

READING	Q1	Q2	Q3	Q4
Phonics and Word Recognition ELAGSE3RF3	3 2 1 Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes, multi-syllable words).	3 2 1 Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes, multi-syllable words).	3 2 1 Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes, multi-syllable words).	3 2 1 Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes, multi-syllable words).
Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level Pre-A B C D E F G H I J K L M N O P Q R S T U V W K 1st 2nd 3rd 4th 5th			
Key Ideas and Details ELAGSE3RL1 ELAGSE3RI1	3 2 1 Ask and answer questions of a text to demonstrate understanding of a text, referring explicitly to the text as basis for the answers.	3 2 1 Ask and answer questions of a text to demonstrate understanding of a text, referring explicitly to the text as basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3 2 1 Describe characters in a story. Describe the relationship between a series of events or concepts.	3 2 1 Describe characters in a story. Describe the relationship between a series of events or concepts.
Key Ideas and Details ELAGSE3RL2 ELAGSE3RI2	3 2 1 Retells stories, including key details, and demonstrate understanding of their central message or lesson.	3 2 1 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3 2 1 Retells stories, including key details, and demonstrate understanding of their central message or lesson.	3 2 1 Retells stories, including key details, and demonstrate understanding of their central message or lesson. Determine the main idea of a text; recount the key details and explain how they support the main idea.
Key Ideas and Details ELAGSE3RL3 ELAGSE3RI3	3 2 1 Describe characters in a story and explain how their actions contribute to the sequence of events.	3 2 1 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3 2 1 Describe characters in a story and explain how their actions contribute to the sequence of events.	3 2 1 Describe characters in a story and explain how their actions contribute to the sequence of events. Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure ELAGSE3RL4 ELAGSE3RI4	3 2 1 Determine the meaning of words/phrases both literal and nonliteral language as they are used in a text.	3 2 1 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.	3 2 1 Determine the meaning of words/phrases both literal and nonliteral language as they are used in a text.	3 2 1 Determine the meaning of words/phrases both literal and nonliteral language as they are used in a text. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
Craft and Structure (Informational) ELAGSE3RL5 ELAGSE3RI5	3 2 1 Refer to parts of stories, dramas, and poems when writing or speaking about a text.	3 2 1 Use text features and search tools to locate information.	3 2 1 Refer to parts of stories, dramas, and poems when writing or speaking about a text.	3 2 1 Refer to parts of stories, dramas, and poems when writing or speaking about a text. Use text features and search tools to locate information.
Craft and Structure (Literary) ELAGSE3RL6 ELAGSE3RI6	3 2 1 Distinguish their own point of view from that of the narrator of those of the characters.	3 2 1 Distinguish their own point of view from that of the author in a text.	3 2 1 Distinguish their own point of view from that of the narrator of those of the characters.	3 2 1 Distinguish their own point of view from that of the narrator of those of the characters. Distinguish their own point of view from that of the author in a text.
Integration of Knowledge and Ideas ELAGSE3RI7	3 2 1	3 2 1 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., why, where, when, and how key events occur).	3 2 1	3 2 1 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., why, where, when, and how key events occur).

