KCS96 Trimester 1 Report Card 2016-17
Period Ending 11/11/2016

Student:
Grade: 3
Year: 2016-17

Report Card Purpose:
The purpose of the District 96 Elementary Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

REPORTING SCALE FOR ACADEMIC LEARNING TARGETS

Extends (E): In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. ONLY TARGETS WITH A DOUBLE ASTERISK (**) CAN BE EXTENDED.

Mastery (M): The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card.

-Literature and Informational Text Learning Target mastery is based on a student's ability to demonstrate mastery using complex, end of year grade-level text expectations.

Developing Mastery (D): The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

Not Mastering (N): The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

No Grade (NG): The student was not assessed during this term for this standard.

Not Enough Evidence (NEE): The teacher does not have enough evidence to determine mastery. See comments for more information.

REPORTING SCALE FOR EFFORT

Extends (E)
The student CONSISTENTLY and INDEPENDENTLY demonstrates exceptional effort.

Mastery (M)
The student CONSISTENTLY demonstrates effort, requiring SOME PROMPTING. (This is the expectation)

Developing Mastery (D)
The student OCCASIONALLY demonstrates effort, requiring FREQUENT PROMPTING.

Not Mastering (N)
The student RARELY demonstrates effort, requiring FREQUENT PROMPTING.

REPORTING SCALE FOR LEARNER CHARACTERISTICS

4.0: The student CONSISTENTLY and INDEPENDENTLY meets expectations.
3.0: The student CONSISTENTLY meets expectations with SOME REDIRECTION. (This is the expectation for students)
2.0: The student OCCASIONALLY meets expectations and requires FREQUENT REDIRECTION.
1.0: The student RARELY meets expectations and requires FREQUENT REDIRECTION.

<table>
<thead>
<tr>
<th>Learner Characteristics</th>
<th>T1</th>
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</thead>
<tbody>
<tr>
<td>Manages time effectively to complete tasks.</td>
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<tr>
<td>Completes homework assignments on time.</td>
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### Third Grade Learner Characteristics - Mrs. K. Dolan

| Characteristics |  
|-----------------|--------------------------------------------------|
| Follows spoken and/or written directions. |  
| Demonstrates expected school behaviors. |  
| Organizes classroom materials and work space effectively. |  
| Shows respect for the safety and feelings of others. |  
| Participates actively in class. |  
| Cooperates effectively with others. |  

### Third Grade Literacy - Mrs. K. Dolan

#### Literacy

**Literature**

- **(T1, T2, T3)** Use key details to ask and answer questions referring explicitly to the text as the basis for answers, recount stories, determine the central message, lesson or moral and describe characters traits, motivations, or feelings and explain how their actions contribute to the sequence of events.

- **(T1, T2)** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Informational Text**

- **(T1, T2, T3)** Use key details from the text to ask and answer questions referring explicitly to the text as the basis for the answers, determine the main idea, recount the key details, and explain how they support the main idea.

- **(T1, T2, T3)** Use information gained from text features, illustrations (e.g., maps, photographs) and search tools (e.g., key words, sidebars, hyperlinks) including the words in a text to locate information and demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**General Writing: Production and Distribution**

**General Writing: Conventions**

- **(T1, T2, T3)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ***(T1, T2, T3)* Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

**General Writing: Opinion Writing**

- **(T1)** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Fundational Skills: Phonics and Word Recognition**

- **(T1, T2, T3)** Know and apply grade-level phonics and word analysis skills in decoding words.

**Fundational Skills: Fluency**

- **(T1, T2, T3)** Read with sufficient accuracy and fluency to support comprehension.

**Language: Vocabulary**

- **(T1, T2, T3)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, and demonstrate understanding of figurative language, word relationships and nuances in word meanings, based on grade 3 reading and content, choosing flexibly from a range of strategies.

### Third Grade Math - Mrs. K. Dolan

**Operations and Algebraic Thinking**

- **(T1)** Use multiplication and division within 100 to solve word problems.

