



## MORRIS SCHOOL DISTRICT

### K-5 REPORT CARD

Student:

Grade: 3

Teacher:

Date: 2/18/11

#### COMMUNICATING STUDENT PROGRESS

##### Keys to Success:

The report card is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

##### Learning Continuum:

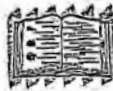
Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

*I*- Independently uses skill

*P*- Progressing and developing

*E*- Experiencing difficulty

STUDENT: \_\_\_\_\_



### READING CONTINUUM



### WRITING CONTINUUM

Readiness <input type="checkbox"/>	Pre-conventional <input type="checkbox"/>	Early Emergent <input type="checkbox"/>	Emergent <input type="checkbox"/>	Beginning <input checked="" type="checkbox"/>	Early Developing <input type="checkbox"/>	Developing <input type="checkbox"/>	Bridging <input type="checkbox"/>	Expanding <input type="checkbox"/>	Fluent <input type="checkbox"/>
<b><u>BEGINNING</u></b>									
<p><u>I</u> Retells story events beginning, middle and end</p> <p><u>P</u> Uses semantics (context) as cue</p> <p><u>I</u> Reads beginning fiction and nonfiction independently</p> <p><u>P</u> Uses syntax (grammatical structure) as cue</p> <p><u>I</u> Uses punctuation marks properly when reading orally</p> <p><u>P</u> Reads fluently with automatic word recognition</p> <p><u>I</u> Identifies main idea</p> <p><u>I</u> Identifies main characters and their traits</p> <p><u>I</u> Identifies own reading strategies with guidance</p> <p style="text-align: center;"><b>√ Skills and strategies observed</b></p> <p>___ Begins to select "Just Right" books independently</p> <p>✓ Engages in "book talk" during reading or listening experiences</p> <p>___ Uses letter/sound cues and pattern (phonics)</p> <p>✓ Has beginning sight vocabulary</p> <p>✓ Reads and follows directions with guidance</p> <p>✓ Engages in uninterrupted, silent reading for minutes</p> <p>___ Uses growing awareness of sound segments (phonemes, syllables, rhymes) at beginning and end of words</p> <p>✓ Begins to make meaningful predictions based on text / prior knowledge</p> <p>✓ Connects books to own experiences and to other books read</p> <p style="text-align: center;"><b>INSTRUCTIONAL LEVEL GRADE 1-2</b></p>									
					<b><u>BEGINNING</u></b>				
					<p><u>P</u> Forms all letters legibly</p> <p><u>I</u> Spacing between words is clear</p> <p><u>I</u> Uses sound symbol relationships to write words</p> <p><u>P</u> Writes pieces that others can read</p> <p><u>I</u> Writes a variety of complete sentences</p> <p><u>I</u> Begins to write in paragraphs</p> <p><u>P</u> Uses end punctuation correctly</p> <p><u>I</u> Writes a story with beginning, middle and end incorporating details</p> <p><u>I</u> Writes about observations and experiences</p> <p><u>P</u> Uses reference materials to revise</p> <p><u>P</u> Uses simple checklists and/or rubrics to improve writing</p> <p style="text-align: center;"><b>√ Skills and strategies observed</b></p> <p>✓ Begins to use capital letters correctly when writing proper nouns</p> <p>✓ Spells priority words correctly</p> <p>___ Begins to edit own writing independently</p> <p>✓ Shares own writing with others</p> <p>✓ Enjoys writing independently</p> <p>✓ Chooses own writing topics</p> <p>✓ Revises own writing with purpose e.g. adding details with guidance</p> <p>___ Writes nonfiction with guidance</p> <p>✓ Independently writes for extended period of time</p> <p style="text-align: center;"><b>INSTRUCTIONAL LEVEL GRADE 1-2</b></p>				



Name \_\_\_\_\_

**ASSESSMENT KEY**

I – Independently uses skill  
 P – Progressing and developing  
 E – Experiencing difficulty  
 N/A – Not accountable

**3<sup>rd</sup> GRADE MATHEMATICS PROGRESS REPORT**

Feb	June	Number Sense and Numerical Operations
P		Identifies place value through hundred thousands
I		Compares numbers up to four digits (<, >, =)
I		Orders numbers up to four digits
I		Masters basic facts for addition (0-20) with speed and accuracy
I		Masters basic facts for subtraction (0-20) with speed and accuracy
n/a		Masters basic multiplication facts (for numbers 1-10)
		Uses a variety of strategies to solve multiplication and division problems
I		Uses patterns to determine rules and to help in solving problems
I		Demonstrates an ability to round numbers
I		Demonstrates an ability to represent decimals
I		Identifies odd and even numbers
		Calculates using:
I		pencil/paper
I		mental math
I		calculator
		Adds numbers:
I		with regrouping up to three digits
		Subtracts numbers:
I		with regrouping up to three digits
		Estimates whole numbers to the nearest:
I		tens
I		hundreds.
I		thousands
		Understands money concepts:
I		uses dollar/cent notation correctly
I		counts money combinations accurately
I		makes change accurately
		Understands fractions as part of a whole number:
n/a		identifies numerator and denominator
n/a		names fractional parts of sets
n/a		compares and orders fractions

Feb	June	Mathematical Processes and Problem Solving
I		Uses problem-solving strategies to solve number stories
I		Identifies information necessary to solve number stories
I		Explains problem solving orally
I		Explains problem solving in written form
		<b>Data Analysis, Probability and Discrete Math</b>
I		Collects, generates, organizes, and displays data
I		Analyzes information and interprets data
I		Identifies minimum and maximum
I		Predicts the probability of an outcome
		<b>Geometry and Measurement</b>
n/a		Identifies and describes all polygons (2 dimensional figures)
n/a		Identifies and describes 3-Dimensional figures
n/a		Identifies and draws shapes that are congruent
I		Calculates perimeter of polygons
I		Calculates area of polygons
n/a		Identifies symmetric figures and draws lines of symmetry
n/a		Identifies right angles in shapes and figures
n/a		Identifies angles that are greater than and less than a right angle
n/a		Identifies and draws line segments, rays and end points
n/a		Defines parallel and intersecting lines
		Tells time:
I		to nearest minute
I		solves elapsed time problems
		Units of measurement:
I		Properly uses measuring tools (ruler, tape measure, meter stick)
I		Incorporates estimation in measurement
		Measures to the nearest:
I		1/4 inch
I		centimeter
I		inch
I		foot

# GRADES 3-5 PROGRESS REPORT

STUDENT \_\_\_\_\_

### ASSESSMENT KEY

- I - Independently uses skill
- P - Progressing and developing
- E - Experiencing difficulty

	Feb	June
<b>LISTENING/SPEAKING</b>		
Listens carefully to and follows directions	I	
Responds to peer presentations appropriately	I	
Participates in discussions in a variety of situations	I	
Communicates meaningful ideas to the group	I	
Clearly expresses ideas	I	
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
Accepts responsibility for choices	I	
Demonstrates trustworthiness	I	
Exhibits willingness to try new tasks; is a risk-taker	P	
Makes positive statements about self and his/her accomplishments	I	
Exhibits self-control and shares feelings appropriately	I	
Interacts with peers (exhibiting respect, courtesy and good manners)	I	
Interacts with adults	I	
Demonstrates caring behaviors	I	
Accepts constructive criticism and makes an effort to improve	I	
Respects personal and school property	I	
Independently follows school and class routines	I	
Thinks independently and solves own problems	I	
<b>WORK STUDY HABITS</b>		
Displays effort	I	
Produces quality work	I	
Completes class work within an appropriate time frame	I	
Takes responsibility for completing homework assignments completing them regularly	I	
Keeps work and materials organized	I	
Works well independently to accomplish goals	I	
Works cooperatively in a group	I	
Actively participates in classroom activities	I	

	Feb	June
<b>SCIENCE Grades 3-5</b>		
Understands science concepts		P
Demonstrates knowledge of key scientific vocabulary		P
Actively participates in activities and experiments		I
Completes assigned work and projects		I
Works well within a group		I
Exhibits good conduct		I

	Feb	June
<b>PHYSICAL EDUCATION/HEALTH Grades 3-5</b>		
Demonstrates age appropriate movement skills and concepts		P
Applies PE skills into activities		P
Engages in fitness enhancing activities		I
Demonstrates positive behaviors		I
Follows directions and rules related to safety		I
Demonstrates understanding of health concepts		P

	Feb	June
<b>ART Grades 3-5</b>		
Uses materials and employs techniques appropriately		I
Understands the concepts of art		I
Completes class work in an appropriate time frame		I
Shows effort		I
Listens to and follows directions		I

	Feb	June
<b>VOCAL MUSIC Grades 3-5</b>		
Performs age appropriate rhythms accurately		P
Matches pitch consistently		P
Applies musical knowledge and skills		P
Actively participates in musical activities		I
Exhibits good conduct		I

	Feb	June
<b>INSTRUMENTAL/STRINGS/BAND Grades 4/5</b> n/a		
Performs age appropriate rhythms accurately		
Plays with appropriate technique		
Plays with characteristic tone quality		
Comes prepared and actively participates in lessons		
Practices consistently		
Exhibits good conduct		

	Feb	June
<b>MEDIA LITERACY Grades 3-5</b>		
Takes proper care of books, materials, and the media center		P
Locates appropriate materials in the media center		P
Recognizes variety of fiction genres (for example: historical, fantasy, etc.), non-fiction and reference materials.		P
Chooses appropriate source (for example: dictionary, encyclopedia, online resources for information needs)		P
Uses tables of contents, index, glossary and other reference materials for information needs (class assignments and personal interest)		n/a
Performs advanced searches on the Internet and online catalog (OPAC)		n/a
Can create a presentation with text, pictures, sounds, transitions, and/or video clips using multimedia tools such as PowerPoint		n/a
Aware of safe Internet usage		P
<i>Listens attentively</i>		

