

**Village Elementary School**  
*100 Main Boulevard*  
*Skillman, NJ 08558*



**Grade 3 Report Card 2010-2011**

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

**Language Arts**

- These charts document the developmental stages of reading, writing and spelling in third grade.
- The shaded box indicates the stage most third grade students will reach by the end of the school year.
- The marking period grade indicates the stage at which the student is performing most of the time (at this point in the school year). In reality, students will display behavior in more than one stage since development is continuous and overlapping.

**Reading**

Developing	Expanding	Bridging	Fluent
<ul style="list-style-type: none"> <li>• Reads early-reader books</li> <li>• Relies on print more than illustrations for meaning</li> <li>• Uses a variety of strategies to construct meaning from text</li> <li>• Retells beginning, middle and end of story</li> <li>• Continues to develop a larger base of sight words</li> <li>• Independently reads and maintains interest in self-chosen books</li> <li>• Reads with phrasing and attends to punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Reads beginning chapter books</li> <li>• Reads and finishes a variety of materials with frequent guidance</li> <li>• Uses strategies effectively to construct meaning (i.e. predicting, retelling, questioning).</li> <li>• Retells a story, including plot, characters, and events</li> <li>• Recognizes books in a variety of genres</li> <li>• Begins to make connections between reading, writing, and life experiences</li> <li>• Chooses appropriate books and reads independently</li> <li>• Reads fluently</li> </ul>	<ul style="list-style-type: none"> <li>• Reads medium level chapter books</li> <li>• Reads and finishes a variety of materials with guidance</li> <li>• Reads and understands most new words</li> <li>• Uses reference materials to locate information with guidance</li> <li>• Increases knowledge of literary elements and genres</li> <li>• Silently reads for extended periods</li> <li>• Demonstrates literal comprehension</li> <li>• Demonstrates inferential comprehension</li> <li>• Effectively makes connections between reading, writing, and life experiences</li> <li>• Begins to participate in guided literary discussions</li> <li>• Reads fluently with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most young adult literature</li> <li>• Selects, reads and finishes a wide variety of materials</li> <li>• Uses reference materials independently</li> <li>• Understands literary elements and genres</li> <li>• Begins to interpret deeper meaning in young adult literature with frequent guidance</li> <li>• Effectively participates in guided literary discussions</li> </ul>

Reading Grade					
1 <sup>st</sup> MP		2 <sup>nd</sup> MP		3 <sup>rd</sup> MP	

Attendance		
	Days Absent	Days Tardy
<b>1<sup>st</sup></b>		
<b>2<sup>nd</sup></b>		
<b>3<sup>rd</sup></b>		

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### Writing

Developing	Expanding	Bridging	Fluent
<ul style="list-style-type: none"> <li>Writes pieces that self and others can read</li> <li>Writes simple sentences</li> <li>Writes about observations and experiences with some descriptive words</li> <li>Experiments with capitals and punctuation</li> <li>Forms many letters legibly</li> <li>Begins to revise by adding on</li> <li>Spells some common words correctly</li> <li>Uses phonetic spelling to write independently</li> </ul>	<ul style="list-style-type: none"> <li>Begins to consider audience</li> <li>Writes pieces with beginning, middle and end</li> <li>Revises by adding description and detail</li> <li>Listens to peers' writing and offers feedback</li> <li>Edits for punctuation and spelling</li> <li>Uses capital letters and periods</li> <li>Forms letters with ease (cursive)</li> <li>Spells many common words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Begins to write for various purposes</li> <li>Organizes ideas in logical sequence</li> <li>Begins to develop paragraphs</li> <li>Uses a variety of sentences in written pieces</li> <li>Begins to revise by adding literary devices</li> <li>Develops editing and proofreading skills</li> <li>Employs strategies to spell difficult words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate tone and mood for a variety of purposes</li> <li>Experiments with complex sentence structure</li> <li>Connects paragraphs in logical sequence</li> <li>Uses an increased repertoire of literary devices</li> <li>Revises for clarity by adding reasons and examples</li> <li>Edits with greater precision (spelling, grammar, punctuation, capitalization)</li> </ul>

