

Third Grade Report Card

District: Hillsboro School District 1J
Student Name:
Student ID:
Academic Year: 2014-2015
Teacher:

School:

Phone:

Principal:

To The Parents/Guardians Of:

ATTENDANCE				
Reporting Period	QT1	SM1	QT3	SM2
Days Absent:				
Days Tardy:				

Academic Marking Key			
E	Exceeds	✓	Assessed this Period
M	Meets		
NM	Nearly Meets	✗	Not Assessed this Period
NY	Not Yet Meets		
MO	Modified Instruction		

		C=Consistently				S=Sometimes				I=Interferes with Learning			
		Behaviors that Support Life-Long Learning								Exhibits Effort			
Reporting Period		QT1	SM1	QT3	SM2	QT1	SM1	QT3	SM2				
Cooperative (works well with others)													
Actively Listens and Responds													
Organizes Time, Tasks and Materials													
Perseveres through Challenges													
Takes Responsibility for Own Actions													
		English Language Arts											
		Mathematics											
		Science											
		Social Studies											
		Health											
		Art											

Mark					English Language Arts									
QT1	SM1	QT3	SM2	Reading Foundations										
					Phonics and Word Recognition									
x	x	x	x	RF 3.3a	I can identify and know meanings of common prefixes and suffixes.									
x	x	x	x	RF 3.3b	I can decode words with common Latin suffixes.									
x	x	x	x	RF 3.3c	I can decode multi-syllable words.									
x	x	x	x	RF 3.3d	I can read third grade irregularly-spelled words.									
					Fluency									
x	x	x	x	RF 3.4a	I can read third grade text with purpose and understanding.									
x	x	x	x	RF 3.4b	I can read third grade text with accuracy, expression and appropriate rate.									
x	x	x	x	RF 3.4c	I can use strategies to understand unknown words.									
Mark					Reading Literature									
					Key Ideas and Details									
x	x	x	x	RL 3.1	I can ask and answer questions, using the text for support, to show my understanding.									
x	x	x	x	RL 3.2.1	I can tell the central message and retell stories including fables, folktales and myths from diverse cultures.									
x	x	x	x	RL 3.2.2	I can explain the central message of a story, and identify how the message is conveyed.									
x	x	x	x	RL 3.3	I can describe the characters in a story and explain how their actions affect the story.									
					Craft and Structure									
x	x	x	x	RL 3.4	I can determine the literal and figurative meaning of words and phrases an author uses.									
x	x	x	x	RL 3.5.1	I can explain and use specific terms (chapter, stanza, etc.) when discussing or writing about stories, dramas and poems.									
x	x	x	x	RL 3.5.2	I can explain how parts of text (chapters, stanza, etc.) are connected.									
x	x	x	x	RL 3.6	I can recognize a character's point of view and how it is different than my own.									
					Integration of Knowledge and Ideas									
x	x	x	x	RL 3.7	I can explain how the illustrations of a text contribute to the mood or story being told.									
x	x	x	x	RL 3.9	I can compare and contrast themes, characters and plots of stories written by the same author.									
					Range of Reading and Text Complexity									
x	x	x	x	RL 10	I can independently read and comprehend third grade literary text proficiently.									

