

Grade 3 Standards-Based Report Card Alignment

Standards Reference Document for Teachers and Parents

How to Use This Document

For Parents:

- This document shows which specific skills your child is learning in each grading area
- Standards codes (e.g., RL.3.1, W.3.2, 3.OA.A.1, 3.NBT.A.2) reference the Massachusetts Curriculum Frameworks
- Each report card grade reflects your child's proficiency across multiple related standards
- Standards build throughout the year, with ongoing instruction and assessment
- Some math categories focus on specific number facts or skills while building from the same foundational standards
- Portrait of a Graduate competencies represent life skills and dispositions that support academic success
- Falcon Five behaviors create the foundation for a positive learning environment

For Teachers:

- Use this document when planning instruction to ensure coverage of all standards
- Reference specific standards when providing feedback on student work
- Use aligned standards to determine which report card grade to update based on assessments
- Consider multiple standards within each category when determining overall proficiency levels
- Note that some categories (e.g., "Use Patterns to Multiply by 0, 1, 2, 5, and 10") focus on specific number groups while sharing the same underlying standards as other categories
- Categories 3, 4, 8, and 9 share some overlapping standards but represent different instructional emphases and skill progressions

Grading Scale Reminder:

- **4:** Exceeds expectations independently
- **3:** Meets expectations
- **2:** Making progress with support
- **1:** Making minimal progress with support
- **Blank:** Standard not addressed this trimester
- **AB:** Absences hinder progress

How to Interpret Scores:

Score of 4 (Exceeds Expectations Independently): Student demonstrates proficiency beyond grade 3 expectations, working independently at a higher level

Score of 3 (Meets Expectations): Student demonstrates grade-level proficiency as described in the rubrics above

Score of 2 (Making Progress with Support): Student is developing toward grade-level expectations and benefits from scaffolding, small-group instruction, or targeted support

Score of 1 (Making Minimal Progress with Support): Student requires significant support and intervention to work toward grade-level expectations

Blank: Standard not addressed this trimester

AB (Absences Hinder Progress): Student absences have significantly impacted the ability to assess progress

ENGLISH LANGUAGE ARTS

Source

Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)

1. Comprehension of Informational Text

Meets Expectations (Score of 3): Student consistently reads and comprehends grade-level informational texts, asks and answers questions using text evidence, identifies main ideas and supporting details, uses text features to locate information, and explains relationships between events, concepts, or procedures using appropriate academic language.

Aligned Standards:

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - **RI.3.6:** Distinguish their own point of view from that of the author of a text.
 - **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
 - **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
 - **RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
 - **RI.3.10:** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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2. Comprehension of Literature

Meets Expectations (Score of 3): Student consistently reads and comprehends grade-level literary texts, asks and answers questions using text evidence, retells stories and determines central messages or morals, describes characters and their impact on events, and distinguishes literal from figurative language.

Aligned Standards:

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - **RL.3.2:** Retell 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 a text.
 - **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
 - **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.
 - **RL.3.5:** Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
 - **RL.3.6:** Distinguish their own point of view from that of a text's narrator or those of its characters.
 - **RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - **RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
 - **RL.3.10:** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.
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3. Writing for Task, Purpose, and Audience

Meets Expectations (Score of 3): Student writes clear opinion, informative, and narrative pieces appropriate to task and purpose, uses linking words to connect ideas, includes relevant details and supporting reasons,

provides conclusions, conducts short research projects, and routinely writes for various purposes and time frames.

Aligned Standards:

- **W.3.1 (a-d):** Write opinion pieces on topics or texts, supporting an opinion with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d. Provide a concluding statement or section.
- **W.3.2 (a-d):** Write informative/expository texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group-related information together; include illustrations when useful to aid comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
- **W.3.3 (a-f):** Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
 - a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
 - c. Use figurative language to suggest images.
 - d. Use temporal words and phrases to signal order where appropriate.
 - e. Provide a sense of closure.
 - f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.
- **W.3.4:** Produce writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.3.5 (a-b):** Develop and strengthen writing as needed by planning, revising, and editing.
 - a. Demonstrate command of standard English conventions
 - b. Demonstrate the ability to choose and use appropriate vocabulary
- **W.3.6:** Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

4. Command of Grammar, Conventions, Spelling, and Vocabulary

Meets Expectations (Score of 3): Student writes complete sentences with correct grammar, verb tenses, and subject-verb agreement; uses proper capitalization, punctuation, and spelling; applies vocabulary strategies to determine word meanings; and demonstrates command of grade-level conventions when revising and editing writing.

Aligned Standards:

- **L.3.1 (a-g):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. In the standards, it adds another statement saying “retain and further develop language skills learned in previous grades.”
 - a. Produce, expand, and rearrange complete simple, compound, and complex sentences.
 - b. Ensure subject-verb and pronoun-antecedent agreement.
 - c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
 - d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
 - e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
 - f. Use abstract nouns.
 - g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
- **L.3.2 (a-i):** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Write legibly and fluently by hand, using either printing or cursive handwriting.
 - b. Capitalize appropriate words in titles.
 - c. Use commas in addresses.
 - d. Use commas and quotation marks in dialogue.
 - e. Form and use possessives.
 - f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized.
 - h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect
 - b. recognize and observe differences between the conventions of spoken and written English

L.3.4 (a-f): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
 - f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
 - **L.3.5 (a-c):** Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
 - **L.3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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5. Effort in Reading (*Foundational Skills & Reading Behaviors*)

Meets Expectations (Score of 3): Student consistently applies phonics and word analysis skills to decode grade-level words, reads with accuracy, appropriate rate, and expression, self-corrects when necessary, and demonstrates active engagement, perseverance, and consistent participation in reading tasks and discussions.

Aligned Standards:

- **RF.3.3 (a-d):** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.
- **RF.3.4 (a-c):** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Note: Effort in Reading also considers:

- Student engagement with reading tasks
 - Perseverance when encountering challenging texts
 - Active participation in reading discussions
 - Completion of independent reading assignments
 - Application of reading strategies
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6. Effort in Writing (*Writing Process & Writing Behaviors*)

Meets Expectations (Score of 3): Student consistently engages in all stages of the writing process, willingly revises based on feedback, perseveres through challenging writing tasks, participates actively in writing workshops, applies taught strategies, and demonstrates a growth mindset toward improving as a writer.

Note: Effort in Writing considers:

- Student engagement with the writing process (planning, drafting, revising, editing)
 - Willingness to revise and improve writing based on feedback
 - Perseverance in completing writing tasks
 - Participation in peer conferences and writing workshops
 - Volume and variety of writing produced
 - Application of taught writing strategies and techniques
 - Growth mindset toward writing improvement
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MATHEMATICS

Source

Massachusetts Curriculum Framework for Mathematics (2017)

1. Use Place Value to Fluently Add and Subtract within 1,000

Meets Expectations (Score of 3): Student uses place value understanding and properties of operations to fluently add and subtract within 1,000 using strategies and algorithms, rounds whole numbers to the nearest 10 or 100, and multiplies one-digit numbers by multiples of 10.

Aligned Standards:

- **3.NBT.A.1:** Use place value understanding to round whole numbers to the nearest 10 or 100.
 - **3.NBT.A.2:** Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - **3.NBT.A.3:** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
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2. Multiplication and Division

Meets Expectations (Score of 3): Student interprets products and quotients of whole numbers, uses multiplication and division within 100 to solve word problems, and determines unknown whole numbers in equations.

Aligned Standards:

- **3.OA.A.1:** Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in five groups of seven objects each.
 - **3.OA.A.2:** Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares.
 - **3.OA.A.3:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
 - **3.OA.A.4:** Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times ? = 48$).
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3. Use Patterns to Multiply by 0, 1, 2, 5, and 10

Meets Expectations (Score of 3): Student applies properties of operations to multiply and identifies arithmetic patterns, explaining them using properties of operations for the factors 0, 1, 2, 5, and 10.

Aligned Standards:

- **3.OA.B.5:** Apply properties of operations to multiply (Commutative, Associative, Distributive, Identity property of 1, and Zero property of multiplication).
 - **3.OA.D.9:** Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.
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4. Use Properties to Multiply by 3, 4, 6, 7, 8, and 9

Meets Expectations (Score of 3): Student applies properties of operations to multiply by 3, 4, 6, 7, 8, and 9, understands division as an unknown-factor problem, and fluently multiplies and divides within 100, knowing from memory all products of two single-digit numbers and related division facts.

Aligned Standards:

- **3.OA.B.5:** Apply properties of operations to multiply.
 - **3.OA.B.6:** Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).
 - **3.OA.C.7:** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts.
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5. Connect Area and Multiplication

Meets Expectations (Score of 3): Student recognizes area as an attribute of plane figures, measures area by counting unit squares, and relates area to multiplication and addition through tiling and decomposition strategies.

