

## REPORT CARD DESIGN AND GRADING ELEMENTS

A standards-based report card provides information and feedback regarding a student's (1) overall achievement, (2) progress towards specific mastery of course standards, and his/her (3) process of learning.

1. **OVERALL ACHIEVEMENT GRADE:** This is the letter grade reported on the transcript. This grade represents a student's *overall performance and mastery* of the standards contained in a course's curriculum. The achievement grade reflects assessments that directly measure course standard attainment (examples include: exams, projects, quizzes, laboratory projects, presentations, and portfolios). A student's overall achievement will be communicated as follows:

**4** = MASTERY      **3** = PROFICIENT      **2** = INCONSISTENT      **1** = EMERGING      **0** = NO EVIDENCE      X = NOT ASSESSED

2. **STANDARDS MARKS:** These marks represent a student's consistent understanding of each standard outlined in a course's curriculum. A student's achievement for each course standard will be communicated as follows:

**Mastery** - In-depth understanding or exemplary display of the district's curricular standards.

**Proficient** - Solid understanding or display of the district's curricular standards.

**Inconsistent** - Partial understanding or display of the district's curricular standards. Students are approaching acceptable performance, but need additional instructional opportunities to achieve proficiency.

**Emerging** - Little or no understanding or display of the district's curricular standards. Students display a clear need for additional instructional opportunities to demonstrate learning.

**No Evidence** - By no evidence of learning the district's curricular standards or demonstrate a clear need for additional instructional opportunities and learning interventions.

3. **LEARNER CHARACTERISTICS:** These marks represent a student's work and/or preparedness for class. These marks include a student's ability to: meet deadlines, come to school/class prepared, remain engaged in class, and complete assignments. The process categories represent important expectations that enhance or facilitate learning but are not directly tied to the course's standards. These marks are not part of the overall achievement grade.

4 - CONSISTENTLY

3 - FREQUENTLY

2 - SOMETIMES

1 - NEEDS IMPROVEMENT

LEARNER CHARACTERISTICS CATEGORIES: RESPONSIBLE  
RESPECTFUL  
SAFE

**Name: Student Name**  
**Reporting Period: 2**  
**Grade: 3**  
**Date: 02/07/2020**

Learner Characteristics				
Teacher Name				
Be Responsible	Q1	Q2	Q3	Q4
I can demonstrate organizational skills	4	3		
I can complete work in a timely manner	3	3		
I can actively participate	2	3		
I can work independently	3	3		
Be Respectful	Q1	Q2	Q3	Q4
I can listen attentively	2	3		
I can manage emotions and behavior	3	4		
Be Safe	Q1	Q2	Q3	Q4
I can follow school expectations	4	4		
I can use materials appropriately	4	4		

ELA Standard Marks					
Teacher Name					
4	3	2	1	0	X
English Language Arts	Q1	Q2	Q3	Q4	
Language (3.L)	3	3			
Reading Informational Text (3.RI)	3	3			
Reading Literature (3.RL)	2	3			
Writing (3.W)	3	3			

Math Standard Marks					
Teacher Name					
4	3	2	1	0	X
Math	Q1	Q2	Q3	Q4	
Measurement and Data (3.MD)	3	X			
Number and Operations in Base 10 (3.NBT)	3	3			
Operations and Algebraic Thinking (3.OA)	3	3			

Academic Grades				
Subject	Q1	Q2	Q3	Q4
ART 3 Teacher	A	A+		
MUSIC 3 Teacher	A-	A-		
PE 3 Teacher	A	A		
SCIENCE 3 Teacher	B	B		
SOCIAL STUDIES 3 Teacher	C+	B+		

# Math Standards Covered This School Year to Date

Math Standards Quarter 1	Math Standards Quarter 2
<p><u>Measurement and Data (3.MD)</u></p> <ul style="list-style-type: none"><li>- I can draw a scaled bar graph to represent data.</li><li>- I can draw a scaled picture graph to represent data.</li><li>- I can make a line plot to show data.</li><li>- I can solve one-step word problems using the information from graphs.</li><li>- I can solve two-step word problems using the information from graphs.</li></ul> <p><u>Number and Operations in Base 10 (3.NBT)</u></p> <ul style="list-style-type: none"><li>- I can use place value to round to the nearest 10.</li><li>- I can use place value to round to the nearest 100.</li><li>- I can use strategies to add within 1000.</li><li>- I can use strategies to subtract within 1000.</li></ul> <p><u>Operations and Algebraic Thinking (3.OA)</u></p> <ul style="list-style-type: none"><li>- I can solve two-step word problems using two or more of the following operations: addition, subtraction, multiplication, division.</li><li>- I can understand and explain patterns of numbers.</li></ul>	<p><u>Number and Operations in Base 10 (3.NBT)</u></p> <ul style="list-style-type: none"><li>- I can identify equivalent equations by using the Distributive Property.</li><li>- I can use strategies to multiply one-digit numbers by multiples of 10.</li></ul> <p><u>Operations and Algebraic Thinking (3.OA)</u></p> <ul style="list-style-type: none"><li>- I can find an unknown number in a multiplication sentence.</li><li>- I can relate addition and multiplication.</li><li>- I can understand and explain patterns of numbers.</li><li>- I can use strategies to find the products when multiplying whole numbers.</li><li>- I can use strategies to find the quotients when dividing whole numbers.</li><li>- I can use strategies to solve division word problems.</li><li>- I can use strategies to solve multiplication word problems.</li><li>- I can use the Associative Property of Multiplication to solve problems.</li><li>- I can use the Commutative Property of Multiplication to solve problems.</li><li>- I can use the Distributive Property of Multiplication to solve problems.</li></ul>
Math Standards Quarter 3	Math Standards Quarter 4

