

# 3rd Grade Report Card

Student: \_\_\_\_\_

School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
<b>Phonics (P)</b>				
<b>3-5.FP.4 Decoding and Encoding with Phonics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Decode and encode words with graphemes that represent multiple letter-sound correspondences. (a)	Decode and encode words with graphemes that represent multiple letter-sound correspondences. (a)	Decode and encode words with graphemes that represent multiple letter-sound correspondences. (a)	Decode and encode words with graphemes that represent multiple letter-sound correspondences. (a)
<b>3-5.FP.4 Decoding and Encoding with Phonics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Decode and encode single-syllable and multisyllabic words of all syllable types. (b)	Decode and encode single-syllable and multisyllabic words of all syllable types. (b)	Decode and encode single-syllable and multisyllabic words of all syllable types. (b)	Decode and encode single-syllable and multisyllabic words of all syllable types. (b)
<b>3-5.FP.4 Decoding and Encoding with Phonics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Decode and encode words with common prefixes and suffixes. (c)	Decode and encode words with common prefixes and suffixes. (c)	Decode and encode words with common prefixes and suffixes. (c)	Decode and encode words with common prefixes and suffixes. (c)
<b>Fluency (F)</b>				
<b>3-5.FF.1 Oral and Silent Reading Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (a)		Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (a)	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. (a)
<b>3-5.FF.1 Oral and Silent Reading Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Read a wide range of grade-level texts with appropriate prosody to aid comprehension. (c)	Read a wide range of grade-level texts with appropriate prosody to aid comprehension. (c)	Read a wide range of grade-level texts with appropriate prosody to aid comprehension. (c)	Read a wide range of grade-level texts with appropriate prosody to aid comprehension. (c)
<b>Handwriting (H)</b>				
<b>3-5.FH.3 Read Cursive</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Read phrases and sentences written in cursive.(a)	Read phrases and sentences written in cursive.(a)	Read phrases and sentences written in cursive.(a)	Read phrases and sentences written in cursive.(a)
<b>3-5.FH.4 Write Cursive</b>			Form cursive letters in words and use appropriate spacing between cursive words in a sentence. (a, b)	Form cursive letters in words and use appropriate spacing between cursive words in a sentence. (a, b)
<b>LANGUAGE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Grammar and Conventions (GC)</b>				
<b>3-5.L.GC.1 Grammar, Usage, and Mechanics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.	Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.	Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.	Apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.
<b>3-5.L.GC.2 Syntax</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Distinguish and use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences. (a, b)		Distinguish and use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences. (a, b)
<b>3-5.L.GC.2 Syntax</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Use correct subject-verb agreement in a variety of sentences. (c)		Use correct subject-verb agreement in a variety of sentences. (c)	Use correct subject-verb agreement in a variety of sentences. (c)
<b>Vocabulary (V)</b>				
<b>3-5.L.V.1 General, Academic, and Specialized Vocabulary</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Acquire and use a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (a, b)		Acquire and use a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (a, b)
<b>3-5.L.V.2 Word Analysis</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c)		Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c)	Construct and deconstruct words using common roots, root words, and affixes to determine meaning. (a, c)
<b>3-5.L.V.3 Meaning and Purpose</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Use context to determine or clarify the meaning of unknown words and multiple-meaning words and phrases. (a)		Use context to determine or clarify the meaning of unknown words and multiple-meaning words and phrases. (a)

TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4
<b>Context (C)</b>				
<b>3-5.T.C.1 Purpose and Audience</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Determine the purpose and target audience of a text. (a)	Determine the purpose and target audience of a text. (a)	Determine the purpose and target audience of a text. (a)	Determine the purpose and target audience of a text. (a)
<b>3-5.T.C.2 Authors and Speakers</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Describe different perspectives of the narrator or speakers and distinguish them from their own. (a)		Describe different perspectives of the narrator or speakers and distinguish them from their own. (a)
<b>Structures and Styles (SS)</b>				
<b>3-5.T.SS.1 Organization</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Describe how texts are arranged to represent information and ideas using text features and organizational structures. (a)		Describe how texts are arranged to represent information and ideas using text features and organizational structures. (a)
<b>3-5.T.SS.2 Craft</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and describe the use of figurative language in a wide variety of texts. (a)		Identify and describe the use of figurative language in a wide variety of texts. (a)	Identify and describe the use of figurative language in a wide variety of texts. (a)
<b>Techniques (T)</b>				
<b>3-5.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and describe structures, elements, and techniques utilized within a given text. (1a, 2a, 3a, 4a)	Identify and describe structures, elements, and techniques utilized within a given text. (1a, 2a, 3a, 4a)	Identify and describe structures, elements, and techniques utilized within a given text. (1a, 2a, 3a, 4a)	Identify and describe structures, elements, and techniques utilized within a given text. (1a, 2a, 3a, 4a)
<b>Research and Analysis (RA)</b>				
<b>3-5.T.RA.1 Research and Inquiry</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources about a self-selected topic. (b)		Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources about a self-selected topic. (b)
<b>3-5.T.RA.2 Curating Sources and Evidence</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Refer to specific passages from a text to support an idea, answer, or opinion. (a)		Refer to specific passages from a text to support an idea, answer, or opinion. (a)	Refer to specific passages from a text to support an idea, answer, or opinion. (a)
<b>Reading Proficiency Status</b>	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
<b>TEXTS (T): CONSTRUCTING</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Context (C)</b>				
<b>3-5.T.C.1 Purpose and Audience</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (c)	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (c)	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (c)	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (c)
<b>Structure and Style (SS)</b>				
<b>3-5.T.SS.1 Organization</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Craft related sentences into clear and cohesive paragraphs. (c,d)	Craft related sentences into clear and cohesive paragraphs. (c,d)	Craft related sentences into clear and cohesive paragraphs. (c,d)
<b>3-5.T.SS.1 Craft</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Design texts using a variety of text structures and features, according to purpose and audience. (b)		Use conjunctions and transition words or phrases, such as although and since, to add cohesion and link ideas and information. (c)
<b>Techniques (T)</b>				
<b>3-5.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)
<b>Research and Analysis (RA)</b>				
<b>3-5.T.RA.1 Constructing Research and Inquiry</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic. (c)		Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic. (c)

MATH	Q1	Q2	Q3	Q4
<b>3.NR.1 Place Value Reasoning</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Represent, read, write, and compare numbers up to 1,000.	Represent, read, write, and compare numbers up to 10,000.		Represent, read, write, and compare numbers up to 10,000.
<b>3.PAR.2 Addition and Subtraction</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Fluently add and subtract within 1,000 to solve problems.	Add and subtract within 10,000 using strategies to solve problems.	Add and subtract within 10,000 using strategies to solve problems.
<b>3.PAR.3 Multiplication and Division</b>	3 2 1	3 2 1	3 2 1	3 2 1
			Solve one and two-step problems using multiplication and division strategies within 100.	Solve one and two-step problems using multiplication and division strategies within 100.
<b>3.PAR.3.2 Multiplication and Division Fluency within 100</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Fluently multiply within 100 using strategies or properties.	Fluently multiply and divide within 100 using strategies or properties.		Fluently multiply and divide within 100 using strategies or properties.
<b>3.NR.4 Fractions as Numbers</b>	3 2 1	3 2 1	3 2 1	3 2 1
			Recognize and generate equivalent fractions.	Recognize and generate equivalent fractions.
<b>3.MDR.5 Measurement and Data Reasoning</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Ask and answer questions based on graphical displays.	Estimate and measure liquid volumes, and masses using customary units.	Tell and write time to the nearest minute and solve elapsed time problems.	Solve problems involving liquid volumes, lengths, and masses using customary units.
<b>3.GSR.6 Attributes of Polygons</b>	3 2 1	3 2 1	3 2 1	3 2 1
				Compare and contrast polygons based on their attributes.
<b>3.GSR.7 Area of Rectangles</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Determine the area of rectangles by tiling and counting.			Find area of rectangles to solve real-world problems.
<b>3.GSR.8 Perimeter of Polygons</b>	3 2 1	3 2 1	3 2 1	3 2 1
				Determine the perimeter of a polygon to solve problems.
<b>SCIENCE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Obtain, Evaluate, and Communicate Scientific Information I</b>	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)
<b>Obtain, Evaluate, and Communicate Scientific Information II</b>	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 observation 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)
<b>Obtain, Evaluate, and Communicate Scientific Information III</b>	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)
<b>SOCIAL STUDIES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Social Studies I</b>	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)
<b>Social Studies II</b>	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)
<b>Social Studies III</b>	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)
<b>Social Studies IV</b>	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)