Aligned Standards:

- **3.MD.C.5:** Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - **3.MD.C.5.a:** A square with side length of one unit, called "a unit square," is said to have "one square unit" of area.
 - **3.MD.C.5.b:** A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
 - **3.MD.C.6:** Measure areas by counting unit squares (square cm, square m, square in., square ft., and non-standard units).
 - **3.MD.C.7:** Relate area to the operations of multiplication and addition.
 - **3.MD.C.7.a:** Find the area of a rectangle by tiling it, and show that the area is the same as multiplying the side lengths.
 - **3.MD.C.7.b:** Multiply side lengths to find areas of rectangles with whole-number side lengths.
 - **3.MD.C.7.c:** Use tiling to show that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$ (Distributive property with area models).
 - **3.MD.C.7.d:** Recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles.
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6. Fractions

Meets Expectations (Score of 3): Student understands a fraction as a quantity formed by parts of a whole, represents fractions on a number line, and explains equivalence of fractions in special cases using visual models.

Aligned Standards:

- **3.NF.A.1:** Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
 - **3.NF.A.2:** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - **3.NF.A.2.a:** Represent a unit fraction $\frac{1}{b}$ on a number line by partitioning the interval from 0 to 1 into b equal parts.
 - **3.NF.A.2.b:** Represent a fraction $\frac{a}{b}$ on a number line by marking off a lengths of $\frac{1}{b}$ from 0.
 - **3.NF.A.3:** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - **3.NF.A.3.a:** Understand two fractions as equivalent if they are the same size or the same point on a number line.
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7. Fraction Equivalence and Comparison

Meets Expectations (Score of 3): Student recognizes and generates simple equivalent fractions, expresses whole numbers as fractions, and compares two fractions with the same numerator or denominator using visual models and symbols.

Aligned Standards:

- **3.NF.A.3.b:** Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent using a visual fraction model.
 - **3.NF.A.3.c:** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers (e.g., $3 = 3/1$; locate $4/4$ and 1 at the same point on a number line).
 - **3.NF.A.3.d:** Compare two fractions with the same numerator or the same denominator by reasoning about their size; record results with $>$, $=$, or $<$, and justify conclusions using a visual fraction model.
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8. Use Multiplication to Divide

Meets Expectations (Score of 3): Student understands division as an unknown-factor problem and uses the relationship between multiplication and division to solve problems within 100.

Aligned Standards:

- **3.OA.B.6:** Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).
 - **3.OA.C.7:** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$).
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9. Use Properties and Strategies to Multiply and Divide

Meets Expectations (Score of 3): Student applies properties of operations to multiply and divide fluently within 100, solves two-step word problems using the four operations, and identifies and explains arithmetic patterns.

Aligned Standards:

- **3.OA.B.5:** Apply properties of operations to multiply.
 - **3.OA.C.7:** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
 - **3.OA.D.8:** Solve two-step word problems using the four operations for problems with whole numbers and whole-number answers; represent problems using equations with a letter for the unknown; assess reasonableness of answers using mental computation and estimation strategies, including rounding.
 - **3.OA.D.9:** Identify arithmetic patterns and explain them using properties of operations.
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10. Perimeter

Meets Expectations (Score of 3): Student solves real-world and mathematical problems involving perimeters of polygons, including finding perimeter given side lengths, finding unknown side lengths, and understanding rectangles with the same perimeter can have different areas.

Aligned Standards:

- **3.MD.D.8:** Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
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11. Measurement and Data

Meets Expectations (Score of 3): Student tells and writes time to the nearest minute, measures and estimates liquid volumes and masses using metric units, generates and represents measurement data on line plots, and draws and interprets scaled graphs.

Aligned Standards:

- **3.MD.A.1:** Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals.
 - **3.MD.A.2:** Measure and estimate liquid volumes and masses of objects using standard metric units (grams, kilograms, liters); solve one-step word problems involving masses or volumes given in the same metric units.
 - **3.MD.B.3:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
 - **3.MD.B.4:** Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch; record and show the data by making a line plot, where the horizontal scale is marked off in appropriate units.
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12. Describe and Analyze 2-Dimensional Shapes

Meets Expectations (Score of 3): Student understands that shapes can share attributes that define larger categories, compares and classifies shapes by their sides and angles, and partitions shapes into parts with equal areas, expressing each part as a unit fraction of the whole.

Aligned Standards:

- **3.G.A.1:** Understand that shapes in different categories may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals); compare and classify shapes by their sides and angles; recognize rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals.
 - **3.G.A.2:** Partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole (e.g., partition a shape into four parts with equal areas and describe the area of each part as $\frac{1}{4}$ of the area of the shape).
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14. Effort (*Mathematical Practices & Learning Behaviors*)

Meets Expectations (Score of 3): Student consistently demonstrates positive mathematical behaviors including making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments, using appropriate tools strategically, attending to precision, and looking for and making use of structure and patterns.

Note: Effort in Math considers application of the **Standards for Mathematical Practice**:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Additional Behavioral Considerations:

- Engagement with mathematical tasks and challenges
- Participation in mathematical discussions and explanations
- Willingness to try multiple strategies
- Perseverance when encountering difficult problems
- Application of taught strategies and concepts
- Completion of independent practice
- Growth mindset toward mathematics

SOCIAL STUDIES

Source

Massachusetts History and Social Science Curriculum Framework (2018)

1. Indigenous Peoples and Places in the Northeast

Meets Expectations (Score of 3): Student identifies and locates Massachusetts and the Northeast region on maps using cardinal directions, map scales, legends, and titles; explains the diversity of Native Peoples present and past in Massachusetts; and describes their contributions including language, place names, and knowledge.

Aligned Standards:

- **3.T2.1:** On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).
 - **3.T2.2:** On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).
 - **3.T2.3:** Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.
 - a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)
 - b. the locations of tribal territories in the state
 - c. physical features and their influence on the locations of traditional settlements
 - d. contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food, useful items, knowledge of medicinal plants, words, and place names)
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2. Indigenous Communities, European Colonizers, and the Plymouth Colony

Meets Expectations (Score of 3): Student explains European exploration of the Northeast, who the Pilgrims were and why they left Europe, describes their journey and early government, analyzes their relationships with Native Peoples, and understands the purpose of the Mayflower Compact and principle of self-government.

Aligned Standards:

- **3.T3.1:** Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic.
 - **3.T3.2:** Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).
 - **3.T3.3:** Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.
 - **3.T4.1:** Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.
 - a. the purpose of the Mayflower Compact and the principle of self-government
 - b. challenges for Pilgrim men, women, and children in their new home
 - c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts
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3. Indigenous Peoples, Puritans, and West Africans: The Changing Landscape of Massachusetts

Meets Expectations (Score of 3): Student compares and contrasts early English and Native People leaders, explains Puritan migration and its consequences for Native Peoples, analyzes details of daily life in the Massachusetts Bay Colony, including enslaved and free Africans, and explains the importance of maritime commerce, including the Triangular Trade.

Aligned Standards:

- **3.T5.1:** Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).
- **3.T5.2:** Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts such as the Pequot War and King Philip's War).
- **3.T5.3:** Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.
- **3.T5.4:** Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.
- **3.T5.5:** Explain the importance of maritime commerce and the practice of bartering in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.
 - a. the fishing and shipbuilding industries
 - b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe
 - c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

4. Massachusetts and the American Revolution

Meets Expectations (Score of 3): Student analyzes the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution; explains how colonists' sense of denied justice led to declaring independence; and understands the Constitution and Bill of Rights were written to govern the new nation.

Aligned Standards:

- **3.T6.1:** Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th centuries and explain reasons for the growth of towns and cities in Massachusetts in the 1700s.

- **3.T6.2:** Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.
 - a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
 - b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty
 - c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party
 - d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts
 - e. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem
 - f. the roles of Native Peoples and African Americans in the American Revolution
 - g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods
- **3.T6.3:** Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.
- **3.T6.4:** Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.

5. The People and Governments of Massachusetts, Past and Present

Meets Expectations (Score of 3): Student locates and describes their local city or town and its geographic features and landmarks, researches the demographic origins of the community, explains why governments exist and how local governments are organized in Massachusetts, and recognizes that the Massachusetts Constitution (1780) is the oldest functioning constitution in the world.

Aligned Standards:

- **3.T1.1:** On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.
- **3.T1.2:** Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries.
- **3.T1.3:** Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.
 - a. classroom and school governments provide a way for students to participate
 - b. city and town governments provide a way for people to participate in making decisions

- c. Massachusetts communities have either a city or a town form of government
 - d. people can participate in and influence their local government by reading and responding to news, voting, running for office, serving on boards or committees, attending hearings
 - e. people can volunteer to the community and neighborhood
 - f. people who own property in a city or town contribute to community services by paying taxes
 - **3.T6.5:** Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.
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6. Develop supporting questions leading to new questions and contribute to the inquiry process.

Meets Expectations (Score of 3): Student demonstrates the ability to develop supporting questions that lead to further inquiry, formulate problem statements, conduct inquiries using primary and secondary sources, organize information from multiple sources, and argue or explain conclusions using valid reasoning and evidence.

Note: This category assesses the **Standards for History and Social Science Practice** (Pre-K–12):

1. Demonstrate civic knowledge, skills, and dispositions
 2. Develop questions and plan inquiries
 3. Organize information and data from multiple primary and secondary sources
 4. Analyze the purpose and point of view of each source; distinguish opinion from fact
 5. Evaluate the credibility, accuracy, and relevance of each source
 6. Argue or explain conclusions, using valid reasoning and evidence
 7. Determine next steps and take informed action, as appropriate
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7. Identify how different historical sources are used to explain events in the past

Meets Expectations (Score of 3): Student identifies and distinguishes between primary and secondary sources, analyzes the purpose and point of view of historical sources, evaluates the credibility and accuracy of sources, and uses evidence from sources to explain historical events and draw conclusions.

Aligned Standards: This category assesses application of the **Standards for History and Social Science Practice**, specifically:

- **Practice 3:** Organize information and data from multiple primary and secondary sources
 - **Practice 4:** Analyze the purpose and point of view of each source; distinguish opinion from fact
 - **Practice 5:** Evaluate the credibility, accuracy, and relevance of each source
 - **Practice 6:** Argue or explain conclusions, using valid reasoning and evidence
-

8. Engage in academic discussions respectfully with diverse peers.

Meets Expectations (Score of 3): Student engages effectively in collaborative discussions with diverse partners, expresses ideas clearly, listens actively to others' perspectives, asks and answers questions appropriately, and demonstrates respect for diverse viewpoints in academic conversations.

Note: This category assesses the **Literacy Standards for Speaking and Listening in History and Social Science**:

- **SL.3.1 (a-d):** 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.
 - **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
 - **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
-

9. Effort (*Social Studies Learning Behaviors*)

Meets Expectations (Score of 3): Student consistently demonstrates engagement with social studies content, participates actively in discussions and activities, completes assignments with care and attention to detail, perseveres through challenging historical and civic concepts, and applies taught strategies for reading informational texts and analyzing primary sources.

Note: Effort in Social Studies considers:

- Engagement with historical and civic content
 - Participation in discussions and collaborative inquiry
 - Completion of research and written assignments
 - Application of map skills and historical thinking strategies
 - Curiosity about past and present events
 - Respect for diverse perspectives and historical viewpoints
 - Growth mindset toward understanding complex social studies concepts
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SCIENCE

Source

Massachusetts Science and Technology/Engineering Curriculum Framework (2016)

1. Life Science

Meets Expectations (Score of 3): Student uses graphical representations to show diverse life cycles of organisms; provides evidence that plants and animals have inherited traits with variation; distinguishes between inherited characteristics and those resulting from environmental interactions; uses fossils to describe organisms and environments from the past compared to today; constructs explanations for how variations provide survival advantages; and analyzes how habitat changes affect organisms' survival and reproduction.

Aligned Standards:

- **3-LS1-1:** Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.
 - **3-LS3-1:** Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.
 - **3-LS3-2:** Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.
 - **3-LS4-1:** Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.
 - **3-LS4-2:** Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.
 - **3-LS4-3:** Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.
 - **3-LS4-4:** Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.
 - **3-LS4-5(MA):** Provide evidence to support a claim that the survival of a population is dependent upon reproduction.
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2. Earth Science

Meets Expectations (Score of 3): Student uses graphs and tables of local weather data to describe and predict typical weather during particular seasons; obtains and summarizes information about climate in different regions to illustrate that typical weather conditions vary by region; and evaluates design solutions that reduce damage caused by weather.

Aligned Standards:

- **3-ESS2-1:** Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
 - **3-ESS2-2:** Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.
 - **3-ESS3-1:** Evaluate the merit of a design solution that reduces the damage caused by weather.
-

3. Physical Science

Meets Expectations (Score of 3): Student provides evidence to explain the effect of multiple forces on objects, including balanced and unbalanced forces and friction; conducts investigations to determine the nature of forces between magnets based on their orientations and distance; and defines a simple design problem that can be solved using magnetic interactions.

Aligned Standards:

- **3-PS2-1:** Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.
- **3-PS2-3:** Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other.
- **3-PS2-4:** Define a simple design problem that can be solved by using interactions between magnets.

Note: Students also work with the following **Technology/Engineering** standards:

- **3.3-5-ETS1-1:** Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet.
- **3.3-5-ETS1-2:** Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem.
- **3.3-5-ETS1-4(MA):** Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.

