

**Webster Groves  
Grade 03 Report Card  
2024-2025**

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Student:	_____
Homeroom:	_____
State ID:	_____
School:	_____
Generated on:	_____

ATTENDANCE			
Term	T1	T2	T3
Days Present	0	0	0
Days Absent	0	0	0
Periods Tardy	0	0	0

Academic Performance Level for Rubric							
Name	Meeting	Approaching	Beginning	Marking Selections	Yes	No	Has not been assessed yet.
Score	M	A	B	X	Y	N	N/A

Academic Performance Level for Living & Working in the Class			
Name	Usually	Occasionally	Seldom
Score	U	O	S

ADDITIONAL PROGRAMS (X=SERVICES PROVIDED)			
	Term		
	T1	T2	T3
Reading Support			
Math Support			

LIVING & WORKING IN THE CLASSROOM			
	Term		
	T1	T2	T3
Empathy and care for others			
Respect for self and others			
Accepts responsibility for actions			
Perseverance with his/her learning			
Attempts to resolve conflicts in appropriate ways			
Organizational Skills to support learning			

3RD GRADE			
	Term		
	T1	T2	T3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>READING</b>			
Reads with understanding			
Analyzes what they read			
On track for meeting end of year learning goals in reading			
<b>WRITING</b>			
Communicates in writing for a variety of purposes and audiences			
On track for meeting end of year learning goals in writing			
<b>RESEARCH AND SPEAKING</b>			
Acquires, assesses, and communicates information			

3RD GRADE			
	Term		
	T1	T2	T3
Shares their thoughts with others by speaking and listening			
<b>MATHEMATICS</b>			
<b>MATHEMATICAL PRACTICES</b>			
Makes sense of problems and perseveres in solving them			
Communicates mathematically			
<b>CONTENT STANDARDS</b>			
Understands, represents, and solves problems involving multiplication and division			
Multiplies and divides within 100 fluently			
Identifies and explains patterns in arithmetic			
Uses effective strategies, place value understanding, and properties of operations to perform multi-digit arithmetic			
Understands fractions as numbers			
Solves problems involving measurement and estimation			
Represents and interprets data			
Understands concepts of area and relates area to multiplication and addition			
Reasons with shapes and their attributes and solves problems involving the perimeter of polygons			
<b>ON TRACK</b>			
On track for meeting end of year learning goals in math			
<b>SOCIAL STUDIES</b>			
Demonstrates skills of social science inquiry within content learning goals			

Parent/Guardian of \_\_\_\_\_

3RD GRADE			
	Term		
	T1	T2	T3
Understands history, continuity, and change			
Understands governmental systems and principles			
Understands geographical study			
Understands economic concepts			
Understands people, groups, and cultures			
On track for meeting end of year learning goals in social studies			
<b>SCIENCE</b>			
<b>SURVIVAL, SENSES, AND ADAPTATIONS</b>			
Develops a model to describe that objects can be seen only when light is reflected off them or when they produce their own light			
Constructs an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction			
Uses a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways			
Compares and contrasts the major organs/organ system (e.g., support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes			
<b>FORCE AND MOTION</b>			
Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object			
Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion			
Predicts how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the objects			
Plans and conducts investigations to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other			
Plans and conducts a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth)			
<b>LIFE AND ENVIRONMENT - ECOSYSTEMS</b>			
Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all			
Makes a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change			

3RD GRADE			
	Term		
	T1	T2	T3
<b>LIFE AND ENVIRONMENT - LIFE CYCLES</b>			
Develops models to compare and contrast observations on the life cycles of different plants and animals			
Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and some are influenced by the environment			
Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing			
Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
<b>MUSIC</b>			
Creates using the elements and principles of music			
Performs with musical instruments			
Creates and performs rhythm patterns			
Uses the voice as an instrument			
• On track for meeting end of year learning goals in music			
<b>VISUAL ART</b>			
Envisions an idea and develops a plan for artistic expression			
Creates using tools and media while incorporating the elements of art			
Engages in tasks, problem solves, and revises and refines artwork			
Observes, interprets, and responds critically to a work of art			
Recognizes that art is a reflection of the artist themselves or the world around them, present or past			
On track for meeting end of year learning goals in art			
<b>PHYSICAL EDUCATION</b>			
Demonstrates rhythmic routines and patterns using fundamental movement skills			
Performs a variety of manipulative skills			
Participates in a variety of games while demonstrating cooperation, sportsmanship, and fair play			
On track for meeting end of year learning goals in PE			
<b>HEALTH</b>			
Understands and describes the basic principles of an individual's physical health			

3RD GRADE			
	Term		
	T1	T2	T3
Understands and describes the basic principles of social emotional and mental well-being			
On track for meeting end of year learning goals in health			

GIFTED FINE ARTS			
	Term		
	T1	T2	T3
Shares small-group drama work with peers as the audience			

GIFTED FINE ARTS			
	Term		
	T1	T2	T3
<b>COMMUNICATION AND RESPONSE</b>			
Engages in problem solving that encourages reflective and divergent thinking within the arts and life			
Investigates and plans the process of developing ideas from early stages to fully elaborated ideas			
Analyzes, evaluates, and interprets personal artwork and the work of others			
<b>VISUAL ART</b>			
Compares and contrasts contexts and media in which viewers encounter images that influence ideas, emotions, and actions			
Collaboratively prepares and presents selected theme based artwork for display, and formulate exhibition narratives for the viewer			
Creates art collaboratively to reflect on and reinforce positive aspects of group identity			
<b>MUSIC</b>			
Evaluates their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources			
Identifies how cultural and historical context inform performances and result in different musical effects			
Demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style			
<b>DANCE</b>			
Embodies technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases			
Constructs and solves multiple movement problems to develop choreographic content			
Manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develop a main idea (explains reasons for movement choices)			
<b>DRAMA</b>			
Devises original ideas for a drama work that reflect collective inquiry about characters and their given circumstances			
Creates roles, imagined worlds, and improvised stories in a drama work			

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Parent Signature

**Webster Groves  
Grade 04 Report Card  
2024-2025**

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Student:	_____
Homeroom:	_____
State ID:	_____
School:	_____
Generated on:	_____

ATTENDANCE			
Term	T1	T2	T3
Days Present	0	0	0
Days Absent	0	0	0
Periods Tardy	0	0	0

Academic Performance Level for Rubric							
Name	Meeting	Approaching	Beginning	Marking Selections	Yes	No	Has not been assessed yet.
Score	M	A	B	X	Y	N	N/A

Academic Performance Level for Living & Working in the Class			
Name	Usually	Occasionally	Seldom
Score	U	O	S

ADDITIONAL PROGRAMS (X=SERVICES PROVIDED)			
	Term		
	T1	T2	T3
Reading Support			
Math Support			

LIVING & WORKING IN THE CLASSROOM			
	Term		
	T1	T2	T3
Empathy and care for others			
Respect for self and others			
Accepts responsibility for actions			
Perseverance with his/her learning			
Attempts to resolve conflicts in appropriate ways			
Organizational Skills to support learning			

4TH GRADE			
	Term		
	T1	T2	T3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>READING</b>			
Reads with understanding			
Analyzes what they read			
On track for meeting end of year learning goals in reading			
<b>WRITING</b>			
Communicates in writing for a variety of purposes and audiences			
On track for meeting end of year learning goals in writing			
<b>RESEARCH AND SPEAKING</b>			
Acquires, assesses, and communicates information			

4TH GRADE			
	Term		
	T1	T2	T3
Shares their thoughts with others by speaking and listening			
<b>MATHEMATICS</b>			
<b>MATHEMATICAL PRACTICES</b>			
Makes sense of problems and perseveres in solving them			
Communicates mathematically			
<b>CONTENT STANDARDS</b>			
Use the four operations with whole numbers to perform multidigit arithmetic and solve word problems			
Understands factors and multiples			
Generates and analyzes patterns			
Generalizes place value understanding for multi-digit whole numbers			
Understands fractional values			
Understands decimal notation for fractions			
Solves problems involving measurement and conversion of measurements			
Represents and interprets data			
Draws and identifies lines and angles and classifies shapes by properties of their lines and angles			
<b>ON TRACK</b>			
On track for meeting end of year learning goals in math			
<b>SOCIAL STUDIES</b>			
Demonstrates skills of social science inquiry within content learning goals			
Understands history, continuity, and change			

Parent/Guardian of \_\_\_\_\_

4TH GRADE			
	Term		
	T1	T2	T3
Understands governmental systems and principles			
Understands geographical study			
Understands economic concepts			
Understands people, groups, and cultures			
On track for meeting end of year learning goals in social studies			
<b>SCIENCE</b>			
<b>WAVES AND ENERGY - WAVES</b>			
Develops a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move			
<b>WAVES AND ENERGY - ENERGY</b>			
Uses evidence to construct an explanation relating the speed of an object to the energy of that object			
Makes observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents			
Applies scientific ideas to design, test, and refines a device that converts energy from one form to another			
Uses models to explain that simple machines change the amount of effort and/or direction of force			
<b>OUR DYNAMIC EARTH</b>			
Identifies evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time			
Makes observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, wind, or vegetation			
Analyzes and interprets data from maps to describe patterns of Earth's features			
Generates and compares multiple solutions to reduce the impacts of natural Earth processes on humans			
<b>OBSERVING WEATHER PATTERNS</b>			
Represents data in tables and graphical displays to describe typical weather conditions expected during a particular season			
Obtains and combines information to describe climates in different regions of the world			
Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard			
Identifies patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation)			
<b>ENGINEERING</b>			
Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			

