3rd Grade: Learning Goals Checklist for entry
Trimester:_____

Progress Report Markings

For Student Curriculum Marks/Learning Goals
M: Meeting: The child applies the learning goal **(district grade level expectation)**.
A: Approaching: The child applies a basic understanding of the goal.
B: Beginning: The child applies an initial understanding of the goal.
N/A: Not assessed at this time.
Y: Yes
N: No
Living and Working in the classroom: Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.
S: Seldom
O - Occasionally
U: Usually
X – Marking Selections

Additional Programs

Additional Support Programs:	T1	T2	T3
1. Reading Support			
2. Math Support			
3. Gifted (WINGS)			
4. Gifted (Project Plus)			
5. Gifted (Fine Arts)			

Living and Working

Learning Goals:	T1	T2	T3
1. Empathy and care for others			
2. Respect for self and others			
3. Accepts responsibility for actions			
4. Perseverance with his/her learning			
5. Attempts to resolve conflicts in appropriate ways			
6. Organizational skills to support learning			

Webster Groves School District

English-Language Arts

Learning Goals:	T1	T2	T3
Reading			
1. Reads with understanding			
2. Analyzes what they read			
3. On track for meeting end of year learning goals in reading			
Writing			
4. Communicates in writing for a variety of purposes and audiences			
5. On track for meeting end of year learning goals in writing			
Research and Speaking			
6. Shares their thoughts with others by speaking and listening			
7. Acquires, assesses and communicates information			

Math

Learning Goals:	T1	T2	T3
Mathematical Practices			
1. Makes sense of problems and perseveres in solving them			
2. Communicates mathematically			
Content Standards			
3. Understands, represents, and solve problems involving multiplication and division			
4. Multiplies and divides within 100 fluently			
5. Identifies and explains patterns in arithmetic			
6. Uses effective strategies, place values understanding, and properties of operations to perform multi-digit arithmetic			
7. Understands fractions as numbers			
8. Solves problems involving measurement and estimation			
9. Represents and interprets data			
10. Understands concepts of area and relates area to multiplication and addition.			
11. Reasons with shapes and their attributes and solves problems involving the perimeter of polygons.			
12. On track for meeting end of year learning goals in math			

Social Studies

Learning Goals:	T1	T2	T3
1. Explains how to participate in society			
2. Understands how power, authority, and governance function in societies and affect their lives			
3. Understands the relationships between human beings and their environment			
4. Understands their historical roots and locates themselves in time			
5. Explains how individuals interact and the consequences of these interactions			
6. Understands how institutions that affect their lives are created, maintained, and changed			
7. Understands how people organize fir the production, distribution, and consumption of goods and services			
8. On track for meeting end of year learning goals in social studies			

Science

Learning Goals:	T1	T2	T3
Shaping the Earth			
1. Develops a model to represent the shapes and kinds of land and bodies of water in an area			
2. Uses information from several sources to provide evidence that Earth events can occur quickly or slowly			
3. Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land			
4. Obtains information to identify where water is found on Earth and that it can be solid or liquid			
Matter			
5. Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties			
6. Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose			
7. Makes observations to construct and evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object			
8. Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot			
Life and Environment			
* Environment – Ecosystems			
9. Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all			
10. Makes a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change			
* Life – Life Cycles			
11. Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death			
12. Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and some are influenced by the environment			
13. Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing			
Engineering			
14. Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
15. Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
16. Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
17. On track for meeting end of year learning goals in science			

Comments:

	T1	T2	T3
Check which trimester			