



# Riverview School District #407

## Report Card

Student Name:

School Year:

Teacher:

Grade Level: **03**

### ATTENDANCE

|         | 1    | 2 |
|---------|------|---|
| Present | ---- |   |
| Absent  |      |   |
| Tardy   | -    |   |

### ADDITIONAL PROGRAMS

|   | 1 | 2 |
|---|---|---|
| Individual Education Program (IEP)          |   |   |
| Title 1, Learning Assistance Program (LAP)  |   |   |
| English Language Learner (ELL)              |   |   |
| Program for the Academically Talented (PAT) |   |   |

### ACADEMIC STANDARDS SCORING GUIDE

| 4<br>Demonstrates Deep Command of Knowledge & Skills   | 3<br>Demonstrates Sufficient Command of Knowledge & Skills   | 2<br>Demonstrates Partial Command of Knowledge & Skills   | 1<br>Demonstrates Minimal Command of Knowledge & Skills   | Other Marks  |
|--|--|---|---|--|
| <i>Transfer of learning to more complex content &amp; thinking, including deeper conceptual understanding &amp; applications that go beyond what is explicitly taught in class</i> | <i>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, &amp; skills (simple &amp; complex) explicitly taught in class</i> | <i>Simpler content, details, vocabulary, procedures, processes, &amp; skills, including foundational knowledge &amp; concepts, explicitly taught in class</i> | <i>With help, partial understanding of some of the simpler &amp; more complex content, details, vocabulary, concepts, procedures, processes, &amp; skills</i> | + = Slightly Above<br>- = Slightly Below<br>X = Introduced<br>NA = Not Addressed<br>MC = Modified Curriculum |

### CITIZENSHIP and WORK STUDY HABITS SCORING GUIDE

| 4<br>Exceeds Expectations  | 3<br>Meets Expectations  | 2<br>Working Toward Expectations  | 1<br>Below Expectations   |
|--|--|---|---|
| <i>Student consistently &amp; independently exceeds expectations</i> | <i>Student frequently meets expectations with minimal assistance</i> | <i>Student occasionally meets expectations &amp; requires moderate assistance &amp; redirection</i> | <i>Student rarely meets expectations &amp; requires considerable assistance &amp; redirection</i> |

### CITIZENSHIP and WORK STUDY HABITS

|   | 1 | 2 |
|---|---|---|
| Demonstrates effort toward quality                    |   |   |
| Follows school and classroom rules                    |   |   |
| Seeks help appropriately & is a self-directed learner |   |   |
| Demonstrates effective organizational skills          |   |   |

|  | 1 | 2 |
|--|---|---|
| Uses time wisely and completes assignments on time |   |   |
| Completes homework on time                         |   |   |
| Evaluates work and sets goals                      |   |   |

## ACADEMIC STANDARDS SCORING GUIDE

|   |   |  |  |  |
|---|---|--|--|--|
| <b>4</b><br>Demonstrates Deep Command of Knowledge & Skills | <b>3</b><br>Demonstrates Sufficient Command of Knowledge & Skills | <b>2</b><br>Demonstrates Partial Command of Knowledge & Skills | <b>1</b><br>Demonstrates Minimal Command of Knowledge & Skills | + = Slightly Above<br>- = Slightly Below<br>X = Introduced<br>NA = Not Addressed |
|---|---|--|--|--|

### READING

|   | 1 | 2 |
|---|---|---|
| Key Ideas & Details: asks/answers questions, recounts stories, determines main idea, & describes character, plot, sequence, ideas, concepts, procedures, & cause/effect using details                           |   |   |
| Craft & Structure: determines the meaning of unknown words, distinguishes literal/nonliteral language, refers to parts of stories, dramas, & poems, uses text features & search tools, determines point of view |   |   |
| Integration of Knowledge & Ideas: gains meaning from illustrations, describes how reasons support specific points, compares/contrasts themes, settings, plots, & important points from similar texts            |   |   |
| Range of Reading & Complexity of Text: independently and proficiently reads & comprehends literature & informational texts at grade level   |   |   |
| Phonics & Word Recognition: understands common prefixes/suffixes, decodes multi-syllable words, reads grade appropriate irregularly spelled words   |   |   |
| Fluency: reads grade level text, prose, & poetry with purpose, understanding, accuracy, appropriate rate, & expression, self-corrects   |   |   |

### SPEAKING AND LISTENING

|  | 1 | 2 |
|--|---|---|
| Comprehension & Collaboration: engages in collaborative discussions, comes prepared, follows rules, asks/answers questions, explains ideas, determines main ideas & supporting details from multiple formats |   |   |
| Presentation of Knowledge & Ideas: presents with facts & details, speaks clearly in complete sentences, creates audio recordings demonstrating fluid reading, adds visual displays to emphasize details      |   |   |

### WRITING

|  | 1 | 2 |
|--|---|---|
| Text Types & Purposes: writes opinion, informative, explanatory, & narrative pieces including ideas, organization, voice, word choice, & sentence fluency at grade level                                       |   |   |
| Production & Distribution of Writing: writes appropriately to task & purpose, uses the writing process to plan, draft, revise, edit, & publish, uses technology to produce, publish, & collaborate with others |   |   |
| Research to Build & Present Knowledge: conducts short research projects by gathering & organizing information, takes brief notes on sources  |   |   |
| Range of Writing: writes routinely for short & extended time frames, writes for a variety of tasks, purposes, & audiences across the curriculum  |   |   |

### LANGUAGE

|   | 1 | 2 |
|---|---|---|
| Conventions of Standard English: uses grade level appropriate grammar, punctuation, capitalization, & spelling  |   |   |
| Knowledge of Language: chooses words/phrases for effect, recognizes differences in the convention of written & spoken English   |   |   |
| Vocabulary Acquisition & Use: clarifies the meaning of unknown & multiple-meaning words/phrases using context clues, affixes, roots, & references, understands word relationships, acquires grade-appropriate conversational, academic, & domain-specific words |   |   |

### HEALTH

|   | 1 | 2 |
|---|---|---|
| Concepts: explains how healthy & unhealthy foods affect the body using food labels & calories, uses self-assessment to sort foods into food pyramid, describes connections between major muscles, bones, & movement |   |   |

## ACADEMIC STANDARDS SCORING GUIDE

|  |  |   |   |  |
|--|--|---|---|--|
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|--|--|---|---|--|

### MATHEMATICS

|  | 1 | 2 |
|--|---|---|
| Mathematical Practices: solves problems, reasons mathematically, constructs arguments, uses models, uses tools strategically, attends to precision, uses structure, recognizes patterns  |   |   |
| Operations & Algebraic Thinking: represents & solves problems using all four operations, determines the unknown to make an equation true, multiplies/divides fluently within 100, checks reasonableness using mental math & estimation, identifies patterns    |   |   |
| Number & Operations in Base Ten: rounds to nearest 10 or 100, adds/subtracts fluently within 1000 using strategies and algorithms, multiplies one digit number by multiples of 10 up to 90 using strategies  |   |   |
| Number & Operations Fractions: understands unit fractions, represents unit fractions on a number line, explains, recognizes, & generates simple equivalent fractions, expresses whole numbers as fractions, compares fractions with same numerator/denominator |   |   |
| Measurement & Data: calculates elapsed time, measures, estimates, & solves problems using liquid volume & mass, shows 1/4 & 1/2 inch on line plot, draws picture & bar graphs, uses graphs to solve problems, measures area & perimeter                        |   |   |
| Geometry: uses attributes to categorize quadrilaterals, partitions shapes into equal areas & describes each area as a unit fraction  |   |   |

### THE ARTS

|  | 1 | 2 |
|--|---|---|
| Concepts: Visual & Theater   |   |   |
| * <i>Visual: uses a variety of media, genres, styles, &amp; techniques, uses established guidelines to reflect upon and explain artwork, develops visual thinking strategies as they create &amp; respond to art</i><br>Theater: participates in creative dramatics, storytelling, readers' theater or a scripted performance for an audience, develops skills in voice, movement, character development, & improvisation, identifies the story elements in a story/script |   |   |