Writing Grade					
1 <sup>st</sup> MP		2 <sup>nd</sup> MP		3 <sup>rd</sup> MP	

### Spelling

Letter Name	Within Word	Syllable Juncture	Derivational Constancy
<p>Applies what is known about letter sounds to writing</p> <ul style="list-style-type: none"> <li>initial &amp; final consonants (cat)</li> <li>initial blends and digraphs (grab)</li> <li>short vowels (pet)</li> <li>affricates (drip)</li> <li>final blends and digraphs (bump)</li> <li>Applies knowledge of spelling at this level in writing assignments</li> </ul>	<p>Changes from greater reliance on auditory memory of letter sounds to greater reliance on visual memory of spelling patterns</p> <ul style="list-style-type: none"> <li>vowel, consonant e (bake)</li> <li>r-controlled vowels (hurt)</li> <li>other common long vowels (boat)</li> <li>complex consonants (bridge)</li> <li>Ambiguous vowels (yawn)</li> <li>Applies knowledge of spelling at this level in writing assignments</li> </ul>	<p>Learning to apply pattern knowledge across syllable boundaries including stressed and unstressed syllables</p> <ul style="list-style-type: none"> <li>doubling and e-drop (grabbed, baking)</li> <li>other doublings (cabbage)</li> <li>long vowels in stressed syllables (complaint)</li> <li>r-controlled patterns in stressed syllables (disturb)</li> <li>Vowel patterns in unstressed syllables (trample)</li> <li>Applies knowledge of spelling at this level in writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Spells most words correctly</li> <li>Uses a variety of strategies to construct correct spellings</li> <li>Shows greater control over spelling resources such as dictionaries</li> <li>Uses, but confuses, related words derived from the same root (i.e. composition from compose)</li> <li>Applies knowledge of spelling at this level in writing assignments</li> </ul>

Spelling Grade					
1 <sup>st</sup> MP		2 <sup>nd</sup> MP		3 <sup>rd</sup> MP	

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## Grade 3 Report Card 2010 - 2011

### Mathematics

The Secure and Developing/Secure Learning Goals for Third Grade are indicated for each trimester below. The report card states the overall performance of your child based upon the Individual Student Profiles for each unit. The shaded box is the expected level of performance for these skills.

#### Learning Goals for 1st Marking Period (Units 1-3)

Draws coins to show money amounts. Calculates and compares money amounts. Draws minute and hour hand to show times. Finds equivalent name for numbers. Uses <, >, or = to make a number sentence true. Completes a bar graph. Knows basic addition facts. Knows basic subtraction facts. Uses basic facts to compute extended facts. Applies addition and subtraction to patterns in charts.	Writes equivalent names for whole numbers. Solves number stories and writes number models. Shows time using an analog clock. Identifies place value in 4-digit numbers. Estimates a difference and a sum. Measures line segments to the nearest 1/2 inch. Measures line segments to the nearest 1/2 cm. Finds perimeter. Uses basic probability terms. Solves number stories involving money.
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#### Learning Goals for 2nd Marking Period (Units 4-7)

Completes fact families. Writes a number that is 100 more/less. Compares multiplication number models using <, >, and =. Finds the area of rectangles. Applies multiplication patterns to What's My Rule? Boxes. Recognizes and extends number patterns (Number Grids). Solves a multiplication number story. Writes 5-digit numbers. Compares 5-digit numbers. Uses basic facts to compute extended facts. Finds the sum of 4 addends. Makes ballpark estimates for multidigit addition and subtraction problems.	Finds the perimeter and area of a rectangle. Draws line segments to form a quadrangle. Uses letters to name a quadrangle. Identifies a right angle. Draws a line of symmetry. Solves a division number story. Identifies and describes 3D solid figures. Fills in missing products. Draws parallel and intersecting line segments and rays. Makes ballpark estimates. Solves multidigit addition and subtraction problems.
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#### Learning Goals for 3rd Marking Period (Units 8-11)

Finds fractional parts of a set. Uses equal sharing to demonstrate the meaning of division. Solves problems involving parentheses. Describes and uses strategies for calculating perimeter. Describes and uses strategies for calculating area. Estimates to answer a number story involving money. Measures in centimeters.	Calculates the perimeter of an irregular polygon. Labels points on a ruler. Measures a line segment to the nearest 1/2 inch. Finds the median and mode of a data set. Writes and identifies the value of digits in whole numbers. Shows and tells time on an analog clock. Calculates elapsed time.
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#### Math Content Performance Descriptors for Learning Goals

	Rarely meets learning goals and frequently requires individual instruction	Sometimes meets learning goals and requires some support or individual instruction	Consistently meets most learning goals using minimal individual instruction	Consistently meets and exceeds several learning goals
<b>MP 1</b>				
<b>MP 2</b>				
<b>MP 3</b>				

#### Math Processes

	1	2	3
<b>I</b> – Uses strategy independently			
<b>TG</b> – Uses strategy with some teacher guidance			
<b>DS</b> – Uses strategy with direct and frequent support			
<b>NC</b> – Not currently demonstrating behavior			
<b>Slash (/)</b> - Not assessed during this marking period			
Applies and adapts a variety of strategies for problem solving situations			
Communicates mathematical reasoning and processes in problem solving situations			
Organizes mathematical thinking using various forms (i.e. charts, tables, graphs)			

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Marking Period

<b>SCIENCE</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Life Science – Plant Growth and Development</b>			
Student understands:			
Understands life cycles of a plant from germination to seed production			
Understands characteristics of plants as living things			
<b>Physical Science – Electricity and Magnetism</b>			
Student understands that:			
Magnets attract and repel each other and certain other kinds of materials			
Recognize that some forces act at a distance (magnetism, static electricity)			
Electrical circuits require a complete loop through which an electrical current can pass			
Recognize the relationship between magnetism and electricity			
<b>Earth Science – Earth Materials</b>			
Student understands that:			
Most Earth materials are made of several substances or minerals			
Some of Earth’s surface changes due to rapid processes (volcanoes, earthquakes)			
<b>Science Processes</b>			
<b>I –</b> Uses strategy independently			
<b>TG –</b> Uses strategy with some teacher guidance			
<b>DS –</b> Uses strategy with direct and frequent support			
<b>NC –</b> Not currently demonstrating behavior			
<b>Slash (/) -</b> Not assessed during this marking period			
Asks simple questions that can be investigated through observations combined with scientific information			
Uses simple equipment appropriately in scientific investigations			
Uses mathematics (graphing, measuring) in scientific investigations			
Uses evidence (observations, data) from simple investigations and scientific knowledge to develop reasonable explanations			
Conducts simple scientific investigations			
Communicates (draw, graph, write) procedures, observations, and results of scientific investigations			
Maintains an organized record of investigations			
Reviews and asks questions about scientific investigations			
<b>Social Studies</b>			
The student:			
Understands that people’s culture and way of life is affected by the environment in which they live			
Understands how a local community develops and changes over time			
Can identify the historical landmarks and significant individuals of the community in which they live			
Utilizes map keys and symbols when reading a map			

<b>Grading Key</b>	
<b>AP -</b>	Advanced Proficient
<b>P-</b>	Proficient
<b>PP-</b>	Partially Proficient
<b>NC-</b>	Not currently demonstrating this Behavior
<b>Slash (/) -</b>	Not assessed during this marking period

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## Grade 3 Report Card 2010 - 2011

Personal/Social Growth/Work Habits	Marking Period		
	1	2	3
Demonstrates effort			
Demonstrates self control			
Complies with school and classroom rules			
Makes responsible choices			
Takes responsibility for actions			
Works cooperatively			
Participates in group activities			
Seeks help when appropriate			
Is prepared for class			
Is organized			
Demonstrates listening habits			
Focuses on task at hand			
Respects the feelings of others			
Finishes required tasks			
Follows directions			

**Comments Marking Period 1**

**Comments Marking Period 2**

**Comments Marking Period 3**

# Related Arts Report Card 2010-2011

REPORT PERIOD	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Art:</b>			
Identifies the elements and principals of art			
Uses materials and tools effectively			
Applies new skills and concepts in an original way			
Works to potential			
<b>Phys. Ed</b>			
Demonstrates ability to perform motor skills and movement patterns required in a variety of physical activities			
Demonstrates understanding of movement concepts and strategies as they apply to the learning and performance of physical activities			
Exhibits responsible personal and social behavior that respects self and others in physical activity settings			
Displays good sportsmanship			
Participates regularly in physical activity			
<b>Health</b>			
Displays understanding of health concepts			
Actively participates			
<b>Media Center</b>			
Uses library resources to access information			
Interprets and uses information effectively			
<b>Technology</b>			
Produces a finished project using a computer application			
Uses the basic features of an operating system			
Recognizes and practices responsible social and ethical behaviors when using technology			
Inputs text and data using appropriate keyboarding techniques			
<b>Vocal Music</b>			
Demonstrates an appreciation and understanding for concepts presented			
Participates and performs as part of a class or grade-level performance			
Willingness to experiment through participation and exploration of concepts			
Actively and attentively listens in class			
<b>World Language</b>			
Demonstrate comprehension of material through speech, writing or gesture			
Participates in class			
Shows an appreciation and understanding of a given culture			
<b>Behavior- Observes Classroom Rules</b>			
Art			
Phys. Ed			
Health			
Media Center			
Technology			
Vocal Music			
World Language			

**Behavior Grading Key**

- C-** Consistently
- M-** Most of the time
- S-** Some of the time
- R-** Rarely

**Content Grading Key**

- AP-** Advanced Proficient
- P-** Proficient
- PP-** Partially Proficient
- NA-** Not applicable
- I-** Student works independently
- TG-** Student works with some teacher guidance
- DS-** Student works with direct and frequent support
- NC-** Not currently demonstrating this behavior
- Slash(/)-** Not assessed during this marking period