3rd Grade Performance Tasks				
Report Card Section	**Standard Assessed**	**Assessment of Mastery**		
		MS	**AS**	**IPS**
Future Ready				
Uses creative thinking to construct knowledge and develop digital products. (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	(1.A) create original products using a variety of resources;	The learner consistently makes something new using different technology tools when given little support.	The learner makes something new using different technology tools with increasing ability when given little support.	The learner struggles to make something new using different technology tools even when given little support.
	(1.B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and	The learner consistently makes predictions about data and creates something new when given lots of support.	The learner makes predictions about data and creates something new with increasing ability when given lots of support.	The learner struggles to make predictions about data then create something new even when given lots of support.
	(1.C) use virtual environments to explore systems and issues.	The learner consistently learns by exploring virtual technology tools when given lots of support.	The learner learns by exploring virtual tools with increasing ability when given lots of support.	The learner struggles to learn by exploring virtual technology tools even when given lots of support.
Collaborates using digital tools (2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:	(2.A) draft, edit, and publish products in different media individually and collaboratively;	The learner consistently works individually and with others (locally or globally) to draft, edit, and publish various products when given lots of support.	The learner works individually and with others (locally or globally) to draft, edit, and publish various products with increasing ability when given lots of support.	The learner struggles to work individually and with others (locally or globally) to draft, edit, and publish various products even when given lots of support.
	(2.B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;	The learner consistently designs projects choosing the appropriate layout, font, color, and pictures when given lots of support.	The learner designs projects choosing the appropriate layout, font, color, and pictures with increasing ability when given lots of support.	The learner struggles to design projects choosing the appropriate layout, font, color, and pictures even when given lots of support.
	(2.C) collaborate effectively through personal learning communities and social environments;	The learner consistently works with others to learn and share ideas consistently when given lots of support.	The learner works with others to learn and share ideas with increasing ability when given lots of support.	The learner struggles to work with others to learn and share ideas even when given lots of support.
	(2.D) select and use appropriate collaboration tools;	The learner consistently chooses tools that will help when working together when given lots of support.	The learner chooses tools that will help when working together with increasing ability when given lots of support.	The learner struggles to choose tools that will help when working together even when given lots of support.

	(2.E) evaluate the product for relevance to the assignment or task; and	The learner consistently decides if his/her product meets the expectations for the assignment when given lots of support.	The learner decides if his/her product meets the expectations for the assignment with increasing ability when given lots of support.	The learner struggles to decide if his/her product meets the expectations for the assignment even when given lots of support.
	(2.F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.	The learner consistently opens programs and makes, changes, prints, and saves files when given little support.	The learner opens programs and makes, changes, prints, and saves files with increasing ability when given little support.	The learner struggles to open programs and make, change, print, and save files even when given little of support.
Acquires and evaluates digital content (3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:	(3.A) use various search strategies such as keyword(s); the Boolean identifiers (and, or, and not); and other strategies appropriate to specific search engines;	The learner consistently finds answers to questions using search engine strategies when given lots of support.	The learner finds answers to questions using search engine strategies when given lots support.	The learner struggles to find answers to questions using search engine strategies even when given lots of support.
	(3.B) collect and organize information from a variety of formats, including text, audio, video, and graphics;	The learner consistently collects and organizes information from text, audio, video and graphics when given lots of support.	The learner collects and organizes information from text, audio, video and graphics with increasing ability when given lots of support.	The learner struggles to collect and organize information from text, audio, video and graphics even when given lots of support.
	(3.C) validate and evaluate the relevance and appropriateness of information; and	The learner consistently validates and evaluates the relevance and appropriateness of information when given little support.	The learner validates and evaluates the relevance and appropriateness of information when given little support.	The learner struggles to validate and evaluate the relevance and appropriateness of information even when given little support.
	(3.D) acquire information appropriate to specific tasks.	The learner consistently finds information that helps him/her complete assignments when given lots of support.	The learner finds information that helps him/her complete assignments with increasing ability when given lots of support.	The learner struggles to find information that helps him/her complete assignments even when given lots of support.
Demonstrates knowledge of technology by using digital tools repsonsibly (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:	(5.A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;	The learner consistently follows the AUP for using technology tools when given little support.	The learner follows the AUP for using technology tools to communicate with increasing ability given little support.	The learner struggles to follows the AUP for using technology tools to communicate even when given little support.
	(6.A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning;	The learner consistently uses technology vocabulary correctly when given little support.	The learner uses technology vocabulary correctly with increasing ability when given little support.	The learner struggles to use technology vocabulary correctly even when given little support.

