



MOUNTAINSIDE SCHOOL DISTRICT

DEERFIELD SCHOOL

Grade 3 Report Card

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|----------|---------------|----------------|-----------|
| STUDENT: | | ACADEMIC YEAR: | 2020-2021 |
| SCHOOL: | Deerfield 3-5 | HOMEROOM: | |

| GRADING | TRIMESTERS |
|---|---|
| <p>4 = Exceeds standards. Extends key concepts, processes, and skills. Student performance demonstrates an understanding of the knowledge and skills beyond expectations and consistently shows evidence of higher level thinking.</p> <p>3 = Achieves standards. Consistently grasps and applies key concepts, processes, and skills. Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.</p> <p>2 = Approaching standards. Beginning to grasp and apply key concepts, processes, and skills. Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.</p> <p>1 = Needs support. Not grasping key concepts, processes, and essential skills. Area of concern that requires support. Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level</p> <p>BLANK = Not assessed at this time. + = Showing progress toward standard</p> | <p>D = December</p> <p>M = March</p> <p>J = June</p> |

| Comments |
|-----------------|
| December |
| |
| March |
| |
| June |
| |

| LANGUAGE ARTS LITERACY | D | M | J |
|---|---|---|---|
| READING | | | |
| Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1 & RI.3.1) | | | |
| Determines the meaning of unknown words/phrases and domain-specific words as used in a text. (RL.3.4 & RI.3.4) | | | |
| Distinguishes their own point of view from that of the author, narrator, or character(s). (RL.3.6 & RI.3.6) | | | |
| Genre: Literature | | | |
| Determines the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) | | | |
| Describes characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3) | | | |
| Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) (RL.3.9) | | | |
| Genre: Informational Text | | | |
| Determines the main idea of a text; recounts the key details and explains how they support the main idea. (RI.3.2) | | | |
| Compares and contrasts the most important points and key details presented in two texts on the same topic. (RI.3.9) | | | |
| Uses text features and search tools to locate information relevant to a given topic efficiently. (RI.3.5) | | | |

| WRITING | D | M | J |
|---|---|---|---|
| Genre: Narrative | | | |
| Establishes a situation and introduces a narrator and/or characters; provides a sense of closure. (W.3.3A,D) | | | |
| Organizes an event sequence that unfolds naturally; uses temporal words and phrases to signal event order. (W.3.3A,C) | | | |
| Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of character to situations. (W.3.3B) | | | |
| Genre: Informational | | | |
| Introduces a topic & groups related information together; provides a concluding statement or section. (W.3.2A,D) | | | |
| Includes illustrations when useful to aid comprehension; uses linking words and phrases to connect ideas within categories of information. (3.2.A,C) | | | |
| Develops the topic with facts, definitions, and details. (W.3.2.B) | | | |
| Genre: Opinion/Essay | | | |
| Introduces a topic or text by stating an opinion; provides a concluding statement or section. (W.3.1A, D) | | | |
| Provides an organizational structure that lists reasons; uses linking words and phrases to connect opinion reasons. (W.3.1.A,C) | | | |
| Provides reasons that support the opinion. (W.3.1.B) | | | |
| All Genres | | | |
| Shows evidence of grade level spelling, grammar, punctuation & editing strategies. (L.3.1, L.3.2) | | | |

| SPEAKING AND LISTENING | D | M | J |
|---|----------|----------|----------|
| Expresses ideas clearly and effectively | | | |
| Demonstrates listening skills for information and understanding | | | |
| Participates in group discussions actively and appropriately | | | |

| MATHEMATICS | D | M | J |
|--|----------|----------|----------|
| Operations and Algebraic Thinking | | | |
| Represents and solves problems involving multiplication and division (3.OA.1-4) | | | |
| Understands properties of multiplication and the relationship between multiplication and division. (3.OA.B.5-6) | | | |
| Multiplies and divides within 100. (3.OA.C.7) | | | |
| Solves problems involving the four operations, and identifies and explains patterns in arithmetic (3.OA.D.8-9) | | | |
| Numbers and Operations in Base Ten | | | |
| Uses place value understanding and properties of operations to perform multi-digit arithmetic. (3.NBT.A.1-3) | | | |
| Numbers and Operations-Fractions | | | |
| Develops understanding of fractions as numbers. (3.NF.A.1-3) | | | |
| Measurement and Data | | | |
| Solves problems involving measurement and estimation. (3.MD.A.1-2) | | | |
| Represents and interprets data. (3.MD.B.3-4) | | | |
| Understands concepts of area and relates area to multiplication and to addition. (3.MD.C.5-7) | | | |
| Recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures. (3.MD.C.8) | | | |
| Geometry | | | |
| Reasons with shapes and their attributes. (3.GA.1-2) | | | |

| SCIENCE | D | M | J |
|--|----------|----------|----------|
| Physical Science: Forces and Motion; Energy and Its Forms | | | |
| Physical Science - Demonstrates understanding of concepts | | | |
| Physical Science - Participates to solve scientific investigations | | | |
| Life Science: Plants; Living Things; Ecosystems | | | |
| Life Science - Demonstrates understanding of concepts | | | |
| Life Science - Participates to solve scientific investigations | | | |
| Earth Science: Weather Patterns | | | |
| Earth Science - Demonstrates understanding of concepts | | | |
| Earth Science - Participates to solve scientific investigations | | | |

