act responsibly when using technology, and identify the influences of digital media <u>with teacher prompting.</u>	I can be safe and act responsibly when using technology, and identify the influences of digital media.	I can be safe and act responsibly when using technology, and identify the influences of digital media and prevent unsafe use.
<i>Empowered Reader</i>				
I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks.	I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks <u>with teacher support.</u>	I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks <u>with teacher prompting.</u>	I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks.	I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks and help others locate books.
<i>Information Seeker & Knowledge Constructor</i>				
I can locate and organize information about a topic using provided sources.	I can locate and organize information about a topic using provided sources <u>with teacher support.</u>	I can locate and organize information about a topic using provided sources <u>with teacher prompting.</u>	I can locate and organize information about a topic using provided sources.	I can locate and organize additional detailed information about a topic or help others with the process.
<i>Creative Communicator & Innovative Designer</i>				
I can use digital tools to explore, create, share, and	I can use digital tools to explore, create, share, and	I can use digital tools to explore, create, share, and	I can use digital tools to explore, create, share, and	I can use digital tools to explore, create, share, and enrich my

enrich my learning.	enrich my learning <u>with teacher support.</u>	enrich my learning <u>with teacher prompting.</u>	enrich my learning.	learning and help others with the process.
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What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report


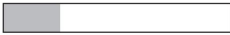
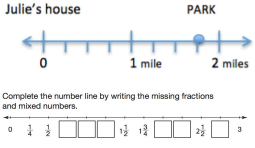
MATHEMATICS	
<p>The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. (At K-2 benchmarks addressing Data Analysis and Probability are incorporated in the Number and Operations benchmarks) Source - <i>Minnesota Department of Education, 2007</i> Source - <i>Minnesota Department of Education, 2007</i>.</p>	
<i>Geometry and Measurement</i>	<i>Number and Operation</i>
<ul style="list-style-type: none"> ➤ I can identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as triangles, parallelograms and trapezoids. 	<ul style="list-style-type: none"> ➤ I can represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationships between multiplication and division. ➤ I can read and write fractions with words and symbols and recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line or distances on a number line.
<i>Data Analysis</i>	
<ul style="list-style-type: none"> ➤ I can collect, display, and interpret data using frequency tables, bar graphs pictographs AND line plot using appropriate titles, labels, units (scale) and key. 	



Student Success Criteria

What does success look like for Third Grade Mathematicians?

MATHEMATICS				
Benchmark	1	2	3	4
<i>Geometry and Measurement</i>				
I can identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids.	I can identify parallel and perpendicular lines given a set of lines or a shape.	I can describe a shape using the language of parallel and perpendicular lines.	I can identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids.	I can compare/contrast 2 or more shapes by explaining the attributes. Shapes can be regular and irregular.
<i>Number and Operation</i>				
I can represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationships between multiplication and division.	I rely on one strategy to solve multiplication problems.	I can use two strategies to solve multiplication problems.	I can use multiple strategies to solve multiplication problems.	I can compare and contrast strategies for multiplication to include connections between strategies and an evaluation of efficiency.
	I rely on one strategy to solve division problems.	I use two strategies to solve division problems.	I can use multiple strategies to solve division problems.	I can compare and contrast strategies for division to include connections between strategies and an evaluation of efficiency.
	I do not see the relationship between	I am beginning to see the relationship between	I can recognize the relationship between multiplication and	I can explain the relationship between

	multiplication and division.	multiplication and division.	division.	multiplication and division.
Benchmark	1	2	3	4
I can read and write fractions with words and symbols and recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line or distances on a number line.	I can match a fraction with a model. Show me "one-fourth" or " $\frac{1}{4}$ " 	I can read and write a fraction for a given representation including: parts of whole (circle model, strip model), parts of a set (chip model).	I can read and write fractions with words and symbols and recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line or distances on a number line. 	I can explain that fractions can have equivalent relationships (see models in "Big Ideas") when represented using parts of a whole, parts of a set, points on a number line or distances on a number line. 
Data Analysis				
I can collect, display, and interpret data using frequency tables, bar graphs pictographs AND line plot using appropriate titles, labels, units (scale) and key.	When given a visual representation of data, I can answer basic questions about the data.	I can collect, display and interpret data using at least one frequency table, bar graph pictograph OR line plot using appropriate titles, labels and units (scale).	I can collect, display, and interpret data using frequency tables, bar graphs pictographs AND line plot using appropriate titles, labels, units (scale) and key.	I can collect, organize and justify the choice of visual representation of a data display. I can use displays beyond frequency tables, bar graphs, pictographs and line plots and discuss why some formats might be more appropriate for certain types of data/audience. I can use multiple scales to show the same data.



What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MUSIC	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.</p> <p>Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.</p>	
<i>Create: Present</i>	<i>Perform: Present</i>
<ul style="list-style-type: none"> ➤ I can describe and present my musical ideas. 	<ul style="list-style-type: none"> ➤ I can perform music with expression, technical accuracy, and interpretation.
<i>Work Habits</i>	
<ul style="list-style-type: none"> ➤ I can make appropriate choices and follow music room expectations with limited guidance 	



Student Success Criteria

What does success look like for Third Grade Music?

MUSIC				
Benchmark	1	2	3	4
<i>Create: Present</i>				
I can describe and present my musical ideas.	I can describe and present my musical ideas with guidance.	I can describe and present my musical ideas with limited guidance.	I can describe and present my musical ideas.	I can describe and present my musical ideas independently.
<i>Perform: Present</i>				
I can perform music with expression, technical accuracy, and interpretation.	I can perform music with expression, technical accuracy, and interpretation with guidance.	I can perform music with expression, technical accuracy, and interpretation with limited guidance.	I can perform music with expression, technical accuracy, and interpretation.	I can consistently perform music with expression, technical accuracy, and interpretation.
<i>Work Habits</i>				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

PHYSICAL EDUCATION

The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.

Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.

<i>Kicking with Approach</i>	<i>Volleying Underhand</i>
<ul style="list-style-type: none"> ➤ I can kick a ball while I’m moving with three of the five critical elements. <ul style="list-style-type: none"> ○ Arm extend forward in preparation for kicking action ○ Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on ground) ○ Contact the ball with shoelaces or top of foot for kicking action ○ Trunk leans back slightly in preparation for kicking action ○ Follow through with kicking leg extending forward and upward toward target 	<ul style="list-style-type: none"> ➤ I can strike (volley) an object in an underhand motion with three of the five critical elements. <ul style="list-style-type: none"> ○ Face the target in preparation for the volley ○ Opposite foot forward ○ Flat surface with hand for contact of the ball or volleybird ○ Contract with ball or volleybird between knee and waist level ○ Follow through upward and to the target.
<i>Striking (Long Implement)</i>	<i>Engagement & Behavior</i>
<ul style="list-style-type: none"> ➤ I can strike an object with a long-implement and demonstrate proper grip and send it forward. 	<ul style="list-style-type: none"> ➤ I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.



Student Success Criteria

What does success look like for Third Grade Physical Education?

PHYSICAL EDUCATION				
Benchmark	1	2	3	4
<i>Kicking with Approach</i>				
I can kick a ball while I'm moving with three of the five critical elements.	I can kick the ball while I'm stationary.	I can kick a ball while I'm moving with two of the five critical elements.	I can kick a ball while I'm moving with three of the five critical elements. <ul style="list-style-type: none"> • Arm extend forward in preparation for kicking action • Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on ground) • Contact the ball with shoelaces or top of foot for kicking action • Trunk leans back slightly in preparation for kicking action • Follow through with kicking leg extending forward and upward toward target 	I can kick a ball while I'm moving with four of the five critical elements.
<i>Volleying Underhand</i>				
I can strike (volley) an object in an underhand motion with three of the five critical elements.	I can attempt to strike (volley) an object in an underhand motion, but am unsuccessful.	I can strike (volley) an object in an underhand motion with two of the five critical elements.	I can strike (volley) an object in an underhand motion with three of the five critical elements. <ul style="list-style-type: none"> • Face the target in preparation for the volley • Opposite foot forward • Flat surface with hand for contact of the ball or volleybird • Contact with ball or volleybird between knee and waist level 	I can strike (volley) an object in an underhand motion with four of the five critical elements.

