Third Grade Report Card 2013/2014
School Name and Address

Student: _____ Teacher: _____

Key for Performance Levels: (The goal is for all students to reach Level 3, Proficient, by the end of the year.)		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
N/A	Not assessed	Not assessed this reporting period.

Attendance:

English/ Language Arts	Current Reading Level:	Reporting Period		
Reading Standards for Informational Text and Literature		1	2	3
Asks and answers text-based questions. Refer explicitly to the text as the basis for answers				
Retells and analyzes (including fables, folktales and myths) diverse cultures				
Determines central message, moral, idea, theme in stories. Explains how it is conveyed using key details				
Describes traits, motivations and feelings of characters				
Uses clues such as diagram, photo and glossary when seeking an explaining word or idea				
Distinguishes main points of view from that of the narrator or those of the characters				
Explains how illustrations and words work together when a passage is read (shows understanding)				
Compares and contrasts the themes, settings and plots of stories written by same author				
Read and comprehends grade level literature and informational text independently and proficiently				
Describes the relationship between a series of historical events, scientific ideas or steps in procedures				
Uses language that refers to cross-sentence and cross-paragraph relationships				
Determines the meaning of general academic and domain-specific words or phrases in Grade 3 topics				
Describes the logical connection between sentences and paragraphs in text (comparison, cause/effect)				
Compares and contrasts the most important points and key details presented on the same topic				
Foundational Skills				
Knows and applies grade level phonics and word analysis skills in decoding words				
Identify and explain the meaning of most common prefixes and suffixes, including Latin suffixes				
Decodes multisyllable words. Read grade level appropriate unfamiliar multisyllabic words				
Reads with sufficient accuracy and fluency to support comprehension.				
Uses context as clue to confirm word recognition and comprehending				
Writing Standards				
Writes opinion pieces on topics or texts. Supports point of view with reasons				
Writes informative/explanatory texts to examine a topic. Conveys ideas and information clearly				
Writes narratives. Develops real or imagined experiences using effective technique and sequence				
With guidance, develops and strengthens writing as needed by planning, revising and editing				
With guidance, uses technology to produce and publish writing and to interact with others				
Writes regularly over extended timeframes for research, reflection and revision				
Writes for a range of specific tasks during a single sitting or over several timeframes				
Speaking and Listening Standards				
Follows agreed upon rules for discussions. Builds on peoples comments when appropriate to task				
Asks questions to clarify understanding. Responds to ideas and explores ideas deeply in light of discussions				
Supports conclusions with reasons and evidence with appropriate facts. Uses visual display				
Creates audio recordings that demonstrate fluid reading at an understood pace				
Language Standards (Grammar and Spoken Language)				
Demonstrates command of the conventions of standard English grammar and usage				
Demonstrates command of the conventions of capitalization, punctuation and spelling when writing				
Determines or clarify meaning of words and phrases by reading using a variety of strategies				
Demonstrates understanding of figurative language, word relationships and nuances in meaning				

Common Core Report Card Third Grade

Chao Zhang

Common Core Report Card Third Grade:

Common Core Mathematics in a PLC at Work®, Grades 3-5 Timothy D. Kanold,2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3 5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency *How to Grade for Learning* Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently **Teaching with the Common Core Standards for English Language Arts, PreK-2** Lesley Mandel Morrow,Timothy Shanahan,Karen K. Wixson,2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for PreK 2 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also Teaching with the Common Core Standards for English Language Arts Grades 3 5 **Congressional Record** United States. Congress,1999 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 **Wisconsin Journal of Education** ,1959 **Normal Instructor and Teachers World** ,1924 *Computer Competence* Michael E. Martinez,Nancy A. Mead,1988 This report contains the results of a national survey conducted by the National Assessment of Educational Progress naep during the 1985 86 school year The report which attempts to capture the interacting forces influencing computer competence among students is presented in six chapters 1 Overview major findings significance of this assessment and importance of computer competence 2 Assessing Computer Competence I E knowledge of

computer technology computer applications and computer programming 3 Attitudes Instruction and Access student attitudes toward computers experience with computers computer use in the school and computer use outside the school 4 Computer Competence among Subgroups E G gender race ethnicity parental education public non public education and community and religion 5 Computer Coordinators their characteristics teaching activities professional experience and training and professional confidence and 6 Implications The major findings of this survey indicate that access to a computer at home is positively related to computer competence students like using computers computers are seldom used in subject areas such as reading math or science males demonstrate more competence than females racial differences exist favoring white students over black students computer competence is increased for students whose parents went to college who attend non public schools and who live in the northeast and many computer coordinators have minimal training in computer studies Sample survey questions are provided in each area and the results are reported in tables and graphs as well as in narrative form A description of the methodology of the study is appended Numerous charts and graphs are included and a procedural appendix concludes the document Db The 2001 Brown Center Report on American Education Brookings Institution. Brown Center on Education Policy,Tom Loveless,2001 The third section analyzes achievement in urban schools Test score data from dozens of states were collected to determine how urban school districts are doing in comparison to rural and suburban districts in the same state p 4 **ERS Spectrum** ,1999 *Resources in Education* ,1997 **The State of State Standards, 2000** Chester E. Finn (Jr.),Michael J. Petrilli,2000 **Kentucky Administrative Regulations Service** ,2005 *Journal of the Senate, State of Florida* Florida. Legislature. Senate,2013 **Press Summary - Illinois Information Service** Illinois Information Service,1992 **Public Attitudes Towards Education in Ontario, 1996** D. W. Livingstone,D. J. Hart,L. E. Davie,1997 Since 1978 the Oise Survey Has Been the Only extensive analysis of public concern about educational issues in Canada to be published on a regular basis The survey profiles current patterns and trends in public opinion about policy options for all levels of education The eleventh survey is based on interviews conducted in September 1996 with random samples of over a thousand Ontario adults and over a hundred corporate executives Trends in attitude changes since 1978 are presented for the general public and executives This survey pays special attention to current issues of educational funding school reorganization education and work post secondary reform educational access the role of business in schools adult learning and computer literacy The goal of the OISE survey is to enhance public awareness of educational issues and to encourage informed participation in policy making Timely revealing and easy to read the survey is recommended for educators at all levels policy makers and the general public *The American School Board Journal* William George Bruce,William Conrad Bruce,Susanna Cocroft,1921 A periodical of school administration **Administrative Register of Kentucky** ,2008 Next Steps for Improving State Accountability for Alternative Schools ,2015 Principal Leadership ,2006 Science Framework for the 2009 National Assessment of Educational Progress ,2008

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