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:	(6.B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;	The learner consistently chooses file types, names and uses folders or tagging to organize files when given little support.	The learner chooses file types, names and uses folders or tagging to organize files with increasing ability when given little support.	The learner struggles to choose file types, name and use folders or tagging to organize files even when given little support.
	(6.C) navigate systems and applications accessing peripherals both locally and remotely;	The learner consistently opens, uploads, creates, edits, scans, saves, and prints using technology tools when given little support.	The learner opens, uploads, creates, edits, scans, saves, and prints using technology tools with increasing ability when given little support.	The learner struggles to open, upload, create, edit, scan, save, and print using technology tools even when given little support.
	(6.D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and	The learner consistently uses available help when there are problems with technology when given little support.	The learner uses available help when there are problems with technology with increasing ability when given little support.	The learner struggles to use available help when there are problems with technology even when given little support.
	(6.E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.	The learner consistently uses proper keyboarding skills and posture when given little support.	The learner uses proper keyboarding skills and posture with increasing ability when given little support.	The learner struggles to use proper keyboarding skills and posture even when given little support.
Use comprehension skills to analyze how various forms of media to impact meaning	16(A) understand how communication changes when moving from one genre of media to another;	The learner consistently understands how communication changes when given infrequent support.	The learner understands how communication changes with increasing ability when given infrequent support.	The learner struggles to understand how communication changes even when given infrequent support.
	16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	The learner consistently can explain how various design techniques influence the message when given infrequent support.	The learner can explain how various design techniques influence the message with increasing ability when given infrequent support.	The learner struggles to explain how various design techniques influence the message even when given infrequent support.
Listens attentively to others and speaks clearly using conventions of language	29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;	The learner consistently can listen attentively to speakers and respond appropriately when given infrequent support.	The learner can listen attentively to speakers and respond appropriately with increasing ability when given infrequent support.	The learner struggles to listen attentively to speakers and respond appropriately even when given infrequent support.
	29(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	The learner consistently can follow, restate, and give oral instructions when given infrequent support.	The learner can follow, restate, and give oral instructions with increasing ability when given infrequent support.	The learner struggles to follow, restate, and give oral instructions even when given infrequent support.

	30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	The learner consistently can speak coherently about a topic under discussion when given infrequent support.	The learner can speak coherently about a topic under discussion with increasing ability when given infrequent support.	The learner struggles to speak coherently about a topic under discussion even when given infrequent support.
	31(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	The learner consistently can participate in teacher- and student- lead discussions when given infrequent support.	The learner can participate in teacher- and student- lead discussions with increasing ability when given infrequent support.	The learner struggles to participate in teacher- and student-lead discussions even when given infrequent support.
Can locate a range of relevant sources, evaluate and present ideas and information	25(A) generate research topics from personal interests by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topics;	The learner consistently can generate research topics from personal interests when given infrequent support.	The learner can generate research topics from personal interests with increasing ability when given infrequent support.	The learner struggles to generate research topics from personal interests even when given infrequent support.
	25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	The learner consistently can generate a research plan when given infrequent support.	The learner can generate a research plan with increasing ability when given infrequent support.	The learner struggles to generate a research plan even when given infrequent support.
	26(A) follow the research plan to collect information from multiple sources of information, both oral and written including: student-initiated surveys, on-site inspections and interviews; data from experts, reference texts, and online searches; visual sources of information (e.g., maps, timelines, graphs) where appropriate;	The learner consistently can follow a research plan to collect information when given infrequent support.	The learner can follow a research plan to collect information with increasing ability when given infrequent support.	The learner struggles to follow a research plan to collect information even when given infrequent support.
	26(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;	The learner consistently can use text features to locate information when given infrequent support.	The learner can use text features to locate information with increasing ability when given infrequent support.	The learner struggles to use text features to locate information even when given infrequent support.
	26(C) take simple notes and sort evidence into provided categories or an organizer;	The learner consistently can take simple notes and sort evidence when given infrequent support.	The learner can take simple notes and sort evidence with increasing ability when given infrequent support.	The learner struggles to take simple notes and sort evidence even when given infrequent support.
	26(D) identify the author, title, publisher, and publication year of sources;	The learner consistently can identify basic information about sources when given infrequent support.	The learner can identify basic information about sources with increasing ability when given infrequent support.	The learner struggles to identify basic information about sources even when given infrequent support.

	26(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	The learner consistently can differentiate between paraphrasing and plagiarism when given infrequent support.	The learner can differentiate between paraphrasing and plagiarism with increasing ability when given infrequent support.	The learner struggles to differentiate between paraphrasing and plagiarism even when given infrequent support.
	27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	The learner consistently can improve the focus of research when given infrequent support.	The learner can improve the focus of research with increasing ability when given infrequent support.	The learner struggles to improve the focus of research even when given infrequent support.
	28(A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	The learner consistently can draw conclusions through brief written explanation and create a works cited page when given infrequent support.	The learner can draw conclusions through brief written explanation and create a works cited page with increasing ability when given infrequent support.	The learner struggles to draw conclusions through brief written explanation and create works cited pages even when given infrequent support.