

**Third Grade Report Card 2013/2014**  
**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 proficient in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of grade level 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.

**Attachments**

English/Language Arts	Current Reading Level:	Reporting Period		
		1	2	3
<b>Reading Standards for Informational Text and Literatures</b>				
Ask and answer text-based questions; refer explicitly to the text as the basis for answers				
Cite specific textual evidence, such as lines, scenes or stanzas, to support analysis of what the text says explicitly as well as inferentially about its meaning and focus				
Use range of media such as digital, print and video when writing or speaking about a text				
Distinguish main ideas from those of the text and analyze how details in the text support those ideas				
Analyze how different parts of a text (e.g., introduction, plot, characters, setting, etc.) contribute to overall meaning and style				
Compare and contrast the themes, settings and plots of two or more works				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a central issue or theme and its development over the course of a text				
Use language that refers to things, people and events; is descriptive				
Demonstrate the meaning of general academic and domain-specific words relevant to Grade 3 to pose				
Describe the logical connection between sentences and paragraphs in text (e.g., comparison, cause/effect)				
Compare and contrast the most important points and details from two texts on the same topic				
<b>Vocabulary Skills</b>				
Know and apply grade-level general and word-analysis skills in identifying words				
Identify and analyze the meaning of root-words, prefixes and suffixes, including Latin suffixes				
Determine main, explicit 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 meanings and understanding				
<b>Writing Standards</b>				
Write opinion pieces on topics or issues, 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, drawing and strength in writing as needed by planning, revising and editing				
With guidance, use technology in research and writing, and use media with others				
Write routinely over extended timeframes for research, reflection and review				
Write for a range of specific media showing a single writing or limited writing				
<b>Speaking and Listening Standards</b>				
Follow agreed-upon rules for discussion; 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 a topic, tell story or recount an experience with appropriate detail, pace and clarity				
Create on the topic or issue that has arisen and meeting an audience's needs				
<b>Language Standards (grammar and spelling)</b>				
Demonstrate command of the conventional forms of English grammar and usage				
Demonstrate command of the conventional capitalization, punctuation and spelling when writing				
Demonstrate an understanding of words and phrases by flexibly using a variety of strategies				
Demonstrate understanding of figurative language, word relationships and nuances in meaning				

# Common Core Report Card Third Grade

**K Payea**



## **Common Core Report Card Third Grade:**

*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.

**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.

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*.

Congressional Record United States. Congress, 1999 The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in *The Debates and Proceedings in the Congress of the United States 1789-1824*, the *Register of Debates in Congress 1824-1837* and the *Congressional Globe 1833-1873*.

*Wisconsin Journal of Education*, 1959 **Normal Instructor and Teachers World**, 1924 **Computer Competence** Michael E. Martinez, Nancy A. Mead, 1988 This report contains the results of a national survey conducted by the National Assessment of Educational Progress (NAEP) during the 1985-86 school year. The report, which attempts to capture the interacting forces influencing computer competence among students, is presented in six chapters: 1. Overview, major findings, significance of this assessment and importance of computer competence; 2. Assessing Computer Competence: I. E. knowledge of

computer technology computer applications and computer programming 3 Attitudes Instruction and Access student attitudes toward computers experience with computers computer use in the school and computer use outside the school 4 Computer Competence among Subgroups E G gender race ethnicity parental education public non public education and community and religion 5 Computer Coordinators their characteristics teaching activities professional experience and training and professional confidence and 6 Implications The major findings of this survey indicate that access to a computer at home is positively related to computer competence students like using computers computers are seldom used in subject areas such as reading math or science males demonstrate more competence than females racial differences exist favoring white students over black students computer competence is increased for students whose parents went to college who attend non public schools and who live in the northeast and many computer coordinators have minimal training in computer studies Sample survey questions are provided in each area and the results are reported in tables and graphs as well as in narrative form A description of the methodology of the study is appended Numerous charts and graphs are included and a procedural appendix concludes the document Db The 2001 Brown Center Report on American Education Brookings Institution. Brown Center on Education Policy, Tom Loveless, 2001 The third section analyzes achievement in urban schools Test score data from dozens of states were collected to determine how urban school districts are doing in comparison to rural and suburban districts in the same state p 4 **ERS Spectrum** ,1999 *Resources in Education* ,1997 *The State of State Standards, 2000* Chester E. Finn (Jr.), Michael J. Petrilli, 2000 *Kentucky Administrative Regulations Service* ,2005 *Journal of the Senate, State of Florida* Florida. Legislature. Senate, 2013 **Press Summary - Illinois Information Service** Illinois Information Service, 1992 Public Attitudes Towards Education in Ontario, 1996 D. W. Livingstone, D. J. Hart, L. E. Davie, 1997 Since 1978 the Oise Survey Has Been the Only extensive analysis of public concern about educational issues in Canada to be published on a regular basis The survey profiles current patterns and trends in public opinion about policy options for all levels of education The eleventh survey is based on interviews conducted in September 1996 with random samples of over a thousand Ontario adults and over a hundred corporate executives Trends in attitude changes since 1978 are presented for the general public and executives This survey pays special attention to current issues of educational funding school reorganization education and work post secondary reform educational access the role of business in schools adult learning and computer literacy The goal of the OISE survey is to enhance public awareness of educational issues and to encourage informed participation in policy making Timely revealing and easy to read the survey is recommended for educators at all levels policy makers and the general public **The American School Board Journal** William George Bruce, William Conrad Bruce, Susanna Cocroft, 1921 A periodical of school administration **Administrative Register of Kentucky** ,2008 Next Steps for Improving State Accountability for Alternative Schools ,2015 **Principal Leadership** ,2006 Science Framework for the 2009 National Assessment of Educational Progress ,2008

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## **Table of Contents Common Core Report Card Third Grade**

1. Understanding the eBook Common Core Report Card Third Grade
  - The Rise of Digital Reading Common Core Report Card Third Grade
  - Advantages of eBooks Over Traditional Books
2. Identifying Common Core Report Card Third Grade
  - 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 Common Core Report Card Third Grade
  - User-Friendly Interface
4. Exploring eBook Recommendations from Common Core Report Card Third Grade
  - Personalized Recommendations
  - Common Core Report Card Third Grade User Reviews and Ratings
  - Common Core Report Card Third Grade and Bestseller Lists
5. Accessing Common Core Report Card Third Grade Free and Paid eBooks
  - Common Core Report Card Third Grade Public Domain eBooks
  - Common Core Report Card Third Grade eBook Subscription Services
  - Common Core Report Card Third Grade Budget-Friendly Options
6. Navigating Common Core Report Card Third Grade eBook Formats

- ePub, PDF, MOBI, and More
  - Common Core Report Card Third Grade Compatibility with Devices
  - Common Core Report Card Third Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Common Core Report Card Third Grade
    - Highlighting and Note-Taking Common Core Report Card Third Grade
    - Interactive Elements Common Core Report Card Third Grade
  8. Staying Engaged with Common Core Report Card Third Grade
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Common Core Report Card Third Grade
  9. Balancing eBooks and Physical Books Common Core Report Card Third Grade
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Common Core Report Card Third Grade
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Common Core Report Card Third Grade
    - Setting Reading Goals Common Core Report Card Third Grade
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Common Core Report Card Third Grade
    - Fact-Checking eBook Content of Common Core Report Card Third Grade
    - 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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