<b>Social Studies V</b>	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)
<b>Social Studies VI</b>	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)
<b>HEALTH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Concepts of Health Promotion and Disease Prevention</b>	3 2 1	3 2 1	3 2 1	3 2 1
Identifies behaviors that show respect for themselves and others.		Identifies practices to reduce or prevent health risks.	Identifies resources and individual resources needed to assist in achieving a personal health goal.	Discusses options and healthy choices when making decisions.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
<b>PHYSICAL EDUCATION</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Competency in a Variety of Motor Skills and Movement Patterns</b>	3 2 1	3 2 1	3 2 1	3 2 1
Demonstrates locomotor, non-locomotor, and manipulative skills.		Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
<b>ART</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Creates Art to Investigate Personal Ideas Using the Elements of Art &amp; Principles of Design</b>	3 2 1	3 2 1	3 2 1	3 2 1
Recognizes art elements and principles during experimentation.		Recognizes and uses art elements and principles to investigate personal ideas.	Produces art that organizes art elements and principles in compositions.	Creates art compositions that demonstrate a variety of art making techniques.
<b>The Role of Historical and Cultural Context when Discussing Artworks</b>	3 2 1	3 2 1	3 2 1	3 2 1
Identifies historical and cultural context when discussing artworks.		Analyzes historical and cultural context when discussing artworks.	Explains how artworks communicate characteristics of time periods/cultures.	Interprets reasons supporting varied viewer responses to artworks.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
<b>MUSIC</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Creating and Performing Music</b>	3 2 1	3 2 1	3 2 1	3 2 1
Sings music.		Performs music on instruments.	Reads, notates, and identifies music.	Improvises, composes, and/or arranges music.
<b>Responding and Connecting to Music</b>	3 2 1	3 2 1	3 2 1	3 2 1
Distinguishes between repeating and contrasting music.		Performs movements to music.	Demonstrates the connection between music and other content areas.	Develops criteria and evaluates and refines music and music performances with appropriate etiquette.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
<b>LEARNING SKILLS &amp; BEHAVIORS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Personal Responsibility and Behavior</b>				
<b>Accepts responsibility for behavior</b>	S P N	S P N	S P N	S P N
<b>Uses self-control</b>	S P N	S P N	S P N	S P N
<b>Expresses feelings appropriately</b>	S P N	S P N	S P N	S P N
<b>Work Habits and Independence</b>				
<b>Stays on task</b>	S P N	S P N	S P N	S P N
<b>Works independently</b>	S P N	S P N	S P N	S P N
<b>Uses materials appropriately</b>	S P N	S P N	S P N	S P N
<b>Asks questions/seek help when needed</b>	S P N	S P N	S P N	S P N
<b>Social Skills and Collaboration</b>				
<b>Works cooperatively with peers</b>	S P N	S P N	S P N	S P N
<b>Claims fair share of attention</b>	S P N	S P N	S P N	S P N
<b>Respect and Authority</b>				
<b>Shows respect for authority</b>	S P N	S P N	S P N	S P N
<b>Exhibits good listening skills</b>	S P N	S P N	S P N	S P N

<b>Follows directions</b>	S P N	S P N	S P N	S P N
<b>ATTENDANCE</b>	Q1	Q2	Q3	Q4
<b>Tardies</b>				
<b>Absences</b>				

**PLACEMENT INFORMATION**

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


**COBB COUNTY**  
 SCHOOL DISTRICT

**ONE TEAM. ONE GOAL.**  
**STUDENT SUCCESS.**

### PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward mastering grade-level standards.

- 3+** = Makes applications, infers, and synthesizes beyond expectations of the standards
- 3** = Consistently and independently meets standards
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards

= Not assessed at this time

### LEARNING SKILLS & BEHAVIORS KEY

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.
- P** = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.
- N** = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

### ELA/Reading

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### Math

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### Science

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### Social Studies

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### Specials

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### General Comments

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