4. Effort (Science Learning Behaviors)

Meets Expectations (Score of 3): Student consistently demonstrates engagement with scientific inquiry, participates actively in investigations and experiments, records observations accurately, uses evidence to support claims, asks questions to deepen understanding, collaborates effectively during hands-on activities, and demonstrates curiosity about natural phenomena.

Note: Effort in Science considers application of the **Science and Engineering Practices:**

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Additional Behavioral Considerations:

- Engagement with scientific concepts and inquiry
- Safety and responsibility during investigations

- Accurate recording of observations and data
 - Collaboration during experiments and group work
 - Application of scientific reasoning and evidence-based thinking
 - Curiosity and questioning about the natural world
 - Growth mindset toward scientific learning
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GRADE 3 SPECIALS

ART

Demonstrates growth in applying foundational skills through their use of art tools and materials

Meets Expectations (Score of 3): Student demonstrates appropriate use of basic art tools and materials. Student holds and uses scissors, paintbrushes, pencils, and crayons with developing control; explores different art media, including paint, clay, collage materials, and drawing tools; follows procedures for using and caring for art materials; applies techniques demonstrated by the teacher; shows improvement in craftsmanship and attention to detail; and cleans up materials and workspace appropriately.

Demonstrates understanding of elements and principles of design

Meets Expectations (Score of 3): Student identifies and uses basic elements of art in their work. Student recognizes and creates different types of lines, shapes, and colors; understands and demonstrates pattern and repetition; uses space appropriately in compositions; experiments with texture in artwork; and can describe how elements of art are used in their own work and in artworks by others.

Shows evidence of sustained engagement and effort

Meets Expectations (Score of 3): Student consistently demonstrates positive learning behaviors in art class. Student arrives prepared and ready to work; follows art room procedures and safety guidelines; uses art materials responsibly and cleans up work area; stays focused on art tasks for the duration of class; participates actively in art discussions and critiques; shows willingness to try new techniques and take creative risks; perseveres through challenging projects; respects the artwork and artistic choices of others; and demonstrates a positive attitude toward learning and creating art.

MUSIC

Demonstrates growth in musical literacy

Meets Expectations (Score of 3): Student demonstrates grade-level proficiency in musical skills and concepts. Student identifies and demonstrates musical elements including tempo, dynamics, and rhythm patterns; reads simple rhythmic and melodic notation; listens attentively to various musical selections; and identifies different instrument families and musical genres.

Demonstrates growth in musical performance

Meets Expectations (Score of 3): Student demonstrates grade-level proficiency in musical skills and concepts. Student sings age-appropriate songs with accurate pitch and rhythm; and plays classroom instruments with proper technique.

Shows evidence of sustained engagement and effort

Meets Expectations (Score of 3): Student consistently demonstrates positive learning behaviors in music class. Student arrives prepared and ready to participate; handles instruments and equipment with care; follows music room procedures; stays focused during instruction and practice time; participates actively in singing, playing, and movement activities; listens respectfully during performances and discussions; shows willingness to try new musical experiences; perseveres through challenging musical tasks; respects the musical contributions of others; and demonstrates a positive attitude toward musical learning.

PHYSICAL EDUCATION/ WELLNESS

Participate cooperatively in individual and group activities

Meets Expectations (Score of 3): Student participates cooperatively in physical education activities. Student follows rules and procedures in games and activities; works well with partners and in small groups; takes turns and shares equipment; encourages classmates; accepts different roles in activities; demonstrates good sportsmanship in winning and losing; includes others in play; listens to and follows directions from teachers and peers; and resolves minor conflicts appropriately.

Demonstrates motor skill development and safety of self and others

Meets Expectations (Score of 3): Student demonstrates developing motor skills and safety awareness. Student performs fundamental locomotor skills (running, hopping, skipping, galloping, sliding) with developing control; demonstrates manipulative skills (throwing, catching, kicking, striking) with increasing accuracy; shows balance and coordination in various activities; demonstrates body and spatial awareness; follows safety rules and procedures; uses equipment properly; recognizes personal space; and shows improvement in physical skills over time.

Shows evidence of sustained engagement and effort

Meets Expectations (Score of 3): Student consistently demonstrates positive learning behaviors in physical education. Student arrives prepared with appropriate attire and footwear; follows gym procedures and safety rules; participates actively in all activities regardless of skill level; demonstrates good sportsmanship and fair play; respects equipment and facilities; cooperates with teammates and opponents; listens attentively to instructions; shows willingness to try new activities and challenges; perseveres through physical challenges; encourages and supports classmates; and maintains a positive attitude toward physical activity.

