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			

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. Demonstrates skills of social science inquiry within content learning goals			
2. Understands history, continuity, and change			
3. Understands governmental systems and principles			
4. Understands geographical study			
5. Understands economic concepts			
6. Understands people, groups, and cultures			
7. On track for meeting end of year learning goals in social studies			

Science

Learning Goals:	T1	T2	T3
Survival, Senses, and Adaptations			
1. Develops a model to describe that objects can be seen only when light is reflected off them or when they produce their own light			
2. Constructs an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction			
3. Uses a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways			
4. Compares and contrasts the major organs/organ system (e.g., support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes			
Force and Motion			
5. Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object			
6. Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion			
7. Predicts how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the objects			
8. Plans and conducts investigations to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other			
9. Plans and conducts a fair test to compare and contrast the forces (measured by a spring scale in Newton's) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth)			
Life and Environment			
* Environment – Ecosystems			
10. 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			
11. 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			
12. Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death			
13. Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and some are influenced by the environment			
14. 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			
15. Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
16. 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			

Comments:

	T1	T2	T3
Check which trimester			

17.	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			