**Number and Operations: Fractions**

- **(T1, T2, T3)** Fluently multiply within 100.

**Number and Operations: Fractions**

- **(T1, T2, T3)** Fluently divide within 100.

**Measurement and Data**

- **(T1)** Write time to the nearest minute.

- **(T1)** Solve word problems by measuring time intervals involving addition and/or subtraction of time intervals in minutes.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade Level</th>
<th>Comments</th>
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</table>
| **Third Grade Math** - Mrs. K. Dolan (continued) | T1          | (T1) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). **(T1) Solve one-step word problems using the four operations involving mass or volume that are given in the same units.**  
Geometry  
Number and Operations in Base Ten  
**(T1, T3) Fluently add and subtract within 1000 using a range of algorithms and strategies.**  
**(T2, T3) Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 \times 80, 5 \times 60) using strategies based on place value and properties of operation.**  
EFFORT: Demonstrates attitudes and behaviors that lead to successful learning.  |
| **Third Grade Science** - Mrs. K. Dolan | T1          | Life Science  
(T1) Construct an argument that some animals form groups that help members survive.  
(T1) Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.  
(T1) Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.  
(T1) Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  
Physical Science  
Earth Science  
Demonstrates attitudes and behaviors that lead to successful learning.  |
| **Third Grade Social Studies** - Mrs. K. Dolan | T1          | Social Studies  
Economy  
Geography  
History  
**(T1) Compare community life in modern and past cultures. (e.g. clothing, education, occupation, shelter, transportation, technology).**  
Demonstrates attitudes and behaviors that lead to successful learning.  |
| **Third Grade Music** - Mrs. J. Coleman | T1          | Music  
Connections: History, Culture and Connections to other academic areas  
**(T1, T2) Identify and describe one composer and a representative piece from each era of Western Art Music history (Baroque, Classical, Romantic, and Modern).**  
Creating: Improvising and Composing  
**(T1, T2) Improvise a melody on a G major scale.**  
Listening: Describing and Evaluating  
**(T1) Listen to a piece of music and display 2 elements of music in movements or performance.**  
Notation: Using Music Notation  
Performing: Singing and Playing Instruments  
**(T1, T2) Perform 3 out of 4 independent instrumental parts of an instrumental ensemble.**  
Demonstrates attitudes and behaviors that lead to successful learning.  |
| **Third Grade Physical Education** - Mrs. J. Cigrand | T1          | Physical Education  
Movement Skills  
**(T1-T3) Demonstrate the manipulation of objects using correct form, while changing direction and/or distance.**  |
### Third Grade Physical Education - Mrs. J. Cigrand (continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Objective</th>
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<tbody>
<tr>
<td><strong>Physical Fitness</strong></td>
<td>(T1) Match a variety of physical activities to fitness components (aerobic, flexibility, muscular strength).</td>
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<tr>
<td><strong>Team Building</strong></td>
<td>(T1-T3) Follow directions when participating in physical activity.</td>
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<td></td>
<td>(T1-T3) Perform independently and cooperatively when participating in physical activity.</td>
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<tr>
<td><strong>Health Promotion, Prevention and Treatment</strong></td>
<td>(T1) Recognize the signs and symptoms of sickness.</td>
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<td><strong>Human Body Systems</strong></td>
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<tr>
<td><strong>Communication and Decision Making</strong></td>
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### Third Grade Art - Mrs. K. Lindgren

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
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<tr>
<td></td>
<td>(T1, T2, T3) Follow classroom rules</td>
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<tr>
<td><strong>Creation and Production of Art</strong></td>
<td>(T1) Use the expressive qualities of line to create mood in an artwork.</td>
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<td>(T1) Demonstrate radial balance.</td>
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<td>(T1) Incorporate pattern to enhance artwork.</td>
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<td>(T1, T2, T3) Demonstrate historical styles and techniques.</td>
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<td>Demonstrates attitudes and behaviors that lead to successful learning.</td>
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