



## MORRIS SCHOOL DISTRICT

### K-5 REPORT CARD

Student: [REDACTED]

Grade: 3

Teacher: [REDACTED]

Attendance: Present: 169 Absent: 11 Tardy: 0

Date: 6/23/11

#### 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.

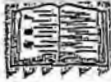
##### Learning Continuum:

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



## READING CONTINUUM

<input type="checkbox"/> 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
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### EARLY DEVELOPING

- I Retells beginning, middle & end of a text from memory
- P Uses semantics (context) as cue
- I Uses syntax (grammatical structure) as cue
- I Identifies basic genres
- I Reads with fluency and automatic word recognition
- I Continues to make meaningful predictions based on text connections and or prior knowledge
- P Identifies own reading strategies and sets goals with guidance
- I Identifies main idea or events of text

#### ✓ Skills and strategies observed

- Selects "Just Right" books independently
- Relies on print more than illustrations
- Engages in "book talk" during reading listening experience
- Uses word structure when encountering unknown words (roots, prefix, suffix, word part)
- Increases sight vocabulary
- Reads and follows directions with guidance
- Engages in uninterrupted, silent reading for 20 minutes
- Identifies end features of words to assist with reading
- Connects books to own experiences
- Discusses character traits and motives with guidance
- Uses resources/tools to seek information
- Uses and explains common antonyms and synonyms

INSTRUCTIONAL LEVEL GRADE 2-3



## WRITING CONTINUUM

<input type="checkbox"/> 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
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### EARLY DEVELOPING

- P Writes legibly
- I Publishes own writing with guidance
- I Edits for capitals and punctuation with guidance
- I Writes a story with beginning, middle, and end incorporating details
- I Begins to write about feelings
- I Uses several prewriting strategies (e.g., web, brainstorm) with guidance
- I Writes with a central idea
- I Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance
- I Writes a variety of short nonfiction pieces (e.g., facts, letters, lists) with guidance
- I Writes short fiction and poetry with guidance
- P Adds description and detail to paragraphs with guidance

#### ✓ Skills and strategies observed

- Spells high frequency words and is moving toward conventional spelling
- Begins to consider suggestions from others about own writing
- Listens to others' writing and offers feedback
- Begins to recognize and use interesting language
- Revisits own writing to incorporate instructional strategies and sets goals with guidance

INSTRUCTIONAL LEVEL GRADE 2-3



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

Feb	June	Mathematical Processes and Problem Solving
I	I	Uses problem-solving strategies to solve number stories
I	I	Identifies information necessary to solve number stories
I	I	Explains problem solving orally
I	I	Explains problem solving in written form
		<b>Data Analysis, Probability and Discrete Math</b>
I	I	Collects, generates, organizes, and displays data
I	I	Analyzes information and interprets data
I	I	Identifies minimum and maximum
I	I	Predicts the probability of an outcome
		<b>Geometry and Measurement</b>
n/a	I	Identifies and describes all polygons (2 dimensional figures)
n/a	I	Identifies and describes 3-Dimensional figures
n/a	I	Identifies and draws shapes that are congruent
I	I	Calculates perimeter of polygons
I	I	Calculates area of polygons
n/a	I	Identifies symmetric figures and draws lines of symmetry
n/a	I	Identifies right angles in shapes and figures
n/a	I	Identifies angles that are greater than and less than a right angle
n/a	I	Identifies and draws line segments, rays and end points
n/a	I	Defines parallel and intersecting lines
		Tells time:
I	I	to nearest minute
I	I	solves elapsed time problems
		Units of measurement:
I	I	Properly uses measuring tools (ruler, tape measure, meter stick)
I	I	Incorporates estimation in measurement
		Measures to the nearest:
I	I	1/4 inch
I	I	centimeter
I	I	inch
I	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	I
Responds to peer presentations appropriately	I	I
Participates in discussions in a variety of situations	I	I
Communicates meaningful ideas to the group	I	I
Clearly expresses ideas	I	I
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
Accepts responsibility for choices	I	I
Demonstrates trustworthiness	I	I
Exhibits willingness to try new tasks; is a risk-taker	P	I
Makes positive statements about self and his/her accomplishments	I	I
Exhibits self-control and shares feelings appropriately	I	I
Interacts with peers (exhibiting respect, courtesy and good manners)	I	I
Interacts with adults	I	I
Demonstrates caring behaviors	I	I
Accepts constructive criticism and makes an effort to improve	I	I
Respects personal and school property	I	I
Independently follows school and class routines	I	I
Thinks independently and solves own problems	I	I
<b>WORK STUDY HABITS</b>		
Displays effort	I	I
Produces quality work	I	I
Completes class work within an appropriate time frame	I	I
Takes responsibility for completing homework assignments completing them regularly	I	I
Keeps work and materials organized	I	I
Works well independently to accomplish goals	I	I
Works cooperatively in a group	I	I
Actively participates in classroom activities	I	I

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

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

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

	Feb	June
<b>VOCAL MUSIC Grades 3-5</b>		
Performs age appropriate rhythms accurately	P	I
Matches pitch consistently	P	I
Applies musical knowledge and skills	P	I
Actively participates in musical activities	I	P
Exhibits good conduct	I	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	P
Locates appropriate materials in the media center	P	P
Recognizes variety of fiction genres (for example: historical, fantasy, etc.), non-fiction and reference materials.	P	P
Chooses appropriate source (for example: dictionary, encyclopedia, online resources for information needs)	P	P
Uses tables of contents, index, glossary and other reference materials for information needs (class assignments and personal interest)	n/a	P
Performs advanced searches on the Internet and online catalog (OPAC)	n/a	P
Can create a presentation with text, pictures, sounds, transitions, and/or video clips using multimedia tools such as PowerPoint	n/a	P
Aware of safe Internet usage	P	P
Listens attentively	P	P

Report Card Comments

Narrative and Goals

June 2011

Teacher Comment:

*As you read this report card narrative, you will notice that it focuses on a few goals that your child obtained and others that he/she is still making progress towards. Please refer to the rest of the report card for additional information.*

\_\_\_\_\_ is an excellent student who approaches his school work with gusto and with a very positive attitude. He always loves a new academic challenge. His English vocabulary, oral self-expression, reading comprehension as well as his decoding skills have improved greatly. He has also worked well on some higher level English grammar skills, for example verb tense. He is excellent at working independently. As an Early Developing Reader, he has demonstrated the ability to make predictions and identify main ideas in his just right books. Over the summer, \_\_\_\_\_ should take his time with reading aloud, enunciating words correctly, and be aware of punctuation in the text. These will further assist his comprehension. He should continue a great deal of independent reading to increase his English vocabulary and fluency.

In Writer's Workshop, we have been practicing test taking skills, such as writing on a given topic within a time limit. Additionally, we have studied the skills needed to write nonfiction pieces and poetry. \_\_\_\_\_ has learned to slow down and take his time with his writing. His penmanship has improved, making his writing more understandable. \_\_\_\_\_ has demonstrated characteristics of an Early Developing Writer. He has been able to consistently write short fiction and nonfiction pieces with guidance. He also has edited for capitals and punctuation after writing. \_\_\_\_\_ should continue to keep a writer's notebook over the summer months and practice adding description and detail to his paragraphs. \_\_\_\_\_ should further improve his penmanship and not rush through assignments so he will complete them with more accuracy.

In math, we have learned about geometric figures, fractions and have continued to develop our understanding of how to solve multiplication and division problems. \_\_\_\_\_ has done particularly well with measuring to the nearest inch/centimeter. He also has shown progress in explaining mathematical problem solving in writing. \_\_\_\_\_ has enjoyed learning and practicing math skills, concepts, and strategies. He has participated in class often and served as a peer tutor for other learners. He has shown impressive mathematical thinking. Over the summer, \_\_\_\_\_ would benefit from continued practice in math facts and solving challenging math word problems.

\_\_\_\_\_ has made measurable progress in his third grade year. With \_\_\_\_\_'s present attitude toward work and these improvements, he is assured great success in the coming year.

Teachers' Signatu \_\_\_\_\_

\_\_\_\_\_ s self-edited letter to you is attached.