

Issaquah School District Elementary Report Card Parent/Guardian MERLIN Third Grade Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning	
C	Consistently
O	Often
S	Sometimes
R	Rarely
M	Modified Expectations

Scoring Key for MERLIN Academic Performance	
4 Exceeds MERLIN Standard	<ul style="list-style-type: none"> Demonstrates exceptional skill/concept development Applies learning to other subject areas independently
3 Meets MERLIN Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development appropriate for 3rd grade MERLIN Applies learning to other subject areas with guidance
2 Approaches MERLIN Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is below 3rd grade MERLIN expectations Requires extra time, support, and/or practice
1 Well-below MERLIN Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is significantly below 3rd grade MERLIN expectations Requires extended time, support, and/or practice
NA Not Assessed	<ul style="list-style-type: none"> Not assessed this trimester
M Modified Expectation	<ul style="list-style-type: none"> In areas where a student’s score is based on a modified expectation, the score will appear as an “M”
ELP English Language Proficiency*	<ul style="list-style-type: none"> Indication of student’s language skills in speaking, listening, reading, and writing

*** Please refer to the last page of this document for Special Education and ELL grading protocol.**

MERLIN Third Grade

Behaviors that Promote Learning

Respect

- Follows school rules and expectations
- Recognizes and shows consideration for the rights and feelings of others
- Thinks before acting; manages impulsivity

Responsibility

- Is a self-directed learner
- Makes positive choices and learns from mistakes
- Produces high quality work; meets the standard or project rubric
- Demonstrates organizational skills; has materials ready and organized
- Follows directions

Collaboration

- Contributes responsibly in partner and group settings
- Listens with understanding and empathy

Persistence

- Actively engaged in learning
- Is able to continue when faced with a challenge; does not give up easily
- Sets short-term goals to complete long-term projects
- Accurately monitors own effort toward learning goals; reflects on progress
- Takes learning risks

Flexibility

- Adapts positively to new or different situations and ideas
- Makes transitions between routines comfortably and efficiently

Problem Solving

- Is creative and innovative
- Solves problems using imaginative approaches; shows originality
- Tries a variety of approaches, strategies, or alternatives
- Is inquisitive and curious

Speaking and Listening

- Listens actively
- Participates in collaborative conversations
- Shares ideas

MERLIN Third Grade

Reading

Reads (MERLIN advanced) Grade Level Text

- Reads and comprehends text accurately

Comprehension

- Key Ideas and Details:
 - Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
 - Determines a theme of a story, drama, or poem from details in the text; summarizes the text
 - Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- Craft and Structure:
 - Determines the meaning of words and phrases as they are used in a text
 - Explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text
 - Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- Integration of Knowledge and Ideas:
 - Makes connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
 - Compares and contrasts the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

MERLIN Third Grade

Writing

Production and distribution of a variety of text types: Narrative, Informational, Opinion, and Fairy Tales Structure

- Writes narratives using effective technique, descriptive details, and clear event sequence
- Writes informative texts to examine a topic and clearly convey information
- Writes opinion pieces supporting point of view with reasons
- Writes adapted fairy tale text using narrative writing structure
- Uses leads, transitions, and organization

Development

- Elaborates on ideas
- Uses words that help to bring the story to life
- Uses words and sentences to convince the audience
- Uses words and sentences to teach information in interesting ways
- Makes effective use of the writing process: prewrite, draft, revision, and edit
- Reflects on writing and sets goals

Language Conventions

- Uses grammar, spelling, and conventions appropriate for 3rd Grade MERLIN expectations

MERLIN Third Grade Math

Content

- **Operations and Algebraic Thinking**
 - Uses the four operations with whole numbers to solve problems
 - Gains familiarity with factors and multiples
 - Generates and analyzes patterns
- **Number and Operations in Base Ten**
 - Generalizes place value understanding for multi-digit whole numbers
 - Uses place value understanding and properties of operations to perform multi-digit arithmetic
- **Fractions**
 - Extends understanding of fraction equivalence and ordering
 - Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
 - Understands decimal notation for fractions, and compares decimal fractions
- **Measurement and Data**
 - Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit
 - Represents and interprets data
 - Geometric measurement: understands concepts of angle and measure angles
- **Geometry**
 - Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

MERLIN Third Grade Science

Understands and applies skills and concepts related to scientific principles from among the following content areas:

- Physical Science: Forms of Energy
- Earth and Space Science: Water and Weather; Rocks and Minerals
- Life Science: Salmon (Life Cycles and Variation of Inherited Characteristics)

MERLIN Third Grade Social Studies

Understands and applies skills and concepts related to social studies from among the following content areas:

- Native Americans of the Northwest Coast
- Pioneer Life
- Democracy
- Geography

MERLIN Third Grade Music

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts

- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

MERLIN Third Grade Health and Fitness

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts related to health and fitness from among the following content areas:

- Demonstrates locomotor, non-locomotor, manipulatives, balance, and rhythm skills
 - Linking one skill to another with smooth transitions
 - Manipulative skills (throwing while moving at a stationary target)
- Applies movement concepts:
 - In cooperative situations
 - Using offence and defense strategies
- Recognizes the health and skill related components of fitness
 - Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
 - Power, agility, balance, speed, coordination, reaction time
- Understands skills and concepts related to health
 - Nutrition and the body

Elementary Grading Information For Parents: Exceptional Learner

The term “exceptional learner” is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student’s general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An “M” designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
 - An “M” will be used on the report card in the “Behaviors that Promote Learning” section of the report card to indicate that the student’s grade in this area is based on modified expectations.
 - A “C” or an “O” could be used in any area if the student exhibits behaviors that are “consistent/often similar to grade level standards.
 - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: “C,” “O,” “S,” or “R.”
- FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an “M” for each exceptional learner. A number will not be used with the “M” designation, but rather the associated comment will provide detail.
 - An “M” will be used to indicate that the student’s grade in this area is based on **modified expectations for the standard**
 - If using the “M” designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads “Grade is based on modified expectations.” There are also specific comments that can be used which read “Grade based on K standard,” “Grade based on 1st grade standard,” etc.

Elementary Grading Information For Parents: English Language Learners

The district report card for a student in the ELL program will be prepared by the student’s general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2.

However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.