

Third Grade Report Card 2012/2013

School Name and Address

Student: _____

Teacher: _____

Key for Performance Levels (The goal is for all students to reach Level 3, Proficient, by the end of the year.)		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
NA	Not assessed	Not assessed this reporting period.

English/Language Arts Standards	Reporting Period			
Reading Standards for Informational Text and Literature	1	2	3	4
Ask and answer text-based questions; Refer explicitly to the text as the basis for answers				
Recount stories including fables, folktales and myths from diverse cultures				
Determine central message, main idea, lesson or moral; Explain how it is conveyed using key details				
Describe traits, motivations and feelings of characters				
Use terms such as chapter, scene and stanza when writing or speaking about a text				
Distinguish own point of view from that of the narrator or those of the characters				
Explain how illustrations can contribute to what is conveyed in text (create mood, show setting, etc.)				
Compare and contrast the themes, settings and plots of books within a series				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a series of historical events, scientific ideas/steps in procedures				
Use language that relates to time, sequence and cause/effect in discussing texts				
Determine the meaning of general academic and domain-specific words relevant to Grade 3 topics				
Describe the logical connection between sentences and paragraphs in text (comparison, cause/effect)				
Compare and contrast the most important points and details from two texts on the same topic				
Foundational Skills				
Know and apply grade-level phonics and word analysis skills in decoding words				
Identify and know the meaning of most common 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				
Writing Standards				
Write opinion pieces on topics or texts; Support/justify opinions 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, develop and strengthen 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 tasks during a single sitting or limited timeframe				
Speaking and Listening Standards				
Follow agreed-upon rules for discussions; Speak in complete sentences when appropriate to task				
Ask questions to check understanding; Stay on topic and express ideas clearly in light of discussion				
Report on topic, tell story or recount an experience with appropriate detail, pace and clarity				
Create audio recordings that demonstrate fluid reading at an understandable pace				
Language Standards (Written and Spoken Language)				
Demonstrate command of the conventions of Standard English grammar and usage				
Demonstrate command of the conventions of capitalization, punctuation and spelling when writing				
Determine or clarify meaning of words and phrases by flexibly using a variety of strategies				
Demonstrate understanding of figurative language, word relationships and nuances in word meaning				

Third Grade Common Core Report Cards

**Patricia M. Cunningham, James W.
Cunningham**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the text box.

Third Grade Common Core Report Cards:

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 for the Not-So-Common Learner, Grades K-5 Maria G. Dove, Andrea Honigsfeld, 2013-03-08 The strategies you need to teach common standards to diverse learners. Realistic and thorough, this teacher friendly book shows how to help every student, including English Learners, students with disabilities, speakers of nonstandard English, and other struggling learners, meet the Common Core Standards for English Language Arts (ELA). This resource familiarizes readers with each of the Common Core's 32 anchor standards for ELA. Outlines the specific skills students need to fulfill each standard. Presents a wealth of flexible teaching strategies and tools that build those skills. Includes guidance on professional collaboration and co-teaching.

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

The Nation's Report Card ,2001 *The School Leader's Guide to Grading* Ken O'Connor,2012-12-04 Ensure your school's grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance **The National Education Report Card Act of 1990** United States. Congress. Senate. Committee on Labor and Human Resources. Subcommittee on Education, Arts, and Humanities,1990 **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 [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*. **Handbook on the Science of Literacy in Grades 3-8** Susan B. Neuman, Melanie R. Kuhn, 2025-09-10 From foremost authorities, this needed work demonstrates the importance of a science of literacy perspective for teaching and learning beyond the primary grades. Contributors present cutting edge research on reading and writing development in grades 3-8 and review evidence based classroom practices and professional learning frameworks. The Handbook explores how to support upper elementary and middle grades learners in improving morphological knowledge and vocabulary, understanding text complexity and building comprehension. It describes effective ways to meet the instructional needs of struggling readers and writers, including multilingual students and those with learning disabilities. Timely topics include multi-tiered systems of support, student motivation and engagement, adaptive teaching, digital and multimodal literacies, and culturally responsive and sustaining practices. **The Other Side of the Report Card** Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 2015-12-14 To better serve the whole child, look at the whole report card. Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores, too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child. With this book, you'll take report cards to the next level, integrating social emotional learning and character development into any grading system. Resources include Guided exercises for analyzing existing report cards, suggested report card designs, tips on improving teacher-parent communication, case studies, testimonials from teachers and students. **Comprehensive Reading Intervention in Grades 3-8** Lynn M. Gelzheiser, Donna M. Scanlon, Laura Hallgren-Flynn, Peggy Connors, 2018-08-10 This book provides innovative tools and strategies to support reading intervention for students in grades 3-8 who do not yet read with grade level accuracy. Uniquely comprehensive, the Interactive Strategies Approach Extended ISA-X has been shown to enhance intermediate and middle grade students' reading accuracy and comprehension, as well as content vocabulary knowledge. Preservice and inservice teachers learn how to conduct assessments that help to identify instructional goals, monitor progress toward these goals, promote students' strategic thinking and motivation, and implement small group instruction using thematic text sets on science and social studies topics. Numerous lesson examples and a thematic text set are included. Purchasers get access to a

