

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

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

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

| <b>Key Five Performance Levels</b> (This goal is for all students to reach Level 3, Proficient, by the end of this year.) |                     |                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                                                                                                                         | <b>Exemplary</b>    | Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.                                              |
| 3                                                                                                                         | <b>Proficient</b>   | Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.                                                                            |
| 2                                                                                                                         | <b>Developing</b>   | Student is not yet proficient in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.                                                              |
| 1                                                                                                                         | <b>Emerging</b>     | 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                                                                                                                        | <b>Not assessed</b> | Not assessed this reporting period.                                                                                                                                                              |

| <b>Assessments</b>                                                                                                                                            |  |                               |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------|---|
| <b>English/Language Arts</b>                                                                                                                                  |  | <b>Current Reading Level:</b> |   |
| <b>Reading Standards for Informational Text and Literatures</b>                                                                                               |  | <b>Reporting Period</b>       |   |
|                                                                                                                                                               |  | 1                             | 2 |
| Ask and answer text-based questions; refer explicitly to the text as the basis for answers                                                                    |  |                               |   |
| Cite specific textual evidence, including details, related and together from different passages                                                               |  |                               |   |
| Describe central messages, main ideas, lessons or moral, English text in a way that explains how the text develops ideas, emotions and feelings of characters |  |                               |   |
| Use terms such as theme, plot and scenes when writing or speaking about a text                                                                                |  |                               |   |
| Distinguish text from other types of text from that of the narrator or those of the characters                                                                |  |                               |   |
| Explain how characters and events in a text are motivated by text (inner world, character, 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 historical event, scientific idea or stage in a procedure                                                         |  |                               |   |
| Use language that refers to time, sequence and cause/effect in describing texts                                                                               |  |                               |   |
| Demonstrate the meaning of general academic and domain-specific words relevant to Grade 3 topics                                                              |  |                               |   |
| Describe the logical connections 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>Foundational Skills</b>                                                                                                                                    |  |                               |   |
| Know and apply grade-level phonics and word analysis skills in decoding words                                                                                 |  |                               |   |
| Identify and understand the meaning of root morphemes, prefixes and suffixes, including Latin suffixes                                                        |  |                               |   |
| Decode multi-syllable 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 to support an idea or topic (specify a claim or state 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 to produce and publish writing, and to collaborate with others                                                                  |  |                               |   |
| Write routinely over extended timeframes for research, reflection and revision                                                                                |  |                               |   |
| Write for a range of specific media during a single writing or focused conversation                                                                           |  |                               |   |
| <b>Speaking and Listening Standards</b>                                                                                                                       |  |                               |   |
| Follow agreed-upon rules for discussions; speak in complete sentences when appropriate to task                                                                |  |                               |   |
| Ask questions to check understanding; they can 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 that meeting or an understanding of peers                                                                        |  |                               |   |
| <b>Language Standards (Vocabulary and Grammar/Language)</b>                                                                                                   |  |                               |   |
| Demonstrate command of the conventional form and 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

**Wenbin Ji**



## **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.

**Common Core English Language Arts in a PLC at Work®, Grades 3-5** Douglas Fisher, Nancy Frey, 2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3-5 in this interdisciplinary resource which focuses on areas of instruction, curriculum assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

**Teaching Common Core English Language Arts Standards** Patricia M. Cunningham, James W. Cunningham, 2014-08-24 Ensure students develop proficiency in reading, speaking and listening, writing, and language. Explore 20 lesson frameworks to help teach the Common Core State Standards for English language arts. Discover targeted lessons to help students master critical skills including how to organize ideas from informational texts, identify similarities and differences, scrutinize words to gain deeper meaning of readings, and write with grade-appropriate language.

**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.

**Common Core English Language Arts in a PLC at Work®, Grades 6-8** Douglas Fisher, Nancy Frey, 2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6-8 in this resource which focuses on areas of instruction, curriculum assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

**Common Core Language Arts Workouts, Grade 7** Linda Armstrong, 2015-01-05 The Common Core Language Arts Workouts: Reading, Writing, Speaking, Listening, and Language Skills Practice series for grades six through eight is designed to help teachers and parents meet the challenges set forth by the Common Core State Standards. Filled with skills practice, critical thinking tasks, and creative exercises, some are practice exercises while others pose creative or

analytical challenges These workouts make great warm up or assessment exercises They can be used to set the stage and teach the content covered by the standards or to assess what students have learned after the content has been taught Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

**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

**Get Set, Go!** Thomas R. Guskey, 2020-03-06 Make school a better experience for students by ensuring grading and reporting practices are honest accurate meaningful and fair A companion to the best selling and award winning On Your Mark this practical guide details how to successfully lead lasting grading reform Dr Thomas R Guskey simplifies the transition by guiding educators through six essential steps from developing a coalition devoted to change to creating a systematic plan Use this resource to develop a new system of grading in your school or district Become familiar with the process of implementing a rigorous new system of reporting that aligns with the goals of standards based grading Acquire numerous tools and strategies that will assist in the process of implementing a new grading system Study the six steps that are essential to any successful attempt to reform grading as well as how to succeed in each Learn how to form a change action plan that covers the entire system of implementation and improves the student experience Contents About the Author Introduction Chapter 1 Learn From Failures Chapter 2 Form a Coalition for Change Chapter 3 Understand the Change Process Chapter 4 Clarify the Purpose of Grading and Reporting Chapter 5 Report Multiple Grades for Cognitive Outcomes Chapter 6 Report Multiple Grades for Noncognitive Outcomes Chapter 7 Get Assessment Policies and Practices Right Chapter 8 Develop a Systematic Plan for Implementation References and Resources Index

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