

READING FOUNDATIONAL	Q1	Q2	Q3	Q4
Phonics and Word Recognition ELAGSE3RF3	3 2 1	3 2 1	3 2 1	3 2 1
	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency ELAGSE3RF4	3 2 1	3 2 1	3 2 1	3 2 1
	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
LITERARY COMPREHENSION	Q1	Q2	Q3	Q4
Key Ideas and Details ELAGSE3RL3	3 2 1	3 2 1	3 2 1	3 2 1
	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe characters in a story and explain how their actions contribute to the sequence of events.
Craft and Structure ELAGSE3RL6	3 2 1	3 2 1	3 2 1	3 2 1
	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas ELAGSE3RL9	3 2 1	3 2 1	3 2 1	3 2 1
	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
INFORMATIONAL COMPREHENSION	Q1	Q2	Q3	Q4
Key Ideas and Details ELAGSE3RI3	3 2 1	3 2 1	3 2 1	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.	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.	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.	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 ELAGSE3RI6	3 2 1	3 2 1	3 2 1	3 2 1
	Distinguish their own point of view from that of the author of a text.	Distinguish their own point of view from that of the author of a text.	Distinguish their own point of view from that of the author of a text.	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas ELAGSE3RI9	3 2 1	3 2 1	3 2 1	3 2 1
	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 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.
Reading Proficiency Status	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes ELAGSE3W1 ELAGSE3W2 ELAGSE3W3	3 2 1	3 2 1	3 2 1	3 2 1
	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Demonstrate proficiency of Q1-Q3 standards.
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English ELAGSE3L1	3 2 1	3 2 1	3 2 1	3 2 1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Conventions of Standard English ELAGSE3L2	3 2 1	3 2 1	3 2 1	3 2 1
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language ELAGSE3L3	3 2 1	3 2 1	3 2 1	3 2 1
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use ELAGSE3L4	3 2 1	3 2 1	3 2 1	3 2 1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading content</i> , choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use ELAGSE3L5	3 2 1	3 2 1	3 2 1	3 2 1
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
Vocabulary Acquisition and Use ELAGSE3L6	3 2 1	3 2 1	3 2 1	3 2 1
	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.
SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Comprehension and Collaboration ELAGSE3SL1	3 2 1	3 2 1	3 2 1	3 2 1
	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
Comprehension and Collaboration ELAGSE3SL3	3 2 1	3 2 1	3 2 1	3 2 1
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas ELAGSE3SL6	3 2 1	3 2 1	3 2 1	3 2 1
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
MATH	Q1	Q2	Q3	Q4
Place Value Reasoning 3.NR.1	3 2 1	3 2 1	3 2 1	3 2 1
	Represents, reads, writes, and compares numbers up to 1,000.	Represents, reads, writes, and compares numbers up to 10,000.		Represents, reads, writes, and compares numbers up to 10,000.
Addition and Subtraction 3.PAR.2	3 2 1	3 2 1	3 2 1	3 2 1
		Fluently adds and subtracts within 1,000 to solve problems.	Adds and subtracts within 10,000 using strategies to solve problems.	Adds and subtracts within 10,000 using strategies to solve problems.
Multiplication and Division 3.PAR.3	3 2 1	3 2 1	3 2 1	3 2 1
			Solves problems using multiplication and division strategies within 100.	Solves problems using multiplication and division strategies within 100.
Multiplication and Division Fluency within 100 3.PAR.3.2	3 2 1	3 2 1	3 2 1	3 2 1
	Fluently multiplies within 100 using strategies or properties.	Fluently multiplies and divides within 100 using strategies or properties.		Fluently multiplies and divides within 100 using strategies or properties.
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	3 2 1	3 2 1	3 2 1
	Asks and answers questions based on graphical displays.	Estimates and measures liquid volumes, and masses using customary units.	Tells and writes time to the nearest minute and solves elapsed time problems.	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	3 2 1	3 2 1	3 2 1
	Determines the area of rectangles by tiling and counting.			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 I	3 2 1	3 2 1	3 2 1	3 2 1
	Earth Science: Asks questions and analyzes data to classify rocks by physical attributes. (S3E1)	Earth Science: Observes and constructs an explanation of how wind and water change rocks.(S3E1)	Life Science: Asks questions to differentiate between plants, animals, and their habitats found within Georgia's regions. (S3L1)	Life Science: Asks questions and researches the effects of pollution on humans and the environment. (S3L2)
Obtain, Evaluate and Communicate Scientific Information II	3 2 1	3 2 1	3 2 1	3 2 1
	Earth Science: Plans and carries out an investigation to describe the properties of soils and soil types. (S3E1)	Earth Science: Constructs an argument from the observations of fossils. (S3E2)	Life Science: Constructs an explanation on how plant and animal adaptations support their survival in Georgia's geographic regions. (S3L1)	Physical Science: Asks questions and investigates how heat energy is transferred and its effects on objects. (S3P1)
