

3rd Grade Report Card

As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - The student is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Please note: Detailed information regarding learning expectations for each report card indicator included below, during each trimester, can be found in the companion *Report Card Rubrics* located under the "Parents" tab on the District website.

| 3rd Grade Report Card | Trimester 1 | Trimester r 2 | Trimester r 3 |
|---|----------------|---------------------|---------------------|
| ENGLISH LANGUAGE ARTS | | | |
| Reading Literature and Informational Text | | | |
| Determines the central message (theme/main idea) through key details in the text | | | |
| Compares and contrasts characters, themes, settings, and plots of stories across texts | | | |
| Identifies characters, their motivation, traits, and how they contribute to the story | NA | | |
| Draws conclusions from information gathered across nonfiction texts | NA | | |
| Foundational Skills: Fluency | | | |
| Reads fluently to support comprehension of benchmark text | | | |
| Language and Writing | | | |
| Writes grade level pieces across the curriculum (narrative, informational, and opinion) | | | |
| Conducts short and sustained research projects to demonstrate understanding across content areas | | | |
| Conventions of Standard English | | | |
| Demonstrates command of capitalization, punctuation, grammar, and spelling when writing | | | |
| Speaking and Listening | | | |
| Engages in collaborative conversations, expresses ideas, and builds on the ideas of others | | | |
| MATHEMATICS | | | |
| Operations and Algebraic Thinking | | | |
| Solves problems involving the four operations | | | |
| Fluently multiply and divide within 100 using strategies | | | |
| Understands properties of multiplication and the relationship between multiplication and division | NA | | |

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Numbers and Operations in Base Ten

Uses place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations - Fractions

Develops understanding of, represents, and compares fractions as part of a whole (with denominators 2, 3, 4, 6, and 8)

Measurement and Data

Solves problems involving measurement and intervals of time

Represents and interprets data

Geometric measurement: Understands concepts of perimeter and area and relates to multiplication and addition

Geometry

Identifies and classifies shapes based on their attributes

SCIENCE

Science and Engineering Practices

Asks questions, analyzes data, make observations, and communicates findings/solutions

Uses a drawing or model to illustrate a concept, represent a relationship, or solve a problem

Weather and Climate

Describes typical weather conditions expected during a particular season and in different regions of the world and explains solutions that reduce the impact of weather-related hazards

Forces and Motion

Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object

Understand how patterns can be used to predict future motion

Electrical and Magnetic Forces

| | | | |
|--|----|----|----|
| Explains cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other | NA | | NA |
| Traits | | | |
| Understands that plants and animals have traits inherited from parents, that variation of these traits exists in a group of similar organisms, and that traits can be influenced by the environment | NA | | NA |
| <i>Continued on next page</i> | | | |
| Continuing the Cycle | | | |
| Understands that organisms have different life cycles but all include birth, growth, reproduction, and death; and explains how the variations in characteristics of a species may provide advantages | NA | | |
| Organisms and the Environment | | | |
| Understands that some animals form groups that help members survive, and that in a habitat some organisms can survive well while some cannot survive | NA | NA | |
| Using Evidence to Understand Change in Environments | | | |
| Understands how fossils provide evidence of organisms/ environments of long ago, and explains solutions to a problem caused by environmental changes | NA | NA | |
| SOCIAL STUDIES | | | |
| Understands the rights and responsibilities of an American citizen | | NA | NA |
| Demonstrates understanding of how the regions of the USA are impacted by their environment | NA | | NA |
| Recognizes the importance of traditions, values, and beliefs | NA | NA | |
| Comprehends the economic impact of supply and demand | NA | NA | |
| SPECIAL SUBJECT AREAS | | | |
| O - Outstanding S+ - Very Good S - Satisfactory N - Needs Improvement | | | |
| Art | | | |
| Music | | | |
| Physical Education/Health | | | |
| World Language | | | |
| PERSONAL/SOCIAL DEVELOPMENT | | | |
| S - Satisfactory Improvement I - Inconsistent N - Needs | | | |

| | | | |
|--|--|--|--|
| Remains engaged | | | |
| Follows classroom rules and routines | | | |
| Maintains self-control | | | |
| Completes classroom work independently | | | |
| Displays organizational skills | | | |
| Follows multi-step directions | | | |

TEACHER COMMENTS: