

**Third Grade Report Card 2013/2014**  
**School Name and Address**

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Key Five 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 Literatures</b>				
Ask and answer text-based questions, referring explicitly to the text as the basis for answers				
Report on topics, including, when appropriate, how issues and events related to the text				
Describe central messages, main ideas, events, and trends; explain how and why they change over the course of the text; analyze how and why individuals and events change over the course of the text				
Use terms such as theme, plot and series when writing or speaking about a text				
Distinguish text from other forms of communication or discuss an issue or theme of the text				
Explain how characters and events develop as they are revealed in text (over a course, at a particular point, or in a specific scene)				
Compare and contrast the themes, settings and plots of two or more stories				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a central issue or theme and textual elements or groups of elements				
Use language that refers to text, analyzing and synthesizing to distinguish texts				
Demonstrate the meaning of general academic and domain-specific words relevant to Grade 3 to pose				
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 understand the meaning of root morphemes, 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, supporting a claim or thesis with reasons				
Write informative/explanatory texts in which they introduce a topic, convey ideas and information clearly				
Write narratives, developing 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 conversations				
<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 arisen and meeting an audience's needs				
<b>Language Standards (grammar and spelling)</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

**Michael E. Martinez, Nancy A. Mead**



## **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

## Decoding **Common Core Report Card Third Grade**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Common Core Report Card Third Grade**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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

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Answer Key for The newborn nightmare CS.docx Part 3 1.I agree with Dr. Maddison's hunch that the babies could have either streptococcus or staphylococcus considering that their symptoms (rash, peeling skin ... The Case Of The Newborn Nightmare Case Study.docx The case of the newborn nightmare case study Part 1 1.Dr. Maddison is facing a number of challenges. First, he has three very sick babies in his clinic. SOLUTION: The Case of the Newborn Nightmare The specimens were taken from some unusual skin lesions on three of our infants. I know that we need at least a routine culture and sensitivity with Gram stain. The Case of the Newborn Nightmare: Part V Nov 3, 2015 — Question: The Case of the Newborn Nightmare: Part V The nasal swabs taken from the hospital staff can be analyzed to determine the strain of S. Case Study- The Case of the Newborn Nightmare 1.what challenges Dr Maddison is facing? 2. What information does he have so far about the infection? 3. What are some possible causes of skin infections? List ... Chapter 21 Flashcards (review the NEWBORN NIGHTMARE case study). Exfoliative toxin from Staph. aureus. Fever, red raised blistering skin, peeling skin. Culture baby's nose and ... CASE TEACHING NOTES for "The Case of the Newborn ... by A Wade — CASE TEACHING NOTES for "The Case of the Newborn Nightmare" by Andrea Wade. Page 3. ANSWER KEY. Answers to the questions posed in the case ... Solved Newborn nightmare by Andrea Wade, what are the Oct 5, 2019 — Newborn nightmare is a case study done by Dr Andrea wade. Case study focuses on development of mysterious rashes among newborns. The Case of the Newborn Nightmare Oct 10, 2001 — Three newborns left in the care of "Dr. Mark Maddison" have developed a mysterious rash. Under increasing pressure from hospital ... Lab Practical Flashcards In regard to the "Case of the Newborn Nightmare," what was the name of the bacteria that caused the whole neighborhood to be sick? What is the common source ... The Quest for Authentic Power: Getting Past Manipulation ... The Quest for Authentic Power: Getting Past Manipulation, Control, and Self Limiting Beliefs ·

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