

Third Grade Report Card 2013/2014 **School Name and Address**

Student: _____

Teacher: _____

Key Five Performance Levels (This goal is for all students to reach Level 3, Proficient, by the end of this 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.

Assessments				
English/Language Arts	Current Reading Level:	Reporting Period		
Reading Standards for Informational Text and Literature		1	2	3
Ask and answer text-based questions; refer explicitly to the text as the basis for answers				
Cite specific articles, including, when relevant, and together from diverse sources				
Describe central messages, main ideas, themes, and issues; explain how a text conveys a strong point of view				
Describe media, multimedia and feelings of characters				
Use terms such as theme, plot and scenes when writing or speaking about a text				
Distinguish text from other types of information or those of the characters				
Explain how characters and events in a text are motivated by text (inner world, character, etc.)				
Compare and contrast the themes, settings and plots of books within a genre				
Read and comprehend grade-level literature and informational text independently and proficiently				
Describe the relationship between a central historical event, scientific idea or stage in a procedure				
Use language that refers to time, sequence and cause/effect in describing texts				
Demonstrate the meaning of general academic and domain-specific words relevant to Grade 3 topics				
Describe the logical connections between sentences and paragraphs in text (comparisons, 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 understand the meaning of root morphemes, 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 to support an idea or topic (specify a claim or state 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 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 media during a single writing or focused conversation				
Speaking and Listening Standards				
Follow agreed-upon rules for discussions; speaks in complete sentences when appropriate to task				
Ask questions to check understanding; they can topic and express ideas clearly in light of discussion				
Report on topics, tell story or recount an experience with appropriate detail, pace and clarity				
Create on the topic or issue that has arisen that meeting or an understanding of peers				
Language Standards (Vocabulary and Spoken Language)				
Demonstrate command of the conventional form and function 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

Florida. Legislature. Senate



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 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 **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 **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 **Normal Instructor and Teachers World**, 1924 **Wisconsin Journal of Education**, 1959 **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 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 ERS Spectrum, 1999 Journal of the Senate, State of Florida Florida. Legislature. Senate, 2013 *Resources in Education*, 1997 *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 State of State Standards, 2000 Chester E. Finn (Jr.), Michael J. Petrilli, 2000 **Kentucky Administrative Regulations Service**, 2005 *Press Summary - Illinois Information Service* Illinois Information Service, 1992 *The American School Board Journal* William George Bruce, William Conrad Bruce, Susanna Cocroft, 1921 A periodical of school administration **Model Curriculum Standards, Grades Nine Through Twelve** California. State Department of Education. Curriculum and Instructional Leadership Branch, 1985 **Next Steps for Improving State Accountability for Alternative Schools**, 2015 **Principal Leadership**, 2006 *Science*

Framework for the 2009 National Assessment of Educational Progress ,2008

Common Core Report Card Third Grade Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has be evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Common Core Report Card Third Grade**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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