			<ul style="list-style-type: none"> Follow through upward and to the target. 	
Benchmark	1	2	3	4
<i>Striking (Long Implement)</i>				
I can strike (volley) an object in an underhand motion with three of the five critical elements.	I can attempt to strike a stationary ball with a long handled implement, but am unable to send it forward.	I can demonstrate the understanding of (or ability to) strike a stationary ball with a long handled implement, sending it forward, but using improper grip for the implement.	<p>I can strike an object with a long-implement and demonstrate proper grip and send it forward.</p> <ul style="list-style-type: none"> Long-Handled implement up and back in preparation for the striking action Step forward on opposite foot as contact is made Coil and uncoil the trunk for preparation and execution of the striking action Swing the implement on a horizontal plane Wrist uncocks on follow-through for completion of the striking action 	I can strike an object with a long-implement and demonstrate two of the five critical elements.
<i>Engagement & Behavior</i>				
I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.	I choose not to participate in activity and follow class expectations.	I can participate and follow class expectations with teacher prompts.	I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.	I can help and encourage others to participate in activity and follow class expectations.



What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - *Scimathmn.org*, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.



Student Success Criteria

What does success look like for Third Grade Science?

SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts with teacher support .	I can demonstrate my knowledge and my understanding of the concepts with teacher prompting .	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Social and Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, has recently published the Social Emotional Learning Competencies, Learning Goals, Benchmarks, and sample activities. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social and emotional development. In future years, full “I Can Statements” will be added to the progress report.

- I can independently and consistently apply the skills and strategies taught.

Student Success Criteria

What does success look like for Third Grade Social and Emotional Development?

SOCIAL AND EMOTIONAL DEVELOPMENT

Benchmark	1	2	3	4
I can independently and consistently apply the skills and strategies taught.	I can begin to apply skills and strategies related to the concept <u>with teacher support.</u>	I can apply the skills and strategies related to the concept <u>with teacher prompting.</u>	I can independently and consistently apply the skills and strategies taught.	I can independently show advanced application of skills and strategies taught.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - *Minnesota Department of Education, 2011*

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.

Student Success Criteria

What does success look like for Third Grade Social Studies?

SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Visual Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

VISUAL ART	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.</p> <p>Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.</p> <p>Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.</p>	
<i>Create</i>	<i>Connect</i>
<ul style="list-style-type: none"> ➤ I can independently organize and develop artistic ideas and work. 	<ul style="list-style-type: none"> ➤ I can independently integrate knowledge and personal experiences to create art.
<i>Reflect</i>	
<ul style="list-style-type: none"> ➤ I can independently reflect on and refine personal artworks. 	



Student Success Criteria

What does success look like for Third Grade Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can organize and develop artistic ideas and work.	With limited guidance I can organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate knowledge and personal experiences to create art.	With significant guidance I can integrate knowledge and personal experiences to create art.	With limited guidance I can integrate knowledge and personal experiences to create art.	I can independently integrate knowledge and personal experiences to create art.	I can independently and clearly integrate knowledge and personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and refine personal artworks.	With significant guidance I can reflect on and refine personal artworks.	With limited guidance I can reflect on and refine personal artworks.	I can independently reflect on and refine personal artworks.	I can independently reflect on and <u>thoughtfully</u> refine personal artworks.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

WORK HABITS

The work habit indicators are based on executive function skills that lead to academic and life success. Teachers will use the work habit indicators to identify students needs and growth areas that will help them perform in class. The indicators are separated from mastery of content and will provide a framework for teachers to isolate behavior from content.

Task Completion

- I can independently complete tasks in a timely fashion.

Collaboration

- I can be a contributing member of a group.

Organization

- I can organize myself, materials, and space to be prepared for independent learning.



Student Success Criteria

What does success look like for Third Grade Work Habits?

WORK HABITS				
Benchmark	1	2	3	4
Task Completion				
I can independently complete tasks.	I can complete tasks with frequent teacher prompting.	I can complete tasks with occasional teacher guidance and/or prompting.	I can independently complete tasks in a timely fashion.	I can independently complete tasks and demonstrate perseverance when faced with a challenging task.
Collaboration				
I can be a contributing member of a group.	I can be a member of a group with frequent teacher support.	I can be a contributing member of a group with occasional teacher guidance and/or prompting.	I can be a contributing member of a group.	I can be a contributing member of a group and demonstrate leadership skills.
Organization				
I can organize myself, materials, and space to be prepared for independent learning.	I can organize myself, materials, and space to be prepared for learning with frequent prompting.	I can organize myself, materials, and space to be prepared for learning with occasional prompting.	I can organize myself, materials, and space to be prepared for independent learning.	I can develop an organizational system to meet my individual needs.