Obtain, Evaluate and Communicate Scientific Information III	3 2 1	3 2 1	3 2 1	3 2 1
		Earth Science: Models fossil formation and argues how they explain past environments. (S3E2)		Physical Science: Designs and constructs a device that will demonstrate the effects of sunlight. (S3P1)
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Social Studies I	3 2 1	3 2 1	3 2 1	3 2 1
	Describe the 3 branches of the national government. (SS3CG1a)	Locate the regions where American Indians settled in North America. (SS3H1a)	Describe the reasons for and obstacles to the exploration of North America. (SS3H2a)	Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded. (SS3H3a)
Social Studies II	3 2 1	3 2 1	3 2 1	3 2 1
	Describe the 3 branches of the state government. (SS3CG1b)	Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. (SS3H1b)	Describe the accomplishments of European explorers in North America. (SS3H2b)	Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies. (SS3H3b)
Social Studies III	3 2 1	3 2 1	3 2 1	3 2 1
	State the main responsibility of each branch. (SS3CG1c)	Discuss how American Indians continue to contribute to American life. (SS3H1c)	Describe the examples of cooperation and conflict between European explorers and American Indians. (SS3H2c)	Describe colonial life in America from the perspectives of various people. (SS3H3c)
Social Studies IV	3 2 1	3 2 1	3 2 1	3 2 1
	Explain why it is important for citizens in a democratic society to participate in public life. (SS3CG2b)	Locate major rivers on a physical map of the United States. (SS3G1a)	Describe how the early explorers adapted, or failed to adapt, to the various physical environments. (SS3G3b)	Explain how the physical geography of the colonies helped determine economic activities. (SS3G3c)
Social Studies V	3 2 1	3 2 1	3 2 1	3 2 1
	Explain that governments provide certain types of goods and services in a market economy. (SS3E2)	Locate mountain ranges on a physical map of the United States. (SS3G1b)		Define and give examples of the four types of productive resources. (SS3E1)
Social Studies VI	3 2 1	3 2 1	3 2 1	3 2 1
	Explain the concept of opportunity cost as it relates to making a saving or spending choice. (SS3E4)	Explain why American Indian groups occupied the areas they did. (SS3G3a)		Describe the interdependence of consumers and producers. (SS3E3a)
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention	3 2 1	3 2 1	3 2 1	3 2 1
	Identify behaviors that show respect for themselves and others	Identifies practices to reduce or prevent health risks.	Identify resources and individual resources needed to assist in achieving a personal health goal.	Discusses options and healthy choices when making decisions.
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
Competency in a Variety of Motor Skills and Movement Patterns	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor and manipulative skills.
Personal and Social Behavior/Rules & Safety	3 2 1 Demonstrates the ability to work with a partner or small group.	3 2 1 Demonstrates the ability to work with a partner or small group.	3 2 1 Demonstrates the ability to work with a partner or small group.	3 2 1 Demonstrates the ability to work with a partner or small group.
ART	Q1	Q2	Q3	Q4
Creates Art to Investigate Personal Ideas Using the Elements of Art & Principles of Design	3 2 1 Recognizes art elements and principles during experimentation.	3 2 1 Recognizes and uses art elements and principles to investigate personal ideas.	3 2 1 Produces art that organizes art elements and principles in compositions.	3 2 1 Creates art compositions that demonstrate a variety of art making techniques.
The Role of Historical and Cultural Context when Discussing Artworks	3 2 1 Identifies historical and cultural context when discussing artworks.	3 2 1 Analyzes historical and cultural context when discussing artworks.	3 2 1 Explains how artworks communicate characteristics of time periods/cultures.	3 2 1 Interprets reasons supporting varied viewer responses to artworks.
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 Accurately sings melodies in appropriate singing voice.		3 2 1 Demonstrates melodic patterns on instruments.	3 2 1 Sings and plays melodies.
Reads and Notates Music		3 2 1 Reads and notates rhythms.	3 2 1 Reads melodic patterns within a treble clef staff.	3 2 1 Reads and notates melodies and rhythms.
Describes and Analyzes Music	3 2 1 Describes music using appropriate vocabulary.	3 2 1 Distinguishes simple form.		
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
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				

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

= 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.

ELA/Reading

Math

Science

Social Studies

Specials\General Comments

PLACEMENT INFORMATION

- Promoted to 4th grade
 Placed in 4th grade
 Additional Year in 3rd Grade