

**SJUSD THIRD GRADE PROGRESS REPORT Form A**

Student	ID #
School	Birth date
Teacher	Year 2002-2003

All Students: Form A / English Learners: Forms A & B  
 English Learners in SEI: Form B for Languages Arts and Form A for all other classes  
 English Learners in Bilingual Program: Form B for ELD and Form A for all other classes  
 Success for All

	FALL	WINTER	SPRING
<b>READING STANDARDS English / Spanish</b>			
Uses decoding system to read words			
Reads with fluency and expression			
Fluency Rate			
Uses strategies to determine word meanings			
Uses text features to locate information in text			
Reads and understands grade level text			
Distinguishes among common forms of literature			
Identifies plot and analyzes characters			
Effort (Rubric N I S E)			
<b>WRITING STANDARDS English / Spanish</b>			
Writes legibly			
Writes a descriptive paragraph			
Writes a personal narrative			
Uses reference materials			
Revises and edits written work			
Uses correct sentence structure and grammar			
Uses correct punctuation and capitalization			
Spells grade level words correctly in written work			
Spells grade level words correctly on tests			
Effort (Rubric N I S E)			
Performance Based Assessment			
<b>LISTENING AND SPEAKING STANDARDS E/S</b>			
Listens and responds appropriately			
Delivers clear and organized oral communications			
Effort (Rubric N I S E)			

Teacher's Comments for Fall	At Risk for Retention
	Parent attended Conference
Parent Signature	Date

<b>3</b>	Skills not assessed are left blank	<b>1</b> Below grade level standard	<b>2</b> Approaching grade level standard	<b>3</b> At grade level standard	<b>4</b> Exceeds grade level standard	+ Consistently at grade level
	<b>EFFORT &amp; BEHAVIOR RUBRIC</b>	<b>N</b> Needs Improvement	<b>I</b> Improving	<b>S</b> Satisfactory	<b>E</b> Excellent	√ Inconsistently at grade level x Rarely at grade level

If subject is marked with \*, student is receiving modified curriculum per SST, 504 Plan or IEP

	FALL	WINTER	SPRING
<b>MATHEMATICS STANDARDS English / Spanish</b>			
Reads, writes, orders & compares whole numbers to 10,000			
Identifies place value in numbers to 10,000			
Adds and subtracts with regrouping			
Rounds and estimates when solving problems			
Knows multiplication facts through 10			
Multiplies and divides to solve problems			
Counts change and uses money to \$10.00			
Compares, adds, and subtracts simple fractions			
Selects appropriate symbols & operations to solve problems			
Tells time in one, five, and fifteen minute intervals			
Chooses and uses appropriate units of measurement			
Identifies and describes geometric shapes			
Finds perimeter of a polygon			
Determines area and volume of solid figures			
Records outcomes using probability			
Organizes and interprets graphs and charts			
Explains clearly and logically solutions to problems in both written and oral form			
Basic Facts (circle denotes weakness)	+-x÷	+-x÷	+-x÷
Effort (Rubric N I S E)			
Performance Based Assessment			
<b>SCIENCE STANDARDS English/Spanish</b>			
Understands and applies the concepts of physical, life, earth, and space science			
Thinks scientifically			
Conducts scientific investigations			
Understands and uses scientific tools and technologies			
Communicates scientific information and processes			
Understands how developments in science and technology affect society and the environment			
Effort (Rubric N I S E)			

Teacher's Comments for Winter	Possible Retention
Parent Signature	Date

<b>PROGRAMS, SERVICES AND ATTENDANCE (√)</b>	FALL	WINTER	SPRING
English Learner (if checked see Form B)			
Bilingual			
Structured English Immersion (SEI)			
Redesignated Date			
Migrant Education			
Title I			
Speech / Language			
Special Education RSP / SDC			
Gifted And Talented Education			
Number Attendance Days in Grading Period			
Number of Days Tardy			
Number of Days Absent			
Absences / Tardies affect learning (Y=Yes)			

<b>HISTORY / SOCIAL SCIENCE STANDARDS E/S</b>			
Uses maps and globes			
Shows understanding of local history			
Understands the importance of rules and laws in society			
Effort (Rubric N I S E)			

<b>TECHNOLOGY STANDARDS (N I S E)</b>			
Uses basic keyboard skills			
Accesses network services			
Uses basic word processing features			
Effort (Rubric N I S E)			

<b>OTHER SUBJECTS (N I S E)</b>			
Music, Visual, and Performing Arts			
Health			
Physical Education			

<b>EFFORT AND BEHAVIOR Lifelong Learning Standards (N I S E)</b>			
Follows oral and written directions - LLS 1, 3			
Uses time appropriately - LLS 3			
Works independently - LLS 3			
Completes class work on time - LLS 3			
Completes homework on time - LLS 3			
Follows classroom rules - LLS 5			
Follows playground rules - LLS 5			
Works, shares, and plays cooperatively - LLS 2, 4			
Respects rights and property of others - LLS 4, 5			

Teacher's Comments for Spring	Retained
	Promoted to Grade
Teacher Signature	Date



### READING STANDARDS

**Decoding and Word Recognition:** Students read using their knowledge of phonics and syllabication. They read aloud with fluency, accuracy, and expression.

