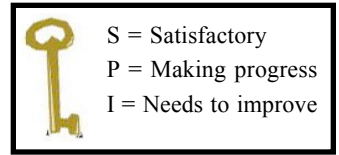


**NAME:** Student, Test - 3rd Grade  
**TEACHER:**  
**SCHOOL:**

**ATTENDANCE** Fall Winter Spring Total  
 Half Days Absent: \_\_\_\_\_  
 Times Tardy: \_\_\_\_\_

## LEARNING/SOCIAL BEHAVIOR

*We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY at right.*



### **Demonstrates responsibility for own learning.**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates self-control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attends to the task at hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes tasks independently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chooses and accepts challenging tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes homework
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes class work

### **Maintains positive relationships with peers and adults.**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works cooperatively with others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses conflict management strategies to solve problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks and acts respectfully to others

### **Puts forth effort.**

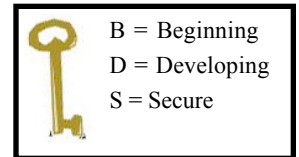
Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Perseveres even when tasks are difficult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is willing to take risks and try new things
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works to produce a quality product

### **Responds to teacher-directed activities.**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses active listening
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates constructively in discussions and activities

## LISTENING AND SPEAKING

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses precise language to express ideas, opinions, and feelings in group discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens for meaning to gain information in discussions and conversations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporates content area vocabulary in class discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conveys ideas confidently and coherently in discussions and conversations



## SOCIAL STUDIES

### **Geography**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses cardinal directions to describe the relative location of places on a map.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the physical and human characteristics of Michigan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe natural resources in Michigan and explain the consequences of their use.

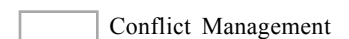
### **History**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explain how historians use primary and secondary sources to answer questions about the past.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes the causal relationships between events in Michigan's past.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describes how Native Americans, European explorers and settlers adapted to, used, and modified their environment.

### **Economics**

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands the concepts of supply and demand in a market economy.

**Conflict Management:** Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives. An "X" indicates the Topic was studied this year.



## Student, Test - 3rd Grade



***B, D, S** indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure. Items unmarked have not yet been taught or assessed. **Bold letter in parentheses indicates expected grade level performance.***

F W S


1. Independently reads and comprehends grade appropriate literature (**S**)
2. Independently reads and comprehends grade appropriate informational text (**S**)
3. Selects and reads books of appropriate difficulty silently during independent reading times (**S**)
4. Sustains interest and focus on longer texts that require several days of reading (**S**)
5. Makes connections to text to extend meaning (**D**)
6. Makes inferences (e.g., draws conclusions, makes justifiable predictions, interprets text) (**D**)
7. Visualizes to construct meaning (**S**)
8. Formulates questions relevant to text (**D**)
9. Uses effective strategies for dealing with obstacles to the meaning of the text (**S**)
10. Uses a variety of strategies to determine the meaning of unfamiliar words, (e.g. analogies to known words, context, base words, affixes) (**D**)
11. Reads with phrasing and fluency at appropriate levels (**S**)
12. Reads books from a variety of genre (**D**)
13. Writes quality responses to texts (**D**)
14. Takes part in literary discussions (**D**)

## READING

The expectations for achievement are that students will meet Secure (**S**) proficiency levels by spring.

## WRITING

### Writing Genre

F W S

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1. Develops cohesive writing projects attending to specific features of the particular genres/forms being used.

To achieve genre benchmarks, the GLCEs require the following Units of Study in writing: (an "X" indicates this area was studied during the indicated marking period)

F	W	S		F	W	S
			2. Narrative pieces such as personal narrative and fiction.			
			3. Informational piece.			

4. Poetry.
5. Research Project.

### Writing Process / Personal Style

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6. Exhibits a personal style / voice while considering the audience and purpose.
7. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, that help him/her generate, sequence, and structure ideas.
8. Drafts focused ideas and composes mechanically sound paragraphs.
9. Revises own drafts using oral and written feedback and self-evaluation.
10. Proofreads and edits using grade-level checklists both individually and in groups.

### Grammar and Usage

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11. Writes complete sentences with beginning capitalization, ending punctuation, and subject-verb agreement.
12. Uses other grade-level grammatical concepts in writing, including: nouns and possessives, verb tenses, and commas in a series.
13. Begin use of quotation marks and capital letters in dialogue.

### Spelling

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14. Correctly spells words used often in reading and writing using a variety of strategies.

### Handwriting

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15. Writes neatly and legibly in cursive.

### Writing Attitude

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16. Is enthusiastic about writing and tries to apply classroom learning independently.

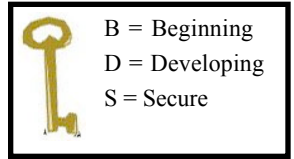
# Student, Test - 3rd Grade

# M A T H E M A T I C S



The goal is that students will be **Secure** in all outcomes by the end of the year.  
**B, D, S** indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure at the end of the reporting period.  
 Items unmarked have not yet been taught or assessed.