Integration of Knowledge and Ideas ELAGSE3RI8	3 2 1	3 2 1	3 2 1	3 2 1
		Describe the logical connection between sentences and paragraphs.		Describe the logical connection between sentences and paragraphs.
Integration of Knowledge and Ideas ELAGSE3RL9 ELAGSE3RI9	3 2 1	3 2 1	3 2 1	3 2 1
	Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Compare and contrast the most important points and key details presented in two texts on the same topic.
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes ELAGSE3W1 ELAGSE3W2 ELAGSE3W3	3 2 1 Narrative Writing Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3 2 1 Informative Writing Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3 2 1 Opinion Writing Write opinion pieces on topics or texts, supporting a point of view with reasons.	3 2 1 Narrative Writing Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Range of Writing ELAGSE3W10	3 2 1 Write for a range of tasks, purposes, and audiences.	3 2 1 Write for a range of tasks, purposes, and audiences.	3 2 1 Write for a range of tasks, purposes, and audiences.	3 2 1 Write for a range of tasks, purposes, and audiences.
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English ELAGSE3L1	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Demonstrate Command of Standard English when Writing or Speaking ELAGSE3L2	3 2 1 Demonstrate command of capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of capitalization, punctuation, and spelling when writing.	3 2 1 Demonstrate command of capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use ELAGSE3L4 ELAGSE3L6	3 2 1 Use context clues to determine the meaning of unknown words. Acquire and use grade-level vocabulary.	3 2 1 Determine new words when an affix is added. Use root words to determine unknown words. Acquire and use grade-level vocabulary.	3 2 1 Use context clues to determine the meaning of unknown words. Acquire and use grade-level vocabulary.	3 2 1 Determine new words when an affix is added. Use root words to determine unknown words. Acquire and use grade-level vocabulary.
SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Comprehension and Collaboration ELAGSE3SL1 ELAGSE3SL2 ELAGSE3SL3	3 2 1 Actively engages in discussions. Determine the main idea of a text when read aloud. Ask and answer questions from a speaker.	3 2 1 Actively engages in discussions. Determine the main idea of a text when read aloud. Ask and answer questions from a speaker.	3 2 1 Actively engages in discussions. Determine the main idea of a text when read aloud. Ask and answer questions from a speaker.	3 2 1 Actively engages in discussions. Determine the main idea of a text when read aloud. Ask and answer questions from a speaker.
Presentation of Knowledge ELAGSE3SL4	3 2 1	3 2 1 Report on a topic or text speaking clearly at an understandable pace.	3 2 1 Report on a topic or text speaking clearly at an understandable pace.	3 2 1 Report on a topic or text speaking clearly at an understandable pace.
MATH	Q1	Q2	Q3	Q4
Place Value Reasoning 3.NR.1	3 2 1 Represents, reads, writes, and compares numbers up to 1,000.	3 2 1 Represents, reads, writes, and compares numbers up to 10,000.	3 2 1	3 2 1 Represents, reads, writes, and compares numbers up to 10,000.
Addition and Subtraction 3.PAR.2	3 2 1 Fluently adds and subtracts within 1,000 to solve problems.	3 2 1 Adds and subtracts within 10,000 using strategies to solve problems.	3 2 1 Fluently adds and subtracts within 1,000 to solve problems.	3 2 1 Adds and subtracts within 10,000 (fluent within 1,000) using strategies to solve problems.
Multiplication and Division 3.PAR.3	3 2 1 Fluently multiplies within 100 using strategies or properties.	3 2 1 Fluently multiplies and divides within 100 using strategies or properties.	3 2 1 Solves problems using multiplication and division strategies within 100.	3 2 1 Solves problems using multiplication and division strategies within 100.

