



**Colebrook Academy  
& Elementary School**  
603.237.4801



**Pittsburg**  
SCHOOL DISTRICT  
603.538.6536



**Stewartstown**  
COMMUNITY SCHOOL  
603.246.7082

## Competency-Based Reporting Guide

### Grade 3

*SAU 7 schools believe that the purpose of grading is to communicate student achievement. Grades are not about what students earn, they are about what students learn. All teachers use the same grading practices in their classrooms. This promotes grades that are consistent, accurate, meaningful, and supportive of learning.*

The following scale is used for Competencies and Transferable Skills for grades K-12:

<b>4: Expanding</b>	<b>3: Proficient</b>	<b>2: Approaching</b>	<b>1: Beginning</b>	<b>IES</b>
Consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	Essential content knowledge and skills are demonstrated consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	Demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	Insufficient Evidence Shown: The student's work was not completed or turned in.

# Transferable Skills

## SAU 7 Transferable Skills



**COLLABORATOR:** I can work in diverse groups to achieve a common goal and produce a quality product while appreciating individual contributions.



**COMMUNICATOR:** I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding and accomplish goals and tasks.



**INNOVATIVE THINKER:** I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.



**SELF-DIRECTED LEARNER:** I can initiate and manage my learning, and demonstrate a growth mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.



SAU 7 schools recognize that effective learners are able to employ and develop strategies, habits, and skills that prepare them to be effective lifelong learners and contributors in our society. These skills are defined through four Transferable Skills and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth.

# Grade 3 Competencies

<b>English Language Arts</b>	<b>Mathematics</b>
<b>Reading Foundational Skills:</b> Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.	<b>Symbolic Expression:</b> Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.
<b>Reading Literature &amp; Informational Text:</b> Students will make meaning of increasingly complex literary and informational print and non-print texts, and provide text details to support interpretations and analysis.	<b>Numbers &amp; Number Systems:</b> Students will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.
<b>Writing:</b> Students will produce clear and coherent writing for a range of tasks and purposes using opinion, informational, and narrative forms of writing.	<b>Reasoning &amp; Computational Strategies:</b> Students will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.
<b>Inquiry, Investigation, and Research:</b> Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.	<b>Measurement:</b> Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.
<b>Speaking, Listening, and Language:</b> Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.	<b>Algebraic Functions, Patterns, &amp; Relations:</b> Students will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.
	<b>Geometry:</b> Students will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.
	<b>Data Analysis, Probability, &amp; Statistics:</b> Students will gather, represent, and interpret data related to a particular/single context, including authentic applications.

## Grade 3 Competencies (continued)

<b>Science</b>	<b>Social Studies</b>
<p><b>Nature of Science &amp; Engineering:</b> Students will work collaboratively and individually to generate testable questions or to define problems in terms of a given situation; research, plan, and conduct investigations or apply engineering design practices; analyze and interpret data; and construct and communicate evidence-based explanations or best possible solutions.</p>	<p><b>Citizenship / Civics:</b> Students will understand why society needs rules, laws, and government, and examine responsibilities of citizens at the local, state, or national level.</p>
<p><b>Patterns:</b> Students will sort and classify natural and designed phenomena, identifying similarities and differences, in order to recognize and use patterns.</p>	<p><b>Economics / Global Interaction:</b> Students will distinguish between needs and wants in order to apply understanding of how these are met within a community.</p>
<p><b>Cause &amp; Effect:</b> Students will investigate cause and effect relationships to make predictions and support evidence-based explanations or claims about change.</p>	<p><b>Geography:</b> Students will analyze maps to understand the ways in which geographic features influence life in a location and region.</p>
<p><b>Scale, Proportion, &amp; Quantity:</b> Students will use relative scale and quantity to describe, compare, or represent data in order to answer questions about observable and non-observable phenomena, create investigations, and solve problems.</p>	<p><b>History:</b> Students will understand that conflict and cooperation together shape the development of society.</p>
<p><b>Structure &amp; Function:</b> Students will investigate the structure, substructure, and function of organisms and human-designed objects in order to analyze relationships and support evidence-based explanations about survival or performance.</p>	<p><b><u>Specials</u></b></p> <p>Specials expose learners to a range of themes and experiences. This exposure provides a foundation for students to build upon as they advance in their educational career.</p> <p>Specials include:</p> <ul style="list-style-type: none"> <li>● Art</li> <li>● Music</li> <li>● Computers / Keyboarding / STEM</li> <li>● Library Skills</li> <li>● Physical Education</li> </ul>
<p><b>Systems &amp; System Models:</b> Students will investigate and use models of natural or human-designed systems in order to describe a system, how its parts function together, and how internal and external factors affect the system or its parts.</p>	