

**COMMENTS**

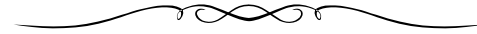
**FIRST TRIMESTER**

**SECOND TRIMESTER**

**THIRD TRIMESTER**

Name: \_\_\_\_\_  
Your child's assignment for 2016 - 2017 is\_\_

**WOODBURY CITY  
PUBLIC SCHOOLS**



**School**

**THIRD GRADE REPORT CARD  
SCHOOL YEAR 2015 TO 2016**

**Student's Name:**

**Teacher's Name:**

Please sign the envelope and return it to your child's teacher.  
This report card may be kept at home.



### Grade 3 - Language Arts and Math Evaluation Key

**Standards Checklist Codes:**

**4** – Student takes initiative to *exceed* the standards as presented to date; consistently produces excellent work by applying skills and concepts correctly; shows creativity and insight

☆ **3** – Student *meets* the expectations of grade level standards; student work demonstrates understanding of skills/concepts presented to date

**2** - Student is *progressing* toward the standard; student work demonstrates a developing understanding of skills/concepts presented to date

**1** – Student does not yet demonstrate mastery of the standards; limited knowledge of skills/concepts

**NA** -  Standard not addressed this trimester

<b>EVALUATION KEY:</b> NI = Needs Improvement    S = Satisfactory O = Outstanding	<b>Trimester</b>		
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<b>SOCIAL STUDIES</b>	<b>1</b>	<b>2</b>	<b>3</b>
Shows understanding of information and concepts			
Participates in class discussions and group work activities			
Completes assignments with effort			
<b>SCIENCE</b>	<b>1</b>	<b>2</b>	<b>3</b>
Shows understanding of information and concepts			
Participates in class discussions and group work activities			
Completes assignments with effort			

<b>SPECIAL AREAS</b>	<b>1</b>	<b>2</b>	<b>3</b>
Art			
Music			
Physical Education			
Spanish			

<b>PERSONAL AND SOCIAL DEVELOPMENT</b>	<b>Trimester</b>		
<b>AS AN INDIVIDUAL</b>	<b>1</b>	<b>2</b>	<b>3</b>
Displays a positive attitude			
Listens attentively			
Accepts responsibility			
Follows rules and procedures			
Works well independently			
Effort evident			
<b>AS A MEMBER OF A GROUP</b>			
Contributes to group activities			
Respects rights & property of others			
<b>IN WORK HABITS</b>			
Completes work in a timely manner			
Stays on task			
Speaks at appropriate times			
Follows directions			
Demonstrates organization			
Seeks help when appropriate			
Completes homework with effort in a timely manner			

<b>ATTENDANCE</b>	<b>Trimester</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
Absent			
Tardy			

Math (Continued)	Trimester		
	1	2	3
<b>Measurement and Data</b>			
I can count unit squares to measure area. (3.MD.6)			
I can relate area to the operations of addition & multiplication. (3.MD.7)			
I can find the area of a rectangle with whole-number side lengths by tiling it. (3.MD.7a)			
I can find area of rectangles with whole-number sides by multiplying side lengths. (3.MD.7b)			
I can use area models to represent the distributive property in mathematical reasoning. (3.MD.7c)			
I can recognize area as additive. (3.MD.7d)			
I can read, write, & tell time using digital and analog clocks to the nearest minute. (3.MD.1)			
I can solve word problems involving addition and subtraction of time intervals. (3.MD.1)			
I can measure and estimate liquid volume (liters) and masses (grams & kilograms). (3.MD.2)			
I can use four operations to solve word problems with liquid volume and mass. (3.MD.2)			
I can recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5)			
I can draw a scaled picture graph and a scaled bar graph to represent data with several categories. (3.MD.3)			
I can solve one- and two-step problems using information in scaled bar graph. (3.MD.3)			
I can generate a line plot using measurement data. (3.MD.4)			
I can solve real world and mathematical problems involving perimeter of polygons. (3.MD.8)			
I can compare rectangles with same area and different perimeters or same perimeter and different areas. (3.MD.8)			
<b>Geometry</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can partition shapes into parts with equal areas & express area of each part as a unit fraction.(3.G.2)			
I can demonstrate an understanding that shapes in different categories may share attributes. (3.G.1)			

<b>Student Name:</b>			
<b>Teacher Name:</b>			
Literacy	Trimester		
	1	2	3
<b>Reading Standards: Literature</b>			
I can ask and answer questions about a text by going back to find the answers. (RL.3.1)			
I can retell stories from different cultures and determine the theme or lesson. (RL.3.2)			
I can explain the relationship between characters & events in a text. (RL.3.3)			
I can determine the meaning of key terms and phrases in a text. (RL.3.4)			
I can use terms such as chapter, scene, and stanza, and explain how they build upon each other in a text. (RL.3.5)			
I can explain my point of view and how it compares to the narrator or character point of view. (RL.3.6)			
I can explain how illustrations support a text. (RL.3.7)			
I can compare and contrast themes, settings, and plots of stories written by the same author. (RL.3.9)			
<b>Reading: Informational Text</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can ask and answer questions about a text, going back to the text for answers. (RI.3.1)			
I can determine the main idea and tell how the details support the main idea. (RI.3.2)			
I can explain the relationship between a series of events, ideas, and steps, using words to describe time, sequence, or cause and effect. (RI.3.3)			
I can determine the meaning of words & phrases. (RI.3.4)			
I can use text features and search tools on a computer to find information. (RI.3.5)			
I can explain how my point of view is the same or different from an author's. (RI.3.6)			
I can use text features to help understand a text. (RI.3.7)			
I can recognize text structure, such as comparison, cause and effect, and sequence. (RI.3.8)			
I can compare and contrast the main points and key details in two texts. (RI.3.9)			
<b>Reading: Foundational Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can apply grade level phonics & word analysis skills. (RF.3.3)			
I can read grade level texts with fluency and comprehension. (RF.3.4)			
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write an opinion piece which includes an opinion, organized reasons, and a conclusion. (W.3.1)			
I can write an informational piece which includes a topic, information, text features, and a conclusion. (W.3.2)			

<b>Literacy (continued)</b>	<b>Trimester</b>		
<b>Writing (continued)</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write a narrative which includes characters, details, and sequencing. (W.3.3)			
I can use appropriate structure for different types of writing. (W.3.4)			
I can plan, revise, and edit my writing with help from peers and adults. (W.3.5)			
I can use technology to produce and publish writing. (W.3.6)			
I can conduct research to learn more about a topic. (W.3.7)			
I can use information from experience or gather information and take notes on the topic. (W.3.8)			
I can complete writing for different task, audiences, and purposes. (W.3.10)			
<b>Language</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can use conventions of English grammar in writing and speaking. (L.3.1)			
I can capitalize and use punctuation correctly (commas, quotation marks, possessives). (L.3.2a-d)			
I can correctly spell grade level words.(L.3.2e-g)			
I can determine the meaning of new words using a variety of strategies. (L.3.4)			
<b>Speaking and Listening</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can participate in class discussions in a variety of situations. (SL.3.1)			
I can determine the main idea and details from material read aloud or presented orally. (SL.3.2)			
I can ask and answer questions to gain information. (SL.3.3)			
I can give a clear oral report on a topic using facts and details. (SL.3.4)			

<b>Math</b>	<b>Trimester</b>		
<b>Operations and Algebraic Thinking</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can interpret & write products of whole numbers. (3.OA.1)			
I can interpret whole-number quotients of whole numbers. (3.OA.2)			
I can use multiplication and division within 100 to solve word problems involving equal groups, arrays, & measurement quantities. (3.OA.3)			
I can determine an unknown whole number in a multiplication equation by using array or table. (3.OA.4)			
I can determine an unknown whole number in a division equation by using array or table. (3.OA.4)			
I can apply properties of operations as strategies to multiply and divide (commutative, associative, distributive). (3.OA.5)			

<b>Operations and Algebraic Thinking (continued)</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can demonstrate an understanding of division as an unknown-factor problem. (3.OA.6)			
I can demonstrate from memory all products of two one-digit numbers. (3.OA.7)			
I can fluently multiply within 100 using strategies showing relation between multiplication and division. (3.OA.7)			
I can fluently divide within 100 using strategies showing relation between multiplication and division. (3.OA.7)			
I can identify arithmetic patterns and explain them using properties of operations. (3.OA.9)			
I can solve two-step addition word problems using a letter for an unknown quantity. (3.OA.8)			
I can solve two-step subtraction word problems using a letter for an unknown quantity. (3.OA.8)			
I can solve two-step multiplication word problems using a letter for an unknown quantity. (3.OA.8)			
I can solve two-step division word problems using a letter for an unknown quantity. (3.OA.8)			
I can assess the reasonableness of an answer using mental computation and estimation strategies. (3.OA.8)			
<b>Number and Operations - Base Ten</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.1)			
I can fluently add within 1000 using multiple strategies. (3.NBT.2)			
I can fluently subtract within 1000 using multiple strategies. (3.NBT.2)			
I can multiply one-digit whole numbers by multiples of 10 in the range 10-90 based on place value and properties of operations. (3.NBT.3)			
<b>Number and Operations - Fractions</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can explore and identify equal parts of a whole. (3.NF.1)			
I can represent a fraction on a number line diagram by defining whole and equal parts. (3.NF.2a)			
I can represent a fraction on a number line diagram using unit fractions. (3.NF.2b)			
I can explain two fractions are equivalent if they are the same size or the same point on the number line. (3.NF.3a)			
I can compare two fractions with the same numerator or the same denominator by reasoning about their size and record results using >, <, =. (3.NF.3.d)			
I can recognize and generate equivalent fractions using models, e.g. $1/2 = 2/4$ , $4/6 = 2/3$ and explain why the fractions are equivalent. (3.NF.3b)			
I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. (3.NF.3c)			