

**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 proficient 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. |
| NA  | Not Assessed | Not assessed this reporting period.  |

**Attachments**

| English/Language Arts   | Current Reading Level: | Reporting Period |   |   |
|---|------------------------|------------------|---|---|
|   |                        | 1                | 2 | 3 |
| <b>Reading: Foundations for Informational Text and Literacy</b>   |                        |                  |   |   |
| Ask and answer text-based questions, referring explicitly to the text as the basis for answers  |                        |                  |   |   |
| Report on topics including text ideas, details and logical text elements/features   |                        |                  |   |   |
| Describe central messages, main ideas, issues or events, explain how characters respond using key details describe events, motivations and feelings of characters |                        |                  |   |   |
| Use terms such as chapter, plot and scenes when writing or speaking about a text  |                        |                  |   |   |
| Distinguish text parts of text from those of the narrator or discuss of the characters  |                        |                  |   |   |
| Explain how characters and events in a story are managed in text (plot, mood, characterization, etc.)   |                        |                  |   |   |
| Compare and contrast the themes, settings and plots of books within a genre   |                        |                  |   |   |
| Read and comprehend grade level literature and informational text independently and proficiently  |                        |                  |   |   |
| Describe the relationship between a central factual event, scientific idea or stage in a procedure  |                        |                  |   |   |
| Use language that refers to time, sequence and cause/effect in discussing texts   |                        |                  |   |   |
| Demonstrate the meaning of general academic and domain-specific words relevant to Grade 3 to print  |                        |                  |   |   |
| Describe the logical connection between sentences and paragraphs in text (comparisons, cause/effect)  |                        |                  |   |   |
| Compare and contrast the most important points and details from two texts on the same topic   |                        |                  |   |   |
| <b>Vocabulary Skills</b>  |                        |                  |   |   |
| Know and apply grade level prefixes and word analysis skills in decoding words  |                        |                  |   |   |
| Identify and use the meaning of root elements, prefixes and suffixes, including Latin suffixes  |                        |                  |   |   |
| Decode multi-syllabic words. Read grade level appropriate irregularly spelled words   |                        |                  |   |   |
| Read with sufficient accuracy and fluency to support comprehension  |                        |                  |   |   |
| Use context to confirm or self-correct word recognition and understanding   |                        |                  |   |   |
| <b>Writing Standards</b>  |                        |                  |   |   |
| Write opinion pieces on topics or issues, support/justify opinions with reasons   |                        |                  |   |   |
| Write informative/explanatory texts to examine a topic, convey ideas and information clearly  |                        |                  |   |   |
| Write narratives, develop real or imagined experiences using effective techniques and sequences   |                        |                  |   |   |
| With guidance, drawing and strength in writing as needed by planning, revising and editing  |                        |                  |   |   |
| With guidance, use technology in research and writing, and use multimedia with others   |                        |                  |   |   |
| Write routinely over extended timeframes for research, reflection and revision  |                        |                  |   |   |
| Write for a range of specific media showing a single writing or limited consecutive   |                        |                  |   |   |
| <b>Speaking and Listening Standards</b>   |                        |                  |   |   |
| Follow agreed-upon rules for discussions, speaks in complete sentences when appropriate to task   |                        |                  |   |   |
| Ask questions to check understanding; they on topic and express ideas clearly in light of discussion  |                        |                  |   |   |
| Report on topics, tell story or recount an experience with appropriate detail, pace and clarity   |                        |                  |   |   |
| Create on the topic or issue that has occurred and finding an on understanding of the topic   |                        |                  |   |   |
| <b>Language Standards (grammar and spelling/usage)</b>  |                        |                  |   |   |
| Demonstrate command of the conventional form of English grammar and usage   |                        |                  |   |   |
| Demonstrate command of the conventional capitalization, punctuation and spelling when writing   |                        |                  |   |   |
| Demonstrate an understanding of words and phrases by flexibly using a variety of strategies   |                        |                  |   |   |
| Demonstrate understanding of figurative language, word relationships and nuances in meaning   |                        |                  |   |   |

# Common Core Report Card Third Grade

**Camilla Rothe**



## **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

## **Common Core Report Card Third Grade** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Common Core Report Card Third Grade**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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### **Common Core Report Card Third Grade Introduction**

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web in 1950 the automobile club of normandy opened the new circuit rouen les essarts southwest of the french city rouen and near the village of les essarts the triangular street circuit was formed by 5 1 km 3 169 miles long traject on public roads with permanent grandstands and a pit complex it was one of the finest circuits of it s time

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web rouen les essarts french race track upload media wikipedia instance of motorsport racing track location rouen arrondissement of rouen seine maritime normandy metropolitan france france significant event

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web rouen les essarts commonly referred to as just rouen is a former road circuit just north of the village of Orival in northern france originally regarded as one of the great venues of europe the track was used five times for the french grand prix between 1952 and 1968 before safety problems caused it to be removed from the calendar rouen

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web feb 13 2017 located near rouen the 5 543 kilometres long circuit is established as one of france s most famous pure road racing circuit s high level motorsport competition at rouen les essarts first began in the early 1950 s perhaps more known for four wheeled action on two occasions it hosted the french round of the moto gp world championship

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web circuit de rouen les essarts circuit type public road direction clockwise circuit length km 6 542 lap record 2m11 4s jack brabham 1964 address circuit de rouen les essarts grand couronne rouen france telephone website rouen les essarts circuit year opened 1950 year closed 1994

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web louis xiv xv and xvi style furniture is more than just heavy handed gilding and fancily carved drawer knobs these french pieces of furniture from the 18th century are in many ways the platonic ideal of antique furniture they are exquisitely constructed from the finest materials rich in political and social context and oozing

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web louis xiv furniture was massive and lavishly covered with sculpture and ornament of gilded bronze in the earlier part of the personal rule of king louis xiv of france 1660 1690 after about 1690 thanks in large part to the furniture designer andré charles boulle a more original and delicate style appeared sometimes known as boulle work

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