Fractions as Numbers 3.NR.4	3 2 1	3 2 1	3 2 1	3 2 1
			Recognizes and generates equivalent fractions.	Recognizes and generates equivalent fractions.
Measurement and Data Reasoning 3.MDR.5	3 2 1 Asks and answers questions based on graphical displays.	3 2 1 Estimates and measures liquid volumes, and masses using customary units.	3 2 1 Tells and writes time to the nearest minute and solves elapsed time problems.	3 2 1 Solves problems involving liquid volumes, lengths, and masses using customary units.
Attributes of Polygons 3.GSR.6	3 2 1	3 2 1	3 2 1	3 2 1 Compares and contrasts polygons based on their attributes.
Area of Rectangles 3.GSR.7	3 2 1 Determines the area of rectangles by tiling and counting.	3 2 1	3 2 1	3 2 1 Find areas of rectangles to solve real-world problems.
Perimeter of Polygons 3.GSR.8	3 2 1	3 2 1	3 2 1	3 2 1 Determines the perimeter of a polygon to solve problems.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information	3 2 1 Earth Science: Asks questions and analyzes data to classify rocks by physical attributes. (S3E1)	3 2 1 Earth Science: Observes and constructs an explanation of how wind and water change rocks. (S3E1)	3 2 1 Life Science: Asks questions to differentiate between plants, animals, and their habitats found within Georgia's regions. (S3L1)	3 2 1 Life Science: Asks questions and researches the effects of pollution on humans and the environment. (S3L2)
	3 2 1 Earth Science: Plans and carryout investigation to describe the properties of soils and soil types. (S3E1)	3 2 1 Earth Science: Constructs an argument from the observations of fossils. (S3E2)	3 2 1 Life Science: Constructs and explanation on how plant and animal adaptations support their survival in Georgia's geographic regions. (S3L1)	3 2 1 Physical Science: Asks questions and investigates how heat energy is transferred and its effects on objects. (S3P1)
	3 2 1	3 2 1 Earth Science: Models fossil formation and argues how they explain past environments. (S3E2)	3 2 1	3 2 1 Physical Science: Designs and constructs a device that will demonstrate the effects of sunlight. (S3P1)
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Geographic Understandings	3 2 1	3 2 1 Explain why American Indian explorers occupied the areas they did. (SS3G3a)	3 2 1 Describe how the early explorers adapted, or failed to adapt, to the various physical environments. (SS3G3b)	3 2 1 Explain how the physical geography of the colonies helped determine economic activities. (SS3G3c)
		Locate major mountain ranges and rivers of the USA. (SS3G1ab)	Locate major mountain ranges and rivers of the USA. (SS3G1ab)	
Historical Understandings	3 2 1	3 2 1 Describe early American Indian cultures and their development in North America. (SS3H1abc)	3 2 1 Describe European exploration in North America. (SS3H2abc)	3 2 1 Explain the factors that shaped British Colonial America. (SS3H3abc)
Civic and Government Understandings	3 2 1 Describe the 3 branches of the national and state governments. (SS3CG1ab)	3 2 1	3 2 1	3 2 1 State the main responsibility of each branch. (SS3CG1c)
		Explain why it is important for citizens in a democratic society to participate in public life. (SS3CG2b)		
Economic Understandings	3 2 1 Explain that governments provide certain types of goods and services in a market economy. (SS3E2)	3 2 1	3 2 1	3 2 1 Define and give examples of the four types of productive resources. (SS3E1abcd)
		Explain the concept of opportunity cost as it relates to making a saving or spending choice. (SS3E4)		Describe the interdependence of consumers and producers. (SS3E3a)

HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N N/A	S P N N/A	S P N N/A	S P N N/A
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Motor Skills and Movement Patterns, Concepts and Principles	3 2 1 N/A	3 2 1 N/A	3 2 1 N/A	3 2 1 N/A
Personal and Social Behavior/Rules and Safety	S P N N/A	S P N N/A	S P N N/A	S P N N/A
ART	Q1	Q2	Q3	Q4
Creates art to investigate personal ideas using the elements of art & principles of design	3 2 1	3 2 1	3 2 1	3 2 1
Understands the role of historical and cultural context when discussing artworks	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Applies knowledge of music concepts through singing and playing instruments	3 2 1		3 2 1	3 2 1
Reads and notates music		3 2 1	3 2 1	3 2 1
Describes and analyzes music	3 2 1	3 2 1		
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies 3rd grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION
<input type="checkbox"/> Promoted to 4th grade <input type="checkbox"/> Placed in 4th grade <input type="checkbox"/> Additional Year in 3rd Grade



PERFORMANCE INDICATORS
The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.
3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations 3 = Meets Standards - Consistently and independently 2 = Progressing toward meeting standards 1 = Limited progress or does not meet standards

or NA = Not assessed at this time

LEARNING SKILLS & BEHAVIORS
S = SUCCESSFUL - Student displays appropriate learning skills and behaviors P = PROGRESSING - Student is progressing; displays appropriate learning skills and behaviors most of the time N = NEEDS IMPROVEMENT - Student does not display learning skills and behaviors that lead to success N/A = NOT ASSESSED - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

Reading Level Characteristics	
Pre A / A Tips For Families:	Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.
B Tips For Families:	Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.
C Tips For Families:	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.
D Tips For Families:	Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.
E Tips For Families:	Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.
F Tips For Families:	Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.
G Tips For Families:	Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.
H Tips For Families:	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.
I Tips For Families:	Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. Find short chapter books with a single point of view and illustrations to help support the text.
J Tips For Families:	Readers are able to process a variety of texts. Children read silently during independent reading.
K Tips For Families:	Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.
L Tips For Families:	Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.
M Tips For Families:	Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.
N Tips For Families:	Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.
O Tips For Families:	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.
P Tips For Families:	Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.
Q-W Tips For Families:	Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.

ELA/Reading

Math

Science

Social Studies

Specials\General Comments