LIBRARY AND DIGITAL CITIZENSHIP

Demonstrates understanding of library and basic research skills

Meets Expectations (Score of 3): Student demonstrates developing library and research skills. Student locates books and materials using the library organization system (fiction vs. nonfiction, alphabetical order); checks out and returns materials responsibly; explores various genres and formats; reads independently for enjoyment and information; uses the digital catalog with guidance; identifies keywords for simple searches; distinguishes between fiction and nonfiction; and participates in library activities.

Demonstrates responsible use of technology as an educational tool

Meets Expectations (Score of 3): Student demonstrates responsible use of technology for learning. Student uses technology tools appropriately to access information and resources; practices basic keyboarding skills with developing fluency; navigates digital library resources with guidance; accesses and saves files in appropriate locations; follows digital citizenship guidelines, including online safety; uses technology respectfully and for educational purposes; recognizes the difference between reliable and unreliable online information; and asks for help when encountering technical difficulties.

Shows evidence of sustained engagement and effort

Meets Expectations (Score of 3): Student consistently demonstrates positive learning behaviors in the library. Student treats library materials and equipment with care; follows library procedures and expectations; returns materials on time; participates actively in library lessons and activities; listens respectfully during read-alouds and discussions; explores new books and topics; asks questions to locate materials or learn about resources; shares book recommendations with others; respects the reading choices of others; and demonstrates enthusiasm for reading and learning.

STEM

Demonstrates understanding of concepts

Meets Expectations (Score of 3): Student demonstrates grade-level proficiency in STEM (Science, Technology, Engineering, and Mathematics) concepts through integrated projects and challenges. Students demonstrates understanding of the effect of multiple forces on an object including force and magnetic forces; can solve problems using magnets; can ask questions and define design problems and give multiple solutions to a problem; and can present different representations of a design solution.

Applies problem-solving skills using critical thinking

Meets Expectations (Score of 3): Student applies problem-solving skills in STEM challenges. Student asks questions about the world and defines simple problems; develops and uses models to describe phenomena; plans and conducts simple investigations; collects and records data; uses basic mathematical thinking to analyze information; designs solutions to problems using the engineering design process (ask, imagine, plan, create, test, improve); tests designs and makes improvements based on results; collaborates with teammates to solve problems; and explains thinking and solutions using evidence.

Shows evidence of sustained engagement and effort

Meets Expectations (Score of 3): Student consistently demonstrates positive learning behaviors in STEM class. Student actively participates in hands-on projects and investigations; follows safety procedures when

using materials, tools, and equipment; collaborates effectively with team members and shares responsibilities; stays focused during planning, building, and testing phases; perseveres through challenges and multiple iterations; uses mistakes and failures as opportunities to learn; records observations and data accurately; asks questions to deepen understanding; respects others' ideas and designs; cleans up materials and workspace; and demonstrates curiosity and creativity in approaching STEM challenges.

PORTRAIT OF A GRADUATE

Source: Mashpee Public Schools Portrait of a Graduate (2019)

1. Purposeful Collaborator and Communicator

Meets Expectations (Score of 3): Student gets along with other students when working in a group, is willing to listen to peers and try their ideas, and expresses their own ideas kindly. Student shares materials and takes turns, asks questions when they don't understand, tells others when they did a good job, and follows classroom rules for working together.

Aligned Competencies:

- **A-1:** Express my understanding clearly using a variety of formats depending on purpose and audience
 - **A-2:** Fulfill my responsibilities as a member of a team or a group
 - **A-3:** Actively listen to, honor, and build upon the voices and ideas of others
 - **A-4:** Understand that opinions are connected to emotions and experiences
 - **A-5:** Give and receive appropriate, constructive feedback
 - **A-6:** Interact responsibly in all settings
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2. Engaged Citizen

Meets Expectations (Score of 3): Student helps make the classroom and school a better place, is kind to classmates who are different from them, and does the right thing even when no one is watching. Student follows classroom and school rules, helps take care of classroom materials and the school building, and learns about different people and places in Mashpee.

Aligned Competencies:

- **B-1:** Take steps to improve the broader community
- **B-2:** Understand and embrace individual, local, and global diversity
- **B-3:** Practice ethical and empathetic behavior
- **B-4:** Exercise civic responsibilities (e.g. local, state, tribal, national, and global)
- **B-5:** Participate in conservation efforts and environmental stewardship
- **B-6:** Recognize the varied historical perspectives of Mashpee including those of the Mashpee Wampanoag Tribe and how they shape our community

3. Resilient Me

Meets Expectations (Score of 3): Student sets simple goals and works toward them, makes friends and gets along with classmates, and tries their best even when things are hard. Student asks for help when they need it, keeps trying when they make mistakes, takes care of their body by making healthy choices, and stays positive when facing challenges.

Aligned Competencies:

- **C-1:** Set personal goals and evaluate my progress in achieving them
 - **C-2:** Possess personal financial literacy and establish financial goals
 - **C-3:** Establish and maintain meaningful connections with those around me
 - **C-4:** Actively engage in self-improvement and self-advocacy
 - **C-5:** Take initiative and have a strong work ethic
 - **C-6:** Make informed choices that enable me to live a healthy and fulfilling life
 - **C-7:** Maintain a balanced lifestyle, strive to be grateful and positive, and use strategies to navigate challenges
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4. Empowered Knowledge Seeker

Meets Expectations (Score of 3): Student participates actively in lessons and activities, keeps trying when learning is difficult, and asks questions when curious or confused. Student thinks about what they learned and how they learned it, uses books and other resources to find information, and explores new topics and interests.

Aligned Competencies:

- **D-1:** Practice active learning
 - **D-2:** Persevere in scholarly and academic endeavors
 - **D-3:** Reflect thoughtfully on my learning
 - **D-4:** Value curiosity and ask questions accordingly
 - **D-5:** Research and evaluate information from varied sources
 - **D-6:** Explore opportunities that help me discover and pursue my passion(s)
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5. Critical Thinker and Problem Solver

Meets Expectations (Score of 3): Student thinks about the steps needed to solve a problem before starting, tries different ideas when solving problems, and makes good choices by thinking about what might happen. Student is willing to try new things even if they might make mistakes, learns from mistakes without getting discouraged, and adjusts their plan when something isn't working.

Aligned Competencies:

- **E-1:** Strategically plan how to approach a project or problem

- **E-2:** Apply my knowledge, experience, and skills to generate creative and innovative ideas
 - **E-3:** Reason effectively to make sound judgments and informed decisions
 - **E-4:** Take appropriate risks, learn from mistakes and failures, and remain resilient
 - **E-5:** Can adapt to change and be flexible in my thinking
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FALCON FIVE

Source

Quashnet Intermediate School Behavioral Expectations

Note: The Falcon Five represents Quashnet's school-wide behavioral expectations. These are not tied to specific academic standards but rather describe expected behaviors that create a positive learning environment for all students.

1. Be Safe

Meets Expectations (Score of 3): Student consistently follows safety rules and procedures in all school settings, moves through the building appropriately, keeps hands, feet, and objects to themselves, uses materials and equipment safely and as intended, follows adult directions regarding safety, and makes choices that protect their own well-being and the well-being of others.

2. Be Respectful

Meets Expectations (Score of 3): Student consistently treats others with kindness and consideration, uses appropriate language and tone, listens when others are speaking, respects the personal space and property of others, follows school and classroom expectations, accepts differences in others, and demonstrates courtesy to peers and adults throughout the school community.

3. Be Responsible

Meets Expectations (Score of 3): Student consistently completes assigned tasks on time, comes to class prepared with necessary materials, takes ownership of their actions and choices, follows through on commitments, asks for help when needed, takes care of school property and materials, and demonstrates accountability for their behavior and learning.

4. Be Ready

Meets Expectations (Score of 3): Student consistently arrives to class on time and prepared, focuses attention on learning tasks, transitions smoothly between activities, maintains an organized workspace and materials, follows directions promptly, demonstrates a positive attitude toward learning, and actively participates in classroom activities and discussions.

5. Be Caring

Meets Expectations (Score of 3): Student consistently demonstrates empathy and compassion toward others, offers help to peers who are struggling, includes others in activities and conversations, shows concern for the feelings and needs of others, celebrates the successes of classmates, contributes to a positive classroom community, and takes action to support and encourage peers.

Speaking and Listening Standards

(These standards are integrated across all instruction and assessed through classroom observations and discussions)

- **SL.3.1 (a-d):** 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.
 - **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - **SL.3.4:** Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.
 - **SL.3.5:** Create engaging audio recordings of stories or poems; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - **SL.3.6:** Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.
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*Document created for Quashnet Intermediate School, Mashpee Public Schools
Aligned to Massachusetts Curriculum Frameworks for ELA and Literacy (2017), Mathematics (2017), History and Social Science (2018), and Science and Technology/Engineering (2016)
Portrait of a Graduate competencies based on Mashpee Public Schools Portrait of a Graduate (2019)*