4TH GRADE			
	Term		
	T1	T2	T3
Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
<b>MUSIC</b>			
Creates using the elements and principles of music			
Performs with musical instruments			
Creates and performs rhythm patterns			
Uses the voice as an instrument			
On track for meeting end of year learning goals in music			
<b>VISUAL ART</b>			
Envisions an idea and develops a plan for artistic expression			
Creates using tools and media while incorporating the elements of art			
Engages in tasks, problem solves, and revises and refines artwork			
Observes, interprets, and responds critically to a work of art			
Recognizes that art is a reflection of the artist themselves or the world around them, present or past			
On track for meeting end of year learning goals in art			
<b>PHYSICAL EDUCATION</b>			
Demonstrates rhythmic routines and patterns using fundamental movement skills			
Performs a variety of manipulative skills			
Participates in a variety of games while demonstrating cooperation, sportsmanship, and fair play			
On track for meeting end of year learning goals in PE			
<b>HEALTH</b>			
Understands and describes the basic principles of an individual's physical health			
Understands and describes the basic principles of social emotional and mental well-being			
On track for meeting end of year learning goals in health			

GIFTED FINE ARTS			
	Term		
	T1	T2	T3
<b>COMMUNICATION AND RESPONSE</b>			
Engages in problem solving that encourages reflective and divergent thinking within the arts and life			
Investigates and plans the process of developing ideas from early stages to fully elaborated ideas			
Analyzes, evaluates, and interprets personal artwork and the work of others			

<b>GIFTED FINE ARTS</b>			
	Term		
	T1	T2	T3
<b>VISUAL ART</b>			
Compares and contrasts contexts and media in which viewers encounter images that influence ideas, emotions, and actions			
Collaboratively prepares and presents selected theme based artwork for display, and formulate exhibition narratives for the viewer			
Creates art collaboratively to reflect on and reinforce positive aspects of group identity			
<b>MUSIC</b>			
Evaluates their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources			
Identifies how cultural and historical context inform performances and result in different musical effects			
Demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style			
<b>DANCE</b>			
Embodies technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases			
Constructs and solves multiple movement problems to develop choreographic content			
Manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develop a main idea (explains reasons for movement choices)			
<b>DRAMA</b>			
Devises original ideas for a drama work that reflect collective inquiry about characters and their given circumstances			
Creates roles, imagined worlds, and improvised stories in a drama work			
Shares small-group drama work with peers as the audience			

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Parent Signature

**Webster Groves  
Grade 05 Report Card  
2024-2025**

Page 1 of 3

Student:	_____
Homeroom:	_____
State ID:	_____
School:	_____
Generated on:	\ _____

**ATTENDANCE**

Term	T1	T2	T3
Days Present	0	0	0
Days Absent	0	0	0
Periods Tardy	0	0	0

**Academic Performance Level for Rubric**

Name	Meeting	Approaching	Beginning	Marking Selections	Yes	No	Has not been assessed yet.
Score	M	A	B	X	Y	N	N/A

**Academic Performance Level for Living & Working in the Class**

Name	Usually	Occasionally	Seldom
Score	U	O	S

**ADDITIONAL PROGRAMS (X=SERVICES PROVIDED)**

	Term		
	T1	T2	T3
Reading Support			
Math Support			

**LIVING & WORKING IN THE CLASSROOM**

	Term		
	T1	T2	T3
Empathy and care for others			
Respect for self and others			
Accepts responsibility for actions			
Perseverance with his/her learning			
Attempts to resolve conflicts in appropriate ways			
Organizational Skills to support learning			

**5TH GRADE**

	Term		
	T1	T2	T3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>READING</b>			
Reads with understanding			
Analyzes what they read			
On track for meeting end of year learning goals in reading			
<b>WRITING</b>			
Communicates in writing for a variety of purposes and audiences			
On track for meeting end of year learning goals in writing			
<b>RESEARCH AND SPEAKING</b>			
Acquires, assesses, and communicates information			

**5TH GRADE**

	Term		
	T1	T2	T3
Shares their thoughts with others by speaking and listening			
<b>MATHEMATICS</b>			
<b>MATHEMATICAL PRACTICES</b>			
Makes sense of problems and perseveres in solving them			
Communicates mathematically			
<b>CONTENT STANDARDS</b>			
Writes and interprets numerical expressions			
Understands the place value system			
Performs operations with multi-digit whole numbers and with decimals to hundredths			
Adds and subtracts fractions			
Multiplies and divides fractions (in limited cases)			
Converts like measurement units			
Represents and interprets data			
Understands the concepts of volume			
Graphs points on the coordinate plane to solve problems			
Classifies two-dimensional figures based on their properties			
<b>ON TRACK</b>			
On track for meeting end of year learning goals in math			
<b>SOCIAL STUDIES</b>			
Demonstrates skills of social science inquiry within content learning goals			
Understands history, continuity, and change			

Parent/Guardian of \_\_\_\_\_

5TH GRADE			
	Term		
	T1	T2	T3
Understands governmental systems and principles			
Understands geographical study			
Understands economic concepts			
Understands people, groups, and cultures			
On track for meeting end of year learning goals in social studies			
<b>SCIENCE</b>			
<b>EARTH AND SPACE - EARTH</b>			
Develops a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact			
Describes and graphs the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth			
Obtains and combines information about ways individual communities use science ideas to protect the Earth's resources environment			
<b>EARTH AND SPACE - SPACE</b>			
Supports an argument that the gravitational force exerted by Earth on objects is directed towards the planet's center			
Students who demonstrate understanding can support an argument that relative distances from Earth affects the apparent brightness of the sun compared to other stars			
Students who demonstrate understanding can represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearances of some stars in the night sky			
Students who demonstrate understanding can make observations during different seasons to relate the amount of daylight to the time of year			
<b>STRUCTURES AND PROPERTIES OF MATTER</b>			
Plans and conducts investigations to separate the components of a mixture/ solution by their physical properties (ie. sorting, filtration, magnets, screening)			
Develops a model to describe that matter is made of particles too small to be seen			
Measures and graphs quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved			
Makes observations and measurements to identify materials based on their properties			
Conducts an investigation to determine whether the mixing of two or more substances results in new substances			
<b>ECOSYSTEMS</b>			
Uses models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun			

5TH GRADE			
	Term		
	T1	T2	T3
Supports an argument that plants get the materials (i.e., carbon dioxide, water, sunlight) they need for growth chiefly from air and water			
Develops a model to describe the movement of matter among plants, animals, decomposers, and the environment			
<b>ENGINEERING</b>			
Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
<b>MUSIC</b>			
Creates using the elements and principles of music			
Performs with musical instruments			
Creates and performs rhythm patterns			
Uses the voice as an instrument			
On track for meeting end of year learning goals in music			
<b>VISUAL ART</b>			
Envisions an idea and develops a plan for artistic expression			
Creates using tools and media while incorporating the elements of art			
Engages in tasks, problem solves, and revises and refines artwork			
Observes, interprets, and responds critically to a work of art			
Recognizes that art is a reflection of the artist themselves or the world around them, present or past			
On track for meeting end of year learning goals in art			
<b>PHYSICAL EDUCATION</b>			
Demonstrates rhythmic routines and patterns using fundamental movement skills			
Performs a variety of manipulative skills			
Participates in a variety of games while demonstrating cooperation, sportsmanship, and fair play			
On track for meeting end of year learning goals in PE			
<b>HEALTH</b>			
Understands and describes the basic principles of an individual's physical health			
Understands and describes the basic principles of social emotional and mental well-being			
On track for meeting end of year learning goals in health			

<b>GIFTED FINE ARTS</b>			
	Term		
	T1	T2	T3
<b>COMMUNICATION AND RESPONSE</b>			
Engages in problem solving that encourages reflective and divergent thinking within the arts and life			
Investigates and plans the process of developing ideas from early stages to fully elaborated ideas			
Analyzes, evaluates, and interprets personal artwork and the work of others			
<b>VISUAL ART</b>			
Compares and contrasts contexts and media in which viewers encounter images that influence ideas, emotions, and actions			
Collaboratively prepares and presents selected theme based artwork for display, and formulate exhibition narratives for the viewer			
Creates art collaboratively to reflect on and reinforce positive aspects of group identity			
<b>MUSIC</b>			
Evaluates their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources			
Identifies how cultural and historical context inform performances and result in different musical effects			
Demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style			
<b>DANCE</b>			
Embodies technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases			
Constructs and solves multiple movement problems to develop choreographic content			
Manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develop a main idea (explains reasons for movement choices)			
<b>DRAMA</b>			
Devises original ideas for a drama work that reflect collective inquiry about characters and their given circumstances			
Creates roles, imagined worlds, and improvised stories in a drama work			
Shares small-group drama work with peers as the audience			

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Parent Signature