| SOCIAL STUDIES | D | M | J |
|--|----------|----------|----------|
| Demonstrates understanding of concepts | | | |
| Participates in classroom discussions and activities | | | |

| BEHAVIORS THAT SUPPORT LEARNING | D | M | J |
|--|---|---|---|
| C = Consistently U = Usually S = Sometimes I = Infrequently | | | |
| Work Habits | | | |
| Follows oral directions | | | |
| Is organized and comes to class prepared with needed materials | | | |
| Produces best work | | | |
| Demonstrates perseverance | | | |
| Follows written directions | | | |
| Works independently | | | |
| Works cooperatively & attentively during partner/group work | | | |
| Maintains attention to teacher-directed lessons | | | |
| Makes effective use of time | | | |
| Participates in class | | | |
| Completes classwork | | | |
| Completes homework | | | |
| Social Skills | | | |
| Follows school rules | | | |
| Respects & deals appropriately with rights, needs and feelings of others | | | |
| Demonstrates self-control | | | |
| Accepts responsibility for own actions | | | |
| Follows school rules | | | |

Special Content Area

| ART | D | M | J |
|--|---|---|---|
| The Art Program is designed to foster and extend the creative thinking of each student through the creation of art. | | | |
| Identifies and demonstrates the elements of Art. | | | |
| Demonstrates the skills and ability to produce two and three dimensional works of art. | | | |
| Participates in group discussion using visual arts vocabulary to demonstrate understanding of art work, tools, mediums, and processes. | | | |
| Demonstrates the ability to use art tools in a safe and effective manner. | | | |
| Participates with effort, follows directions and shows respect. | | | |
| December Comment: | | | |
| March Comment: | | | |
| June Comment: | | | |

| MUSIC | D | M | J |
|---|---|---|---|
| The Music Program promotes an appreciation and enjoyment of varieties of music. Students will develop positive self-esteem by creating, performing, and responding to music. | | | |
| Demonstrates understanding of musical elements through performance. | | | |
| Connects to music by creating musical ideas, analyzing written music, and responding to recordings. | | | |
| Participates with effort and follows directions. | | | |
| December Comment: | | | |
| March Comment: | | | |
| June Comment: | | | |

| PHYSICAL EDUCATION | D | M | J |
|--|---|---|---|
| The Physical Education Program strives to provide each student with the knowledge needed to make healthy lifestyle choices. | | | |
| Participates with effort, cooperates, and follows directions. | | | |
| Explains and performs movement skills with developmentally appropriate control in isolated and controlled settings. | | | |
| Identifies and demonstrates components of good sportsmanship. | | | |
| Differentiates when to use competitive and cooperative strategies in games, sports, and other movement activities. | | | |
| December Comment: | | | |
| March Comment: | | | |
| June Comment: | | | |

| HEALTH EDUCATION | D | M | J |
|--|---|---|---|
| The Health Education Program strives to provide each student with the knowledge needed to make healthy lifestyle choices. | | | |
| Participates in group discussions and follow directions. | | | |
| Identifies correct health vocabulary terminology. | | | |
| Demonstrates how to express emotions in age appropriate ways. | | | |
| Demonstrates understanding of the fundamental concepts and behaviors that contribute to wellness. | | | |
| December Comment: | | | |
| March Comment: | | | |
| June Comment: | | | |

| LIBRARY/MEDIA | D | M | J |
|---|---|---|---|
| The Library/Media Program focuses on developing a love of reading, fostering an appreciation of literature, and acquiring technology and information skills. | | | |
| Formulates meaningful, thought-provoking questions and keywords related to an identifiable information need. | | | |
| Locates and access information (in print and online) through methods demonstrated in class, appropriate to grade level. | | | |
| Evaluates and verifies information for credibility, accuracy, and validity. | | | |
| Refines search strategies and information literacy processes when necessary and demonstrates persistence and perseverance when problem solving. | | | |
| Works collaboratively and individually in an effort to gain information, expand ideas, and to share knowledge through group discussion, research, or class activities. | | | |
| Demonstrates accountability, responsibility, and ethical behaviors in the use of technology and other resources. | | | |
| December Comment: In library class, students learned how to locate and request books using OPALS, wrote letters or made cards for an active duty service member for Veterans Day and enjoyed various read alouds. | | | |
| March Comment: Students used critical thinking and problem solving skills to complete computer coding tutorials and reviewed the Dewey Decimal System and how biographies are organized. | | | |
| June Comment: | | | |

| STEM3 | D | M | J |
|---|---|---|---|
| The STEM (Science, Technology, Engineering, Mathematics) Program provides students with the knowledge and skills that they will need as they move into college and careers, in order to solve the problems of the 21st Century and beyond. | | | |
| Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | | | |
| Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | | | |
| Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | | | |
| December Comment: | | | |
| March Comment: | | | |
| June Comment: | | | |