Student Information	
Student Name	
Student ID	
School Year	2014-2015
Grade	3
Teacher	

School Information	
School Name	
Principal	
School Phone	
School Address	

Academic Performance Key

5	**Exemplary**	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	**Proficient**	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	**Approaching Proficient**	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	**Not Yet Proficient**	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	**Insufficient Evidence Towards Standard**	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	**Not Applicable**	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
Foundational Skills (Phonics, Word Recognition, Fluency)		
Explain the meaning of prefixes/suffixes, describe how they alter the meaning of the root; break apart unknown words with three or more syllable chunks; fluently read irregularly spelled words. RF.3.3		
Read grade level text accurately and fluently (easy, smooth, automatic) to support comprehension. RF.2.4		
Literature and Informational Text		
Retell stories, explain the central message, lesson, and/or moral using key details; describe characters in a story, explain how their actions contribute to the sequence of events. RL.3.2&3		
Determine point of view (narrator, character, author, or reader's view about a situation); explain how own point of view is similar/different from the narrator, character, or author. RL.3.6, RI.3.6		
Read and comprehend grade level text and use reading strategies (e.g., ask questions, make connections, re-read) to understand difficult text. RL.3.10, RI.3.10		
Identify the main idea and how key details from the text support the main idea; compare and contrast key details in two texts on the same topic. RI.3.2&9		
Use strategies (context clues, root words) and resources (glossary, guide words, maps) to determine meaning of content specific word/phrases (atom, compound); demonstrate understanding. RI.3.4&7		
Identify and use text features and search tools (e.g., key words, sidebars) to quickly locate information on a topic. RI.3.5		

WRITING	S1	S2
Write an Opinion: Introduce topic, state an opinion, supply reasons to support opinion, use linking words and phrases (e.g., because, therefore, for example) and provide concluding statement. W.3.1		
Write to Explain: Introduce topic, use facts and definitions to develop points, use linking words and phrases (e.g., also, another, more) and provide concluding statement. W.3.2		
Write a Narrative: Introduce narrator, character, situation. Put events in order using words to show changes in time. Develop events using dialogue and descriptions. Provde a sense of closure. W.3.3		
Use technology (e.g., Word, PowerPoint) and keyboarding skills to publish writing. W.3.6		
Produce short research projects on topics; take notes on sources, sort information into provided categories. W.3.7&8		

Student:		Teacher:	

LANGUAGE	S1	S2
Conventions of Standard English		
Use correct grammar when writing or speaking (e.g., abstract nouns, use of verb tenses, subject-verb pronoun antecedent agreements, produce simple and compound, and complex sentences). L.3.1		
Use capitalization, punctuation, and correct spelling in writing: use commas and quotation marks in dialogue, spell high-frequency and base words with suffixes, and use reference materials. L.3.2		
Vocabulary Acquisition and Use		
Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, root words, compound words, glossaries, and dictionaries. L.3.4		
Interpret figurative language, determine word relationships and word meanings. L.3.5		
Accurately use grade-appropriate conversational, academic, and content specific words and phrases including words that signal spatial and temporal relationships. L.3.6		

SPEAKING AND LISTENING	S1	S2
Participate in and follow rules for discussions; stay on topic by asking questions or making comments; make connections with others' comments; explain own ideas and what was learned. SL.3.1		
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.3		
Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details, speaking clearly at an understandable pace. SL.3.4		

MATHEMATICS	S1	S2
Operations and Algebraic Thinking		
Interpret products of whole numbers; explain division as a set of objects partitioned into an equal number of shares; identify parts of division equations; interpret quotients in division. OA.1&2		
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. OA.3		
Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., 8 x ? = 48, 5 = ? + 3, 6 x 6 = ?). OA.4		
Apply properties of operations as strategies to multiply & divide (e.g., Since 6 x 4 = 24, then 4 x 6 = 24). OA.5		
Explain the relationship between multiplication and division; turn a division problem into a multiplication problem with an unknown factor. OA.6		
Fluently multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers. OA.7		
Solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers. OA.8		
Identify and describe arithmetic patterns in number charts, addition tables, and multiplication tables; explain arithmetic patterns using properties of operations. OA.9		
Number and Operations in Base Ten		
Fluently add and subtract within 1000 using strategies and algorithms. NBT.2		
Number and Operations-Fractions (Gr 3 Expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8)		
Explain any unit fraction (1/b) as one part of a whole. Explain any fraction (a/b) as "a" (numerator) parts of "b" (denominator) total number of equal parts in the whole. NF.1		
Understand a fraction as a number on the number line; represent fractions on a number line diagram. NF.2		
Use models to show and explain equivalent fractions & whole numbers as fractions; locate equivalent fractions & whole numbers as fractions on a number line; compare fractions using >, <, or =. NF.3		
Measurement and Data		
Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. MD.1		
Draw a scaled picture graph or bar graph with several categories; read and interpret scaled bar graphs in order to solve one- and two-step "how many more" and "how many less" problems. MD.3		
Measure the area of a shape or flat surface by covering it with unit squares (no gaps or overlaps) and count the number of unit squares used. Explain why area is measured in square units. MD.5&6		
Relate area to the operations of multiplication and addition (e.g., use tiles to find the area of rectangles, use area models to explain the distributive property). MD.7		

Mathematics (continued)	S1	S2
Geometry		
Use attributes to identify shapes and classify shapes into categories; define quadrilaterals; recognize and draw quadrilaterals (e.g., rhombuses, rectangles, trapezoids). G.1		
Divide shapes into equal parts with equal areas; explain any unit fraction (1/b) as one part of a whole divided into equal parts. G.2		

SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
Work Ethic		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
Responsibility and Integrity		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and return homework on time		
Compassion and Respect		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student:		**Teacher:**	

ATTENDANCE	**S1**	**S2**
Days Present		
Days Absent		
Days Tardy		

TEACHER COMMENTS

Semester 1

Semester 2

SCHOOL MESSAGE