



MORRIS SCHOOL DISTRICT

K-5 REPORT CARD

Student: Andy Mann

Grade: 3

Teacher: Ms. You

Attendance: Present 180 Absent: 0 Tardy: 4

Date: February 14, 2010

COMMUNICATING STUDENT PROGRESS

Keys to Success:

The report card is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

Learning Continuum:

Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

I- Independently uses skill

P- Progressing and developing

E- Experiencing difficulty



READING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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DEVELOPING

- I__ Selects 'Just Right' books, from a variety of genres, independently
- I__ Engages in book talks during peer reading experiences
- I__ Retells beginning, middle, and end of story in easy chapter book
- I__ Summarizes and retells story events in sequential order
- I__ Uses word structure when encountering unknown words (root, prefix, suffix, word part)
- I__ Uses context clues to build vocabulary
- I__ Reads and follows written directions independently
- I__ Reads silently for 15-25 minutes
- P__ Reads aloud fluently with automatic word recognition
- I__ Recognizes word endings, contractions, and many high frequency words
- I__ Makes meaningful predictions based on text or prior knowledge
- P__ Responds to and makes personal connections with characters and situations in literature
- I__ Discusses character traits and motives with guidance
- I__ Retells main idea of story
- I__ Retells facts from nonfiction
- P__ Uses resources/ tools to seek information
- I__ Uses and explains common synonyms, antonyms, homophones, and homographs
- I__ Begins to set goals and identify strategies to improve reading
- P__ "Reads between the lines" with guidance
- I__ Self corrects for meaning
- I__ Identifies differences between various prints and formats

INSTRUCTIONAL LEVEL GRADE 3



WRITING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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EARLY DEVELOPING

- I__ Writes legibly
- I__ Publishes own writing with guidance
- I__ Edits for capitals and punctuation with guidance
- I__ Writes a story with beginning, middle, and end incorporating details
- I__ Begins to write about feelings
- I__ Uses several prewriting strategies (e.g., web, brainstorm) with guidance
- I__ Writes with a central idea
- I__ Organizes ideas in a logical sequence in fiction and nonfiction writing with guidance
- I__ Writes a variety of short nonfiction pieces (e.g., facts, letters, lists) with guidance
- P__ Writes short fiction and poetry with guidance
- P__ Adds description and detail to paragraphs with guidance

√ Skills and strategies observed

- √ Spells high frequency words and is moving toward conventional spelling
- √ Begins to consider suggestions from others about own writing
- √ Listens to others' writing and offers feedback
- √ Begins to recognize and use interesting language
- √ Revisits own writing to incorporate instructional strategies and sets goals with guidance

INSTRUCTIONAL LEVEL GRADE 2-3



Name: _____



ASSESSMENT KEY
 I – Independently uses skill
 P – Progressing and developing
 E – Experiencing difficulty
 N/A – Not accountable

3rd GRADE MATHEMATICS PROGRESS REPORT

<i>Feb</i>	<i>June</i>	Number Sense and Numerical Operations
		Understands place value through hundred thousands
		Compares numbers up to four digits (<, >, =)
		Orders numbers up to thousands
		Masters basic facts for addition (0-20) with speed and accuracy
		Masters basic facts for subtraction (0-20) with speed and accuracy
		Masters basic multiplication facts (for numbers 1-10)
		Uses a variety of strategies to solve multiplication and division problems
		Uses patterns to determine rules and to help in solving problems
		Demonstrates an ability to round numbers
		Demonstrates an ability to represent decimals and fractional parts
		Identifies odd and even numbers
		Calculates using:
		pencil/paper
		mental math
		calculator
		Adds numbers:
		with regrouping three or more digits
		Subtracts numbers:
		with regrouping
		Estimates whole numbers to the nearest:
		tens
		hundreds
		thousands
		Understands money concepts:
		uses dollar/cent notation correctly
		counts money combinations accurately
		makes change accurately
		Understands fractions as part of a whole number:
		identifies numerator and denominator
		names fractional parts of sets
		compares and orders fractions

<i>Feb</i>	<i>June</i>	Mathematical Processes and Problem Solving
		Uses problem-solving strategies to solve number stories
		Identifies information necessary to solve number stories
		Explains problem solving orally
		Explains problem solving in written form
		Data Analysis, Probability and Discrete Math
		Collects, generates, organizes, and displays data
		Analyzes information and interprets data
		Identifies minimum and maximum
		Predicts and records the probability of an outcome
		Geometry and Measurement
		Identifies and describes 3-Dimensional figures
		Identifies and can describe all polygons
		Identifies and draws shapes that are congruent
		Calculates perimeter of polygons
		Calculates area of polygons
		Identifies symmetric figures and draws lines of symmetry
		Identifies right angles in shapes and figures
		Identifies angles that are greater than and less than a right angle
		Identifies and draws line segments, rays and end points
		Demonstrates understanding of parallel and intersecting lines
		Tells time:
		to nearest minute
		solves elapsed time problems
		Units of measurement:
		Properly uses measuring tools (ruler, tape measure, meter stick)
		Incorporates estimation in measurement
		Measures to the nearest:
		1/4 inch
		centimeter
		inch
		foot

GRADES 3-5 PROGRESS REPORT

ASSESSMENT KEY
 I – Independently uses skill
 P – Progressing and developing
 E – Experiencing difficulty

STUDENT _____

Feb June

Feb June

LISTENING/SPEAKING	Feb	June
Listens carefully to and follows directions		
Responds to peer presentations appropriately		
Participates in discussions in a variety of situations		
Communicates meaningful ideas to the group		
Clearly expresses ideas		
SOCIAL AND EMOTIONAL DEVELOPMENT		
Accepts responsibility for choices		
Demonstrates trustworthiness		
Exhibits willingness to try new tasks; is a risk-taker		
Makes positive statements about self and his/her accomplishments		
Exhibits self-control and shