Grade 3 ELA & Math Performance Descriptors

This is the descriptors provided parents for each level of performance

Content Strand/Reporting Category Statements	
Reporting Category	**Text**
Reading for Information	Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs, and illustrations to one another. They find similarities and differences between two texts on the same topic.
Reading for Literature	Students ask and answer questions about a text. They tell how characters and their actions affect a story. They explain how pictures help tell a story. They read two texts by one author and tell the similarities and differences. They find the central message of a story.
Writing and Language	Students write to give information or state opinions. They write on a topic giving supporting details or facts. They use correct capitalization, punctuation, and spelling. They use sentences, a glossary, or a dictionary to figure out the meaning of new words.

What These Results Mean	
Reporting Category	**Text**
Reading for Information – Below Mastery	Your student may have trouble answering questions about a text; finding the main idea and supporting details; using clues in the text (like charts, key words) to find information; using pictures to understand a text; and telling the author's point of view in a text.
Reading for Information – At/Near Mastery	Your student can often answer questions using details from a text and information in pictures (like maps); find the main idea of a text and use key details to support it; tell the author's point of view in a text; and find the most important ideas in two texts on the same topic.
Reading for Information – Above Mastery	Your student almost always finds connections between concepts, ideas, or events; uses the text and pictures to make conclusions to ask and answer questions; and finds the similarities and differences between important ideas and key details in two texts on the same topic.

What These Results Mean	
Reporting Category	Text
Reading for Literature – Below Mastery	Your student may have trouble retelling a story using details from a text; telling the feelings of characters in a story; finding the meaning of words or phrases in a text; telling the parts of a poem (like a stanza); and using pictures from a text to understand a story.
Reading for Literature – At/Near Mastery	Your student can often find similarities and differences between the settings or plots of stories written by the same author; tell how one part of a story affects another part; use key details to retell a story and find the main idea; and tell the point of view in a story.
Reading for Literature – Above Mastery	Your student almost always tells how pictures add to a story; finds similarities and differences between stories written by the same author; uses clues in a text to find the meaning of new words or phrases; and tells how a character's actions affect what happens in a story.

What These Results Mean	
Reporting Category	Text
Writing and Language – Below Mastery	Your student may have trouble organizing writing for a purpose (like to give information or give opinions); using clues in a text to understand the meaning of new words; spelling commonly used words correctly; and writing simple sentences with correct capitalization and punctuation.
Writing and Language – At/Near Mastery	Your student can often plan writing for different reasons (like to tell a story); organize facts or information into categories; use correct grammar in simple and complex sentences; and show understanding of words with many meanings by using clues in sentences and word parts.
Writing and Language – Above Mastery	Your student almost always organizes writing for a purpose (like to tell a story, give information, or give opinions); uses information from experiences or sources found in research; uses correct grammar in complex sentences; and finds the correct spelling of many words.

AzMERIT ELA 3–5 Writing Essay Performance Text (Opinion)

Dimension 1: Grades 3–5				
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	NS	Your student earned no score out of 4 possible points. Your student's essay was incomplete or written in a foreign language. The response was confusing, off-topic, or unrelated to the purpose.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	1	Your student earned 1 out of 4 possible points. Your student's essay may be related to the topic but has little focus. It may be very short or often drift from the topic. The opinion may be confusing or unclear. The response has little structure. It may use very few or no transitions. It may also include extra ideas that do not support the opinion.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	2	Your student earned 2 out of 4 possible points. Your student's essay is somewhat on topic but may drift or include unrelated ideas. The opinion is stated but may become unclear throughout the essay. It has a weak structure with an unclear beginning and end. The use of transitions is inconsistent. Ideas are unclear as the opinion develops from beginning to end.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	3	Your student earned 3 out of 4 possible points. Your student's essay mainly stays on topic. The opinion is clearly stated and mostly focused. Context supporting the opinion fits the purpose. The response is organized and has few mistakes. There is some variety of transitions used. There is a clear progression of ideas within the essay. There is a clear beginning and end.
ELA	Statement of Purpose/Focus and Organization	3–5 (Opinion)	4	Your student earned 4 out of 4 possible points. Your student's essay is fully supported and on topic. The opinion is clearly stated and strongly maintained. The response is well organized with a clear structure. There is a variety of transitions used to explain relationships between ideas. It has a logical progression of ideas and an effective beginning and end.

Dimension 2: Grades 3–5				
ELA	Evidence/ Elaboration	3–5 (Opinion)	NS	Your student earned no score out of 4 possible points. Your student's essay was difficult to read or written in a foreign language. The response was incomplete, off-topic, or unrelated to the purpose.
ELA	Evidence/ Elaboration	3–5 (Opinion)	1	Your student earned 1 out of 4 possible points. Your student's essay includes details, facts, and sources that minimally support its opinion. This evidence is not integrated into the response. The words used are not appropriate for audience and purpose.
ELA	Evidence/ Elaboration	3–5 (Opinion)	2	Your student earned 2 out of 4 possible points. Your student's essay includes details, facts, and sources that somewhat support its opinion. This evidence is unevenly integrated into the response. The words used are sometimes inappropriate for audience and purpose.
ELA	Evidence/ Elaboration	3–5 (Opinion)	3	Your student earned 3 out of 4 possible points. Your student's essay includes details, facts, and sources that adequately support its opinion. This evidence is generally integrated into the response. The words used are appropriate for audience and purpose.
ELA	Evidence/ Elaboration	3–5 (Opinion)	4	Your student earned 4 out of 4 possible points. Your student's essay includes many details, facts, and sources that fully support its opinion. This evidence is smoothly integrated into the response. The words used are clearly appropriate for audience and purpose.

Dimension 3: Grades 3–5				
ELA	Conventions/ Editing	3–5 (Opinion)	0	Your student earned 0 out of 2 possible points. Your student's essay shows a lack of understanding of sentence formation and other conventions. There are many mistakes in spelling, punctuation, and capitalization. These mistakes make the meaning or point of the response unclear.
ELA	Conventions/ Editing	3–5 (Opinion)	1	Your student earned 1 out of 2 possible points. Your student's essay shows some understanding of sentence formation and other conventions. There is inconsistent use of punctuation, capitalization, and spelling rules.
ELA	Conventions/ Editing	3–5 (Opinion)	2	Your student earned 2 out of 2 possible points. Your student's essay shows a strong understanding of sentence structure and language conventions. There are few mistakes in punctuation, capitalization, and spelling present in the response.

Grade 3 Math

Content Strand/Reporting Category Statements	
Reporting Category	Text
Numbers and Operations in Base Ten and Algebraic Thinking	Students can round numbers to the nearest 10 or 100. They can add and subtract numbers up to 1,000. They use tables to find and explain patterns. They write and solve problems that use letters in place of numbers. They understand the relationship between multiplication and division and recall multiplication and division facts up to 100. They are able to show multiplication and division problems using numbers, words, pictures, or objects.
Numbers and Operations - Fractions	Students know that fractions are equal parts of a whole. They understand the numerator tells how many equal pieces are shown and the denominator is the total number of equal pieces. They represent fractions using models and number lines. They write equal fractions with different denominators. They show whole numbers as fractions. They use greater than, less than, or equal to symbols to compare fractions with same and different denominators.
Measurement, Data, and Geometry	Students tell time to the nearest minute. They tell how much time has passed. They guess and measure volume and mass of objects. They use rulers to measure to the nearest one-fourth of an inch. They read, solve problems, and create picture graphs, bar graphs, and line plots. They can find, draw, and list properties of flat shapes. They can find the perimeter and area of flat shapes by counting unit squares on graph paper and using multiplication.