### SCIENCE

|  | 1 | 2 |
|--|---|---|
| Skills: Systems, Inquiry, & Application  |   |   |
| * <i>Systems: defines a system as a group of interacting parts that form a whole, understands how parts are connected, &amp; how changing a part can affect the overall function, knows the same part can play a different role in a different system</i><br>* <i>Inquiry: conducts, observes, &amp; describes investigations, classifies &amp; records measurements, displays data using tables/graphs, makes inferences based on evidence, discusses results</i><br>* <i>Application: uses tools/materials to design &amp; build something that solves a problem</i>   |   |   |
| Concepts: Physical, Earth/Space, & Life Science  |   |   |
| * <i>Physical Science: realizes objects may be made from different materials, understands that sound is produced by vibrations &amp; can be transferred, understands that energy gets things done &amp; plants get energy from the sun</i><br>* <i>Earth/Space Science: understands how earth materials such as rocks change and are used for various purposes, understands that fossils are imprints &amp; evidence of life that lived on earth including extinct species</i><br>* <i>Life Science: compares the life cycles of plants, understands that plants resemble their parents &amp; have different structures that work together to respond to various needs</i> |   |   |

### SOCIAL STUDIES

|  | 1 | 2 |
|--|---|---|
| Skills:  |   |   |
| * <i>Evaluates information, uses a graphic organizer to organize main ideas &amp; supporting details from sources, discusses cultural similarities &amp; differences, prepares a list of resources (title &amp; author)</i>  |   |   |
| Concepts: Civics, Economics, Geography, & History  |   |   |
| * <i>Civics: applies the key ideals of unity &amp; diversity within the community</i><br>* <i>Economics: understands how the economic systems of groups are influenced by laws, values, &amp; customs</i><br>* <i>Geography: understands how maps/globes display the past &amp; present regions, understands the physical, political, &amp; cultural characteristics of North America (50 states), understands the relationship between environment &amp; cultural groups, explains the aspects of culture</i><br>* <i>History: understands how contributions of cultural groups have shaped history</i> |   |   |

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|---|---|--|--|--|

## TECHNOLOGY

|  | 1 | 2 |
|--|---|---|
| Integration, Digital Citizenship, & Operation of Systems   |   |   |
| <i>* Integration: produces &amp; responds to multimedia projects, uses resources to practice skills (creates graphs), interacts using online projects (uses communication tools, explores websites), conveys ideas using digital content (document camera &amp; interactive whiteboard), gathers, organizes, analyzes, &amp; evaluates information (slideshow creation with narration)</i><br><i>* Digital Citizenship: practices safe and responsible sharing of information, respects opinions/digital work of others, recognizes &amp; reports online dangers</i><br><i>* Operation of Systems: uses keyboarding software to increase speed/accuracy, uses correct posture, uses word processing, spreadsheet, presentation, &amp; database programs, navigates online, manages files effectively</i> |   |   |

## LIBRARY

|  | 1 | 2 |
|--|---|---|
| Demonstrates skills in listening, participation, & self-management |   |   |

## MUSIC

|  | 1 | 2 |
|--|---|---|
| Participation: participates & cooperates effectively in class & at programs  |   |   |
| Skills: explores, demonstrates, & experiences music & sound sources using voices, bodies, & instruments, discovers a variety of types, styles, & genres of music, develops musical skills & techniques |   |   |
| Dance: (Not Scored) demonstrates balance, focuses to create & perform movement sequences including the use of poetry, performs locomotor & non-locomotor skills with flow & continuity                 |   |   |

## PHYSICAL EDUCATION

|   | 1 | 2 |
|---|---|---|
| Participation: uses social skills & strategies to attempt & practice a variety of physical activities |   |   |
| Skill: Showing mastery of grade level movement skills and concepts                                    |   |   |
| Safety: uses knowledge & skills to safely participate in a variety of physical activities             |   |   |

## TEACHER COMMENTS

Semester 1

Semester 2