

Student:

	Quarter	1	2	3	4
Characteristics that Support Learning					
Strives for personal best					
Is a self-directed learner					
Works cooperatively with others					
Accepts responsibility for own actions					
Respectful of rights, opinions and property of others					
Demonstrates perseverance					
Demonstrates self-control					
Uses time wisely					
Demonstrates organizational skills					
Completes classwork/homework					
READING					
Reads on-level text with purpose, accuracy and fluency (literature and informational)					
Literature text					
Asks and answers questions explicitly referring to text as basis for answers					
Recounts texts and determines central message or moral					
Compares and contrasts stories written by the same author					
Informational Text					
Asks and answers questions referring to text as basis for answers					
Identifies and explains how key details support main idea					
Compares and contrasts key details in two texts on the same topic					
Phonics and Vocabulary					
Decodes multiple syllable words and word parts					
Determines meaning of words through context-clues, structure and domain-specific words					
Speaking and Listening					
Participates in collaborative conversations about grade level topics and texts					
Speaks clearly in complete sentences at an understandable pace					

WRITING					
Composes opinion pieces of writing including introduction, opinion, organization, reasons, conclusion					
Composes informative/explanatory texts including introduction, organization, facts/details, conclusion					
Composes narrative texts including introduction, sequencing, details about events/characters, closure					
Plans, revises, edits and rewrites using peer and adult feedback to develop and strengthen writing					
Conducts short research projects that build knowledge about topics					
Demonstrates command of English grammar and usage when writing or speaking					
Uses correct conventions of writing (capitalization, commas, quotation marks)					
Produces and uses simple, compound and complex sentences					
Uses conventional spelling for high-frequency and other studied words					
MATHEMATICS					
Represents and solves problems involving multiplication and division					
Understands properties of multiplication and the relationship between multiplication and division					
Multiplies and divides within 100					
Solves problems involving the four operations, and identifies and explains patterns in arithmetic					
Uses place value understanding and properties of operations to perform multi-digit arithmetic					
Develops understanding of fractions as numbers					
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects					
Represents and interprets data					
Geometric measurement: understands concepts of area and relates to multiplication and to addition					
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures					
Reasons with shapes and their attributes					

SOCIAL STUDIES					
Social Studies academic content (Social Studies standards are also integrated into Reading and Writing Standards)					
SCIENCE					
Science academic content (Science standards are also integrated into Reading and Writing Standards)					
SPECIALS					
Art					
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities					
Understands elements and principles of art and uses a variety of media, techniques, and processes to produce projects or products					
Physical Education					
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities					
Demonstrates proficiency and achievement of concepts, skills and applications of movement					
Music					
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities					
Applies music knowledge, skills, techniques and processes					
ATTENDANCE					
Days Absent					
Days Tardy					

Standards-Based Report Cards

This report card is based on a specific set of standards for this grade level that students need to meet by the end of the school year. Student progress and performance must be viewed on a learning continuum. The goal is for students to achieve Proficiency (3) by the end of the school year. A student does not achieve this level until all parts of the standard have been met with proficiency. The marking for each quarter reflects the progress the student has made toward proficiency of each of the standards.

Explanation of Academic Indicators

4 = Advanced - Student Consistently and independently demonstrates in-depth understanding and exceeds required performance and understanding of the standard(s).

3 = Proficient - Student demonstrates solid, acceptable achievement & understanding of the standard(s).

2 = Developing – Student is making progress toward acceptable achievement of the standard(s), or not all parts of the standard have been taught and assessed.

1 = Needs Support - Student requires more time and experiences; shows limited achievement of the standard(s).

X = Standard Not Assessed

*** = Insufficient Evidence**

Explanation of Characteristics that Support Learning

++ = Consistently demonstrates

+ = Developing

- = Improvement Needed

Quarter 1

Teacher Signature _____

Parent Signature _____

Quarter 2

Teacher Signature _____

Parent Signature _____

Quarter 3

Teacher Signature _____

Parent Signature _____

Quarter 4

Teacher Signature _____



Scottsdale *Unified* School District

Scottsdale Unified School District

7575 E. Main Street,
Scottsdale, Arizona 85251

Elementary Standards Based Report Card

Third Grade

The purpose of this report card is to communicate with parents and students about each child's progress relative to characteristics that support learning and specific year-end grade level standards.

Student:

Teacher:

School: