

## Grade 3 Report Card

<b>Student Name:</b>	<b>Date of Report:</b>
<b>Teacher:</b>	<b>School:</b>

### ATTENDANCE

T1		T2		T3		ANNUAL TOTALS	
ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY



### PURPOSE STATEMENT

The purpose of this report card is to communicate with parents and students about each students' individualized growth and mastery with regard to specific learning standards and areas that extend beyond traditional academic indicators.

### TRANSFORMATIVE GOALS

**Within and beyond the school walls, learners independently seek to:**

Personal	Cultural	Global
Explore and develop personal interests, inquiries, and passions.	Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.	Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.
Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.	Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.	Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.
Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.	Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.	Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.

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Student Name:

Date of Report:

Teacher Narrative:

Trimester 1

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ENGLISH LANGUAGE ARTS				T1	T2	T3	MATHEMATICS				T1	T2	T3
<b>Foundational Skills</b>							<b>Math Comment</b>						
Reads with accuracy & fluency							<b>Number and Operations in Base Ten</b>						
<b>Word Study and Vocabulary</b>							Applies place value concepts to demonstrate understanding of multi-digit whole numbers to 9,999						
Applies understanding of word patterns to effectively read and spell							Uses place value understanding and properties of operations to perform multi-digit arithmetic						
Uses context clues, affixes, and root words to determine word meaning (multiple meaning and content specific words)							<b>Numbers and Operations: Fractions</b>						
<b>Reading Informational Text</b>							Demonstrates an understanding of fractions as numbers						
Determines the main idea and relevant details							Represents and explains fractions on a number line						
Compares and contrasts important information and key details							Recognizes and generates simple equivalent fractions						
Uses details to answer questions, infer, and draw conclusions							Compares two fractions with the same numerator or denominator by reasoning about their size						
Uses text features and/or text structures to effectively locate information and demonstrate understanding							<b>Operations and Algebraic Thinking</b>						
Summarizes key events							Represents and solves problems involving multiplication and division						
<b>Reading Literature</b>							Demonstrates an understanding of the properties of multiplication						
Determines the central message or moral							Demonstrates an understanding of the relationship between multiplication and division						
Summarizes key events							Demonstrates fluency with multiplication and division combinations						
Uses details to infer, draw conclusions, and identify cause and effect relationships							Solves one and two-step word problems using the four operations						
Understands literary elements (character, setting, and plot)							Identifies and explains arithmetic patterns						
Determines the point of view from which a story is being told							<b>Geometry</b>						
Compares and contrasts literary elements							Identifies, compares and classifies two-dimensional shapes and their attributes						
<b>Constructed Response</b>							Partitions shapes into parts with equal areas and expresses the area of each part as a unit fraction						
Uses evidence from literary or informational text to support a written response							<b>Measurement and Data</b>						
<b>Writing</b>							Solves problems involving estimation and measurement of liquid volume, mass and length						
Develops habits of writing (plans, reflects, revises, edits, etc.)							Tells and writes time to the nearest minute and solves problems by calculating time intervals						
Demonstrates knowledge of a topic through research							Solves problems and makes change using a combination of coins and bills						
Writes legibly							Represents and interprets data using charts, tables, graphs and line plots						
<b>Modes of Writing: T1-Narrative T2-Informational T3-Opinion</b>													
<b>Domains of Writing</b>													
Focus - stays on topic and makes a point													
Content - develops topic with details/examples													
Organization - writes in a logical order													
Style - varies sentence structure and word choice													

Conventions - grammar, mechanics and spelling

Demonstrates an understanding of area and perimeter			
<b>Standards for Mathematical Practice</b>			
Makes sense of problems and perseveres in solving them			
Uses numbers and symbols to describe math situations			
Makes logical arguments and responds to the mathematical thinking of others			
Uses various models to make sense of and solve problems			
Uses math tools effectively to solve problems			
Uses precision when solving problems and communicating ideas			
Connects mathematical ideas to solve problems			
Solves problems by looking for rules and patterns			

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SOCIAL STUDIES	T1	T2	T3	SCIENCE	T1	T2	T3
Demonstrates knowledge of concepts, content, and vocabulary from units on community, geography and cultures				<b>Science Concepts</b>			
Investigates civics, history, geography or economics using a variety of resources				Demonstrates knowledge and understanding of science concepts and vocabulary from the earth science, life science and physical science units			
				<b>Science and Engineering Practices</b>			
				Asks questions and defines problems			
				Obtains, evaluates and communicates information			
				Plans and carries out investigations using models			
				Uses data/evidence to construct explanations and design solutions			

### SPECIALS AREAS

ART	T1	T2	T3	Teacher Comments:
<b>Performance Level</b>				
Knows and uses the elements & principles of art to create a unique work of art				
Demonstrates an understanding of materials, concepts and techniques of art making				
<b>Characteristics of a Successful Learner Indicators</b>				
Listens to and carries out teacher directions, participates well, and shows respect.				
Puts forth consistent effort, seeks out challenges, and strives for improvement				

MUSIC	T1	T2	T3	Teacher Comments:
<b>Performance Level</b>				<b>Trimester 1</b>
Performs and creates musical ideas through singing, instrument playing, and movement				
Responds and connects musical knowledge and experiences through multimodal activities				
<b>Characteristics of a Successful Learner Indicators</b>				
Participates and shows consistent effort in musical activities and discussions				
Demonstrates positive and respectful attitude and behaviors				

PHYSICAL EDUCATION	T1	T2	T3	Teacher Comments:

<b>Performance Level</b>			
Demonstrates competency in a variety of motor skills and movement patterns			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness			
<b>Characteristics of a Successful Learner Indicators</b>			
Exhibits responsible personal and social behavior that respects self and others			

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<b>FLES</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Performance Indicators</b>			
Student is developing an awareness of diverse cultures and communities			
Student communicates using the target language at an appropriate level			
<b>Characteristics of a Successful Learner Indicators</b>			
Student engages in the target language through communication, movement, games, songs, and active listening.			

<b>Teacher Comments:</b>

<b>Performance Levels</b>	
<b>4 - Applying:</b>	The student's performance is meeting the grade level standard. The student applies key concepts, processes, and skills at a complex level.
<b>3 - Meeting:</b>	The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.
<b>2 - Approaching:</b>	The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
<b>1 - Emerging:</b>	The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.