**Webster Groves**
**Grade 03 Report Card**
**2025-2026**


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|---|---|
| Student: | |
| Homeroom: | |
| State ID: | |
| School: | |
| Generated on: | |

| 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 |

| 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 their learning | | | |
| Attempts to resolve conflicts in appropriate ways | | | |
| Organizational Skills to support learning | | | |

| 3RD GRADE | | | |
|---|---|---|---|
| | | Term | |
| | T1 | T2 | T3 |
| **ENGLISH LANGUAGE ARTS** | | | |
| **READING** | | | |
| Reads with understanding | | | |
| Analyzes what they read | | | |
| On track for meeting end of year learning goals in reading | | | |
| **WRITING** | | | |
| Communicates in writing for a variety of purposes and audiences | | | |
| On track for meeting end of year learning goals in writing | | | |
| **RESEARCH AND SPEAKING** | | | |
| Acquires, assesses, and communicates information | | | |
| Shares their thoughts with others by speaking and listening | | | |
| **MATHEMATICS** | | | |
| **MATHEMATICAL PRACTICES** | | | |
| Makes sense of problems and perseveres in solving them | | | |
| Communicates mathematically | | | |
| **CONTENT STANDARDS** | | | |
| Understands, represents, and solves problems involving multiplication and division | | | |
| Multiplies and divides within 100 fluently | | | |

| 3RD GRADE | | | |
|---|---|---|---|
| | | Term | |
| | T1 | T2 | T3 |
| 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 | | | |
| **ON TRACK** | | | |
| On track for meeting end of year learning goals in math | | | |
| **SOCIAL STUDIES** | | | |
| Demonstrates skills of social science inquiry | | | |
| 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 | | | |
| **SCIENCE** | | | |
| **PHYSICAL SCIENCE** | | | |
| Predicts and investigates that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes | | | |
| Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot | | | |

| 3RD GRADE | Term | | |
|---|---|---|---|
| | T1 | T2 | T3 |
| Plans and conducts investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other | | | |
| **LIFE SCIENCE** | | | |
| Develops a model to compare and contrast observations on the life cycle of different plants and animals | | | |
| Constructs scientific arguments to support claims that some characteristics of organisms are 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 and finding mates | | | |
| Constructs an argument with evidence that in a particular ecosystem, some organisms- based on structural adaptations or behaviors- can survive well, some survive less well, and some cannot | | | |
| 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 | | | |
| **EARTH AND SPACE SCIENCE** | | | |
| 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 an existing design solution (e.g., levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard | | | |
| **ENGINEERING** | | | |
| 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 | | | |
| **MUSIC** | | | |
| 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 | | | |
| **VISUAL ART** | | | |
| Envisions an idea and develops a plan for artistic expression | | | |

| 3RD GRADE | Term | | |
|---|---|---|---|
| | T1 | T2 | T3 |
| 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 | | | |
| **PHYSICAL EDUCATION** | | | |
| 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 | | | |
| **HEALTH** | | | |
| 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 | | | |

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Parent Signature