# ELA Standards Covered This School Year to Date

ELA Standards Quarter 1	ELA Standards Quarter 2
<p><u>Language (3.L)</u></p> <ul style="list-style-type: none"> <li>- L.3.1i.1 I can produce all types of sentences.</li> <li>- L.3.2a.1 I can capitalize words and titles.</li> <li>- L.3.2e.1 I can spell high frequency words and words with suffixes. (sitting, smiled, cries, happiness)</li> <li>- L.3.4a.1 I can use context clues to figure out the meaning of a word.</li> <li>- L.3.5a.1 I can understand the figurative meanings of words.</li> </ul> <p><u>Reading Informational Text (3.RI)</u></p> <ul style="list-style-type: none"> <li>- RI.3.1.1 I can ask and answer questions about an informational text.</li> <li>- RI.3.2.1 I can determine the main idea of a text, find key details, and explain how they support the main idea.</li> <li>- RI.3.4.1 I can determine the meaning of words or phrases in informational text about a specific topic.</li> <li>- RI.3.8.1 I can use sentences in paragraphs to determine the text structure. (comparison, cause and effect, sequence, descriptive, lists)</li> </ul> <p><u>Reading Literature (3.RL)</u></p> <ul style="list-style-type: none"> <li>- RL.3.1.1 I can ask and answer questions, using the text for support, to show my understanding.</li> <li>- RL.3.3.1 I can describe characters in a story and explain how their actions affect the order of events.</li> </ul> <p><u>Writing (3.W)</u></p> <ul style="list-style-type: none"> <li>- W.3.3.1 I can write a narrative piece about something real or imagined.</li> <li>- W.3.3a.1 I can establish a setting, introduce a narrator, and sequence events.</li> </ul>	<p><u>Language (3.L)</u></p> <ul style="list-style-type: none"> <li>- L.3.1a.1 I can explain how nouns, verbs, pronouns, adjectives, and adverbs work in sentences.</li> <li>- L.3.1b.1 I can use regular and irregular plural nouns.</li> <li>- L.3.1f.1 I can write sentences with subject-verb agreement.</li> <li>- L.3.1i.1 I can produce all types of sentences.</li> <li>- L.3.2b.1 I can use commas in addresses.</li> <li>- L.3.2e.1 I can spell high frequency words and words with suffixes. (sitting, smiled, cries, happiness)</li> <li>- L.3.4a.1 I can use context clues to figure out the meaning of a word.</li> <li>- L.3.4b.1 I can determine the meaning of a word by using the prefix or suffix.</li> <li>- L.3.5a.1 I can understand the figurative meanings of words.</li> </ul> <p><u>Reading Informational Text (3.RI)</u></p> <ul style="list-style-type: none"> <li>- RI.3.1.1 I can ask and answer questions about an informational text.</li> <li>- RI.3.2.1 I can determine the main idea of a text, find key details, and explain how they support the main idea.</li> <li>- RI.3.6.1 I can tell the difference between my own point of view and the author's point of view in informational text.</li> </ul> <p><u>Reading Literature (3.RL)</u></p> <ul style="list-style-type: none"> <li>- RL.3.1.1 I can ask and answer questions, using the text for support, to show my understanding.</li> <li>- RL.3.2.1 I can use details to determine the lesson and moral of a story.</li> <li>- RL.3.2.2 I can recount stories, fables, folktales, and myths from different cultures.</li> <li>- RL.3.4.1 I can tell the difference between the literal meaning or the non-literal meaning of a word or phrase.</li> <li>- RL.3.4.2 I can figure out the correct meaning of a word or phrase.</li> <li>- RL.3.6.1 I can explain and describe how my point of view might be different from the narrator's or character's point of view.</li> </ul> <p><u>Writing (3.W)</u></p> <ul style="list-style-type: none"> <li>- W.3.2a.1 I can introduce a topic and group related information.</li> <li>- W.3.2b.1 I can use facts, definitions, and details to develop an idea.</li> <li>- W.3.2c.1 I can use prepositions to connect ideas.</li> <li>- W.3.2d.1 I can provide a concluding statement or section.</li> </ul>
ELA Standards Quarter 3	ELA Standards Quarter 4