Mark				Reading Informational Text	
				Key Ideas and Details	
x	x	x	x	RI 3.1	I can ask and answer questions, using the text for support, to show my understanding.
x	x	x	x	RI 3.2.1	I can determine and explain the main idea and supporting details of a text.
x	x	x	x	RI 3.2.2	I can explain how the supporting details specifically relate to the main idea.
x	x	x	x	RI 3.3	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas or steps in a procedure.
				Craft and Structure	
x	x	x	x	RI 3.4	I can determine the meaning of words and phrases in a third grade informational text.
x	x	x	x	RI 3.5	I can use various text features to locate information.
x	x	x	x	RI 3.6	I can tell the difference between my point of view and the author's point of view.
				Integration of Knowledge and Ideas	
x	x	x	x	RI 3.7	I can explain how different types of illustrations (maps, photographs) are helpful in clarifying text.
x	x	x	x	RI 3.8	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect or sequencing.
x	x	x	x	RI 3.9	I can compare and contrast important points from two texts on the same topic.
				Range of Reading and Text Complexity	
x	x	x	x	RI 3.10	I can independently read and comprehend third grade informational text proficiently.
Mark				Writing	
				Text Types and Purposes	
x	x	x	x	W 3.1	I can write to share my opinion where:
x	x	x	x	W 3.1a	I can introduce the topic or text, state an opinion and create a structure that lists reasons.
x	x	x	x	W 3.1b	I can provide reasons that support my opinion.
x	x	x	x	W 3.1c	I can use linking words and phrases to give a reason to support my opinion.
x	x	x	x	W 3.1d	I can provide a concluding section or statement.
x	x	x	x	W 3.2	I can write an informative/explanatory piece where:
x	x	x	x	W 3.2a	I can introduce a topic and group related information (include illustrations when necessary).
x	x	x	x	W 3.2b	I can use facts, definitions and details to develop a point.
x	x	x	x	W 3.2c	I can use linking words and phrases to connect ideas.
x	x	x	x	W 3.2d	I can provide a concluding section or statement.
x	x	x	x	W 3.3	I can write a narrative piece where:
x	x	x	x	W 3.3a	I can establish a situation and introduce a narrator.
x	x	x	x	W 3.3b	I can use dialogue and descriptions to develop events.
x	x	x	x	W 3.3c	I can use temporal words and phrases to signal order.
x	x	x	x	W 3.3d	I can provide some sense of closure.
				Production and Distribution of Writing	
x	x	x	x	W 3.4	I can produce writing pieces that are appropriate for third grade tasks and purposes.
x	x	x	x	W 3.5	I can use guidance from adults and peers to plan, revise and edit my writing.
x	x	x	x	W 3.6	I can use digital tools to produce and publish my work.
				Research to Build and Present Knowledge	
x	x	x	x	W 3.7	I can conduct a short research project to build knowledge about a topic.
x	x	x	x	W 3.8.1	I can research and use what I have experienced to gather information.
x	x	x	x	W 3.8.2	I can take notes to help me organize the research in my writing.
				Range of Writing	
x	x	x	x	W 3.10	I can write on a regular basis with stamina for different tasks, purposes and audiences.
Mark				Speaking and Listening	
				Comprehension and Collaboration	
x	x	x	x	SL 3.1a	I can prepare for a class discussion and participate by responding to things others say.
x	x	x	x	SL 3.1b	I can follow agreed-upon rules for class discussions.
x	x	x	x	SL 3.1c	I can ask questions to clear up my confusion about a presentation.
x	x	x	x	SL 3.1d	I can explain my own ideas and understanding as they connect to the discussion.
x	x	x	x	SL 3.2	I can figure out the main idea and details of what I see and hear.
x	x	x	x	SL 3.3	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.
				Presentation of Knowledge and Ideas	
x	x	x	x	SL 3.4	I can speak clearly and audibly while reporting on a topic, telling a story or experience.
x	x	x	x	SL 3.5.1	I can create audio recordings of stories or poems to show fluency in my reading.
x	x	x	x	SL 3.5.2	I can add drawings or details to a description to provide information.
x	x	x	x	SL 3.6	I can speak in complete sentences when appropriate.

Mark				Language	
				Conventions of Standard English	
x	x	x	x	L 3.1a	I can explain the functions of nouns, verbs, pronouns, adjectives and adverbs.
x	x	x	x	L 3.1b	I can use regular and irregular plural nouns.
x	x	x	x	L 3.1c	I can use abstract nouns.
x	x	x	x	L 3.1d	I can use regular and irregular verbs.
x	x	x	x	L 3.1e	I can use simple verb tenses.
x	x	x	x	L 3.1f	I can write sentences with subject-verb agreement.
x	x	x	x	L 3.1g	I can use comparative and superlative adjectives and adverbs appropriately.
x	x	x	x	L 3.1h	I can use coordinating and subordinating conjunctions.
x	x	x	x	L 3.1i	I can produce all types of sentences.
x	x	x	x	L 3.2a	I can capitalize appropriate words in titles.
x	x	x	x	L 3.2b	I can use commas in addresses.
x	x	x	x	L 3.2c	I can use commas and quotation marks in dialogue.
x	x	x	x	L 3.2d	I can form and use possessives.
x	x	x	x	L 3.2e	I can use conventional spelling for high-frequency and other words I have studied.
x	x	x	x	L 3.2f	I can use spelling patterns and generalizations in my writing.
x	x	x	x	L 3.2g	I can use reference materials to find correct spellings.
				Knowledge of Language	
x	x	x	x	L 3.3a	I can choose interesting words and phrases to help others understand my meaning.
x	x	x	x	L 3.3b	I can recognize differences between my speaking language and my written language.
				Vocabulary Acquisition	
x	x	x	x	L 3.4a	I can use context clues to figure out word meanings.
x	x	x	x	L 3.4b	I can determine the meaning of a word by using the prefix or suffix.
x	x	x	x	L 3.4c	I can determine the meaning of a word by using its root word.
x	x	x	x	L 3.4d	I can use glossaries and dictionaries to determine the meanings of words.
x	x	x	x	L 3.5a	I can distinguish between literal and figurative meanings of words.
x	x	x	x	L 3.5b	I can identify a real-life application of a word.
x	x	x	x	L 3.5c	I can distinguish the small differences in meaning with related words that tell about how someone feels or is acting. (e.g., knew, believed, suspected, heard, wondered).
x	x	x	x	L 3.6	I can figure out and use words that are appropriate for third grade.
				English Language Development for ESL Students	
x	x	x	x	ELP	I can show progress of my English Language Proficiency.
x	x	x	x		I can show progress in my Spanish Literacy Instruction.
Mark				Mathematics	
				Operations and Algebraic Thinking	
x	x	x	x	3.OA.A.1	I can use multiplication to figure out the total number of objects in an array or equal groups.
x	x	x	x	3.OA.A.2	I can divide to show how to share a set of objects equally. I can use division to divide a set of objects into equal groups.
x	x	x	x	3.OA.A.3	I can multiply and divide to solve word problems.
x	x	x	x	3.OA.A.4	I can find a missing whole number in a multiplication or division problem.
x	x	x	x	3.OA.B.5	I can use the properties of multiplication and division to solve problems.
x	x	x	x	3.OA.B.6	I can use my understanding of multiplication to solve division problems.
x	x	x	x	3.OA.C.7	I can multiply and divide within 100.
x	x	x	x	3.OA.D.8a	I can use the four operations to solve 2-step word problems where a variable is used to represent an unknown quantity.
x	x	x	x	3.OA.D.8b	I can use strategies to decide if my answer is reasonable.
x	x	x	x	3.OA.D.9	I can identify and explain arithmetic patterns.

				Numbers and Operations in Base Ten			
x	x	x	x	3.NBT.A.1	I can use place value understanding to round a whole number to the nearest 10 or nearest 100.		
x	x	x	x	3.NBT.A.2	I can use strategies for adding and subtracting within 1000.		
x	x	x	x	3.NBT.A.3	I can use strategies to multiply one-digit whole numbers by multiples of 10, in the range 10-90.		
				Numbers and Operations in Fractions			
x	x	x	x	3.NF.A.1	I can recognize fractions as parts of a whole. I understand the difference between numerators and denominators.		
x	x	x	x	3.NF.A.2	I understand that fractions can be represented on a number line.		
x	x	x	x	3.NF.A.2.A	I can represent a fraction on a number line from 0 to 1.		
x	x	x	x	3.NF.A.2.B	I can divide a number line into equal parts in order to represent a fraction on a number line.		
x	x	x	x	3.NF.A.3	I can compare fractions.		
x	x	x	x	3.NF.A.3.A	I understand what makes fractions equivalent.		
x	x	x	x	3.NF.A.3.B	I can recognize and form simple equivalent fractions.		
x	x	x	x	3.NF.A.3.C	I can express whole numbers as fractions.		
x	x	x	x	3.NF.A.3.D	I can compare fractions that have the same numerator or the same denominator. I can justify the comparisons.		
				Measurement and Data			
x	x	x	x	3.MD.A.1a	I can tell and write time to the nearest minute.		
x	x	x	x	3.MD.A.1b	I can solve time problems.		
x	x	x	x	3.MD.A.2a	I can measure liquids and solids with liters, grams and kilograms.		
x	x	x	x	3.MD.A.2b	I can solve volume and mass problems using addition, subtraction, multiplication and division.		
x	x	x	x	3.MD.B.3	I can create a scaled picture graph and a scaled bar graph with multiple categories and analyze graphs to solve problems.		
x	x	x	x	3.MD.B.4	I can gather data on lengths in inches, half inches and quarter inches. I can show the data on a line plot.		
x	x	x	x	3.MD.C.5	I can understand area.		
x	x	x	x	3.MD.C.5.A	I can use square units to measure area.		
x	x	x	x	3.MD.C.5.B	I can find area by using square units laid side to side without gaps or overlaps.		
x	x	x	x	3.MD.C.6	I can find areas by counting square units (customary and metric).		
x	x	x	x	3.MD.C.7	I can use multiplication and addition to solve for area.		
x	x	x	x	3.MD.C.7.A	I can find the area by multiplying the side lengths.		
x	x	x	x	3.MD.C.7.B	I can solve problems involving areas of rectangles.		
x	x	x	x	3.MD.C.7.C	I can find the area of a rectangle by using the distributive property of multiplication.		
x	x	x	x	3.MD.C.7.D	I can find the area of a rectangular polygon by separating it into smaller rectangles and adding the areas.		
x	x	x	x	3.MD.D.8	I can solve problems for the perimeters of polygons when given various pieces of information.		
				Geometry			
x	x	x	x	3.G.A.1	I understand that all shapes within a category share similar attributes. I identify and describe shapes based on their attributes.		
x	x	x	x	3.G.A.2	I can divide shapes into equal parts, using unit fractions to describe each part.		
Mark				Science			
				Physical Science			
				Life Science			
				Earth and Space Science			
				Engineering Design			
Mark				Social Studies			
				Historical Knowledge - Historical Thinking			
				Geography			
				Civics and Government/Economics			
				Social Studies Analysis			
Mark				Health			
				Drug and Alcohol Prevention			
				Social/Emotional Development			
				Anatomy			
Mark				Physical Education			
				Overall Effort (C-Consistently S-Sometimes I-Interferes with Learning)			
				Expressive and Efficient Movement			
				Fitness for Life			
				Self-Management and Social Behavior			
Mark				Music			
				Overall Effort (C-Consistently S-Sometimes I-Interferes with Learning)			
				Create, Present and Perform Works of Art			
				Aesthetics and Criticism			
				Historical and Cultural Perspective			
Mark				Art			
				Create, Present and Perform Works of Art			
				Aesthetics and Criticism			
				Historical and Cultural Perspective			

QT1 Comments

SM1 Comments

QT3 Comments

SM2 Comments