companion website where they can download and print reproducible materials from the book as well as additional Web only lesson templates and assessments in a convenient 8 1/2 x 11 size See also Early Literacy Instruction and Intervention Third Edition The Interactive Strategies Approach by Donna M Scanlon Kimberly L Anderson Erica M Barnes and Joan M Sweeney which focuses on supporting the literacy growth of beginning and struggling readers in grades K 2 *Educational Testing and Measurement* Tom Kubiszyn, Gary D. Borich, 2016-01-11 Educational Testing and Measurement Classroom Application and Practice 11th Edition by Tom Kubiszyn and Gary D Borich serves as an up to date practical reader friendly resource that will help readers navigate today s seemingly ever changing and complex world of educational testing assessment and measurement The 11th edition presents a balanced perspective of educational testing and assessment informed by developments and the ever increasing research base **Conducting Educational Research** Daniel J. Boudah, 2019-08-14 Designed to be used during the research process Conducting Educational Research Guide for Completing a Major Project Second Edition walks readers through each step of a research project or thesis including developing a research question performing a literature search developing a research plan collecting and analyzing data drawing conclusions and sharing the conclusions with others Throughout the book Daniel J Boudah covers all types of research including experimental descriptive qualitative group designs and single subject designs and helps readers link research questions to designs designs to data sources and data sources to appropriate analyses Each chapter includes activities and exercises to ensure the researcher is asking the right questions and producing a quality project **Resources in Education** , 2001-04 *Teaching Discipline-Specific Literacies in Grades 6-12* Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides **A Plan for Evaluating the District of Columbia's Public Schools**

National Research Council, Division of Behavioral and Social Sciences and Education, Committee on the Independent Evaluation of DC Public Schools, 2011-07-25 The District of Columbia DC has struggled for decades to improve its public education system In 2007 the DC government made a bold change in the way it governs public education with the goal of shaking up the system and bringing new energy to efforts to improve outcomes for students The Public Education Reform Amendment Act PERAA shifted control of the city's public schools from an elected school board to the mayor developed a new state department of education created the position of chancellor and made other significant management changes A Plan for Evaluating the District of Columbia's Public Schools offers a framework for evaluating the effects of PERAA on DC's public schools The book recommends an evaluation program that includes a systematic yearly public reporting of key data as well as in depth studies of high priority issues including quality of teachers principals and other personnel quality of classroom teaching and learning capacity to serve vulnerable children and youth promotion of family and community engagement and quality and equity of operations management and facilities As part of the evaluation program the Mayor's Office should produce an annual report to the city on the status of the public schools including an analysis of trends and all the underlying data A Plan for Evaluating the District of Columbia's Public Schools suggests that DC engage local universities philanthropic organizations and other institutions to develop and sustain an infrastructure for ongoing research and evaluation of its public schools Any effective evaluation program must be independent of school and city leaders and responsive to the needs of all stakeholders Additionally its research should meet the highest standards for technical quality

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Table of Contents Third Grade Common Core Report Cards

1. Understanding the eBook Third Grade Common Core Report Cards
 - The Rise of Digital Reading Third Grade Common Core Report Cards
 - Advantages of eBooks Over Traditional Books
2. Identifying Third Grade Common Core Report Cards
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Third Grade Common Core Report Cards
 - User-Friendly Interface
4. Exploring eBook Recommendations from Third Grade Common Core Report Cards

- Personalized Recommendations
 - Third Grade Common Core Report Cards User Reviews and Ratings
 - Third Grade Common Core Report Cards and Bestseller Lists
5. Accessing Third Grade Common Core Report Cards Free and Paid eBooks
 - Third Grade Common Core Report Cards Public Domain eBooks
 - Third Grade Common Core Report Cards eBook Subscription Services
 - Third Grade Common Core Report Cards Budget-Friendly Options
 6. Navigating Third Grade Common Core Report Cards eBook Formats
 - ePub, PDF, MOBI, and More
 - Third Grade Common Core Report Cards Compatibility with Devices
 - Third Grade Common Core Report Cards Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Third Grade Common Core Report Cards
 - Highlighting and Note-Taking Third Grade Common Core Report Cards
 - Interactive Elements Third Grade Common Core Report Cards
 8. Staying Engaged with Third Grade Common Core Report Cards
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Third Grade Common Core Report Cards
 9. Balancing eBooks and Physical Books Third Grade Common Core Report Cards
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Third Grade Common Core Report Cards
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Third Grade Common Core Report Cards
 - Setting Reading Goals Third Grade Common Core Report Cards
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Third Grade Common Core Report Cards

- Fact-Checking eBook Content of Third Grade Common Core Report Cards
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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