**Vocabulary and Concept Development:** Students use context clues, synonyms, antonyms, homophones, prefixes, and suffixes to determine word meanings. They use a dictionary or glossary to find meanings of unknown words.

**Reading Comprehension:** Students locate information using text features including table of contents, chapter headings, and indexes. They identify main idea and supporting details, recall literal information, and make inferences. They use their prior knowledge, ask questions, and make predictions.

**Literary Response and Analysis:** Students read and understand literary forms including: poetry, drama, fiction, and nonfiction. They understand plot, setting, and theme. They analyze characters and determine author's purpose in classic fairy tales, myths, folk tales, legends, and fables.

### WRITING STANDARDS

**Writing Strategies:** Students write a paragraph with a topic sentence and supporting factual sentences. They write for a variety of purposes. They prewrite, draft, revise, and edit. They write legibly in cursive by the end of the year.

**Writing Applications:** Students write personal narratives and descriptive paragraphs using sensory details. They write personal and formal letters and thank you notes.

**Written and Oral Language Conventions:** Students write and speak using standard English conventions including proper sentence structure, grammar, punctuation, and capitalization. They spell contractions, blends, compound words, and other grade appropriate patterns.

### LISTENING AND SPEAKING STANDARDS

Students listen and respond to comments and questions. They make oral presentations using appropriate vocabulary to communicate ideas.

### TECHNOLOGY STANDARDS

Students show appropriate hand and body positions when using alphabet keys on the keyboard. They create, save, and print text. They use network servers, including printers.

### MATHEMATICS STANDARDS

**Number Sense:** Students can order and compare numbers to 10,000 using "greater than", "less than", and "equal to" symbols ( $>$ ,  $<$ ,  $=$ ). They use expanded notation to represent numbers ( $3,206 = 3,000 + 200 + 6$ ). They round numbers to 10,000 to the nearest 10, 100, and 1,000.

**Algebra and Functions:** Students solve simple equations involving whole numbers. ( $2 + \_ = 4$ ).

**Measurement and Geometry:** Students tell time in one, five, and fifteen minute intervals. They use tools to estimate and measure length, weight, and liquid volume or objects. They change units of measure (inches to feet). They identify features of polygons. Using tools, they determine the area and perimeter of polygons (triangles, quadrilaterals).

**Statistics, Data Analysis, and Probability:** Students create survey questions. They collect and represent data on a graph. They compare and use data to make predictions.

**Mathematical Reasoning and Communication:** Students use objects, numbers, graphs, symbols, and pictures to solve problems and explain their thinking. They use appropriate mathematical vocabulary to write clear and logical explanations. They prepare reports to explain the results of an investigation.

### SCIENCE STANDARDS

Students learn about the structure of plants and animals, how they carry out life processes, and survive in different environments. They study the sun, earth, and moon and how they interact to cause seasons and lunar phases. They learn about our solar system, the stars beyond, and how scientists study them. Students investigate matter and its physical and chemical properties. They learn that energy, such as light, can change form, be stored, and interact with matter. Students develop science process skills such as observing, comparing, measuring, predicting, experimenting, recording and interpreting data, drawing conclusions, and communicating.

### HISTORY/SOCIAL SCIENCE STANDARDS

Students learn about our connections to the past and the ways in which local, regional, and national government and traditions have developed and left their marks on society.

### PROGRESS REPORTING

The marks in the following column are used to indicate a student's grade level proficiency, based on the academic content standards.

#### GRADE LEVEL PERFORMANCE STANDARDS

**1 = Below the grade level standard:** The student is not meeting the standards for third grade. The student is working below grade level.

**2 = Approaching the grade level standard:** At this time of year, the student grasps and applies key concepts, processes, and skills for third grade, but produces work that is still not at grade level.

**3 = At the grade level standard:** The student regularly demonstrates proficiency in the majority of the standards for third grade. The student, with limited errors, grasps and applies key concepts, processes, and skills for third grade.

**4 = Exceeds the grade level standard:** The student often exceeds the standards for third grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills beyond the third grade level.

#### EFFORT AND BEHAVIOR STANDARDS

These marks are used to indicate a student's effort.

**N = Needs Improvement:** Indicates the student does not meet the effort and behavior expectations for his or her ability.

**I = Improving:** Indicates the student does not meet the effort and behavior expectations for his or her ability but recognizes student is trying and showing improvement.

**S = Satisfactory:** Indicates the student regularly meets the effort and behavior expectations for his or her ability.

**E = Excellent:** Indicates the student consistently meets and regularly exceeds the effort and behavior expectations for his or her ability.

#### LIFELONG LEARNING STANDARDS

These behaviors indicate how a third grader will demonstrate their progress toward mastery of these standards.

**1. Effective Communicator:** Expresses ideas in a variety of ways.

**2. Informed Thinker:** Uses a variety of strategies in problem solving and decision making.

**3. Self-directed Learner:** Develops plans to accomplish goals.

**4. Collaborative Worker:** Acknowledges and respects contributions of others.

**5. Responsible Member:** Recognizes the rules & laws of society.

**6. Information Processor:** Selects and uses relevant information.