What These Results Mean	
Reporting Category	Text
Numbers and Operations in Base Ten and Algebraic Thinking – Below Mastery	Your student may have trouble rounding two-digit numbers to the nearest 10; adding and subtracting two-digit numbers with objects or pictures; skip counting up to 100 to multiply one-digit numbers; solving addition or subtraction word problems using objects or pictures; finding addition patterns using charts (like an addition table); multiplying or dividing one-digit numbers with objects or pictures (like arrays); and finding the answer to a multiplication or division problem.
Numbers and Operations in Base Ten and Algebraic Thinking – At/Near Mastery	Your student often solves two-step addition, subtraction, multiplication, and division word problems using pictures; rounds three-digit numbers to the nearest 100; adds or subtracts three-digit numbers with pictures; uses grouping strategies to multiply one-digit numbers up to 100; solves multiplication or division problems with two-digit numbers using objects, pictures (like arrays), or equal groups; and finds the missing answer to a multiplication or division problem.
Numbers and Operations in Base Ten and Algebraic Thinking – Above Mastery	Your student almost always uses a strategy to solve multiplication and division problems; solves two-digit number multiplication and division word problems using equal groups or pictures (like arrays); finds the missing number in a multiplication and division problem; rounds three-digit numbers to the nearest 10 or 100; solves two-step addition, subtraction, multiplication, and division word problems that have a missing number; and finds number patterns in a list or table.
Numbers and Operations - Fractions – Below Mastery	Your student may have trouble understanding that a fraction is one part of a whole; understanding that fraction parts must be the same size; finding the numerator (top number) and denominator (bottom number) in a fraction; showing fractions using models and objects; finding a fraction on a number line cut into parts; finding fractions that are equal to one whole; and using greater than, less than, and equal to symbols to compare fractions with the same denominator.
Numbers and Operations - Fractions – At/Near Mastery	Your student often understands fractions show parts of a whole; understands that the numerator (top number) tells how many parts are shown and the denominator (bottom number) tells the total equal parts shown; finds fractions on a number line; finds equal fractions with denominators of 2, 4, and 8; shows fractions that are equal to whole numbers; and uses greater than, less than, and equal to symbols to compare fractions with the same numerator.
Numbers and Operations - Fractions – Above Mastery	Your student almost always understands that a number line can be cut into equal parts to show a fraction; tells how fractions with different denominators (bottom numbers of 2, 3, 4, 6, and 8) are equal; uses pictures or objects to show how fractions with different denominators are equal; shows whole numbers as fractions; and compares fractions with the same numerator (top number) or same denominator using the greater than, less than, and equal to symbol and pictures or objects.

What These Results Mean	
Reporting Category	Text
Measurement, Data, and Geometry – Below Mastery	Your student may have trouble telling time to the nearest minute; measuring liquids in liters using models and measuring tools; measuring object mass in grams and kilograms using models and measuring tools; using rulers to measure objects and pictures to the nearest half-inch; making a picture graph or a bar graph that increases by a skip count from 1 to 5; finding four-sided shapes that have the same properties; and finding the perimeter and area of flat shapes.
Measurement, Data, and Geometry – At/Near Mastery	Your student often solves one-step word problems with adding or subtracting time up to 5 minutes; solves one-step addition or subtraction word problems when measuring liquids, object mass, or object length; solves one-step word problems using information shown in bar graphs; measures object length to the nearest one-fourth of an inch; finds the area of rectangles by counting the square units or using tiles; and finds the perimeter and area of different flat shapes.
Measurement, Data, and Geometry – Above Mastery	Your student almost always solves one-step word problems with adding or subtracting time up to the minute; predicts and solves one-step addition, subtraction, multiplication, or division word problems using liquid, mass, or length measurement; solves two-step word problems using information shown in bar graphs; finds the area of two flat shapes by counting the square units or multiplying side lengths; and creates rectangles with the same or different perimeter or area.