EDM Unit	F	W	S	Concepts/Skills
Unit 1: Routines, Reviews, Assessment				1. Understands even and odd numbers.
				2. Has quick recall of addition facts through $9+9=18$ .
				3. Has quick recall of subtraction facts through $18-9=9$ .
Unit 2: Addition and Subtraction				4. Uses basic facts to solve fact extensions.
				5. Completes "What's My Rule?" tables.
				6. Solves and writes addition and subtraction number stories, including money.
				7. Uses the Partial Sums algorithm to add multi-digit numbers correctly, including money.
				8. Uses the Trades First or Counting Up algorithm to subtract multi-digit numbers correctly, including money.
Unit 3: Linear Measures				9. Estimates sums and differences of two 3-digit numbers, including money.
				10. Measures length to the nearest half-inch/half-centimeter.
				11. Estimates and calculates the perimeter of a polygon.
Unit 4: Multiplication and Division				12. Estimates and calculates the area of a rectangular region divided into square units.
				13. Solves applied problems involving length using mixed units.
				14. Solves multiplication number stories using concrete materials or pictures.
				15. Solves division number stories using concrete materials or pictures, including those with remainders.
Unit 5: Place Value				16. Completes multiplication/division fact families.
				17. Uses arrays, diagrams and number models to represent multiplication and division facts.
				18. Knows $x0$ , $x1$ , $x2$ , $x5$ , $x10$ multiplication facts to $10 \times 10$ .
Unit 6: Geometry				19. Reads, writes, compares, orders and determines place value in 5-digit numbers.
				20. Reads, writes, orders, and determines place value in 1- and 2-digit decimals.
				21. Recognizes and uses expanded notation for numbers using place value, to 10,000s place.
				22. Identifies, draws and names line segments, lines, points, and rays.
Unit 7: Multip & Division				23. Identifies right angles.
				24. Identifies perpendicular, parallel, and intersecting lines.
				25. Identifies parallel faces of rectangular prisms.
				26. Identifies, describes, compares, draws, and classifies 2-dimensional shapes.
Unit 8: Fractions				27. Identifies, describes, builds, and classifies familiar geometric solids.
				28. Represents front, top, and side views of solids built with cubes.
				29. Knows square-number multiplication facts through $10 \times 10$ .
Unit 9: Multiplication & Division				30. Finds solutions to open multiplication/division sentences.
				31. Composes and decomposes triangles and rectangles to form other familiar 2-dimensional shapes.
				32. Identifies fractional parts of regions, and sets of objects.
				33. Finds equivalent fractions with denominators of 2, 4, and 8.
Unit 10: Measurement				34. Places fractions with denominators of 2, 4, and 8 on a number line.
				35. Compares and orders up to three fractions with denominators of 2, 4, and 8.
				36. Writes any fraction as a sum of unit fractions.
				37. Solves and writes multiplication and division number stories.
				38. Uses understanding of multiplication to find quotients.
			39. Extends multiplication/division fact families to mentally calculate multiples of 10 & 100.	
			40. Uses the partial product algorithm to solve 1-digit by 2-digit & 3-digit multiplication problems. Describes the strategy.	
			41. Knows benchmark temperatures for freezing and boiling.	
			42. Finds maximum, minimum, and range on a bar graph.	
			43. Reads, interprets, compares and solves problems using information in a bar graph.	
			44. Knows and uses common units of measurements for length, weight, capacity and time.	
			45. Adds and subtracts weight using mixed units within the same measurement system.	
			46. Solves applied problems involving time, using mixed units.	
			47. Demonstrates automaticity with $x0$ , $x1$ , $x2$ , $x5$ , $x10$ and square-number multiplication facts to $10 \times 10$ .	
			48. Uses strategies to compute remaining multiplication facts to $10 \times 10$ .	
			49. Solves complex constructed response problems appropriate for grade 3.	



**Habitats**

- Describes how specific habitats provide the resources to meet the needs of plants and animals
- Explains how behavioral and physical characteristics of plants and animals help them survive in their environments

**Light**

- Demonstrates that light travels in a straight line and that shadows are made by placing objects in the paths of light
- Diagrams and explains how light enables us to see objects
- Uses evidence when communicating scientific ideas
- Shares ideas about science through purposeful conversation in collaborative groups

**Our Solar System**

- Explains that the spin of the earth creates night and day
- Compares and contrasts the characteristics of the sun, moon and earth
- Describes the apparent movement of the sun and moon across the sky through day/night and the seasons
- Constructs, uses and reflects upon models in science

**Magnets**

- Identifies materials that are attracted by magnets
- Explains that magnetic forces can work through air and most other materials

**Electrical Circuits**

- Identifies electricity as a form of energy that can produce light, heat, sound, motion or magnetic effects
- Explains that there must be a complete circuit for electrical current to flow

**An "X" indicates that the Health Unit has been taught.**

- Health Units Studied**
- Physical Wellness
  - Substance Abuse Prevention
  - Practicing Healthy Behaviors

Student, Test - **3rd Grade**

## GENERAL TEACHER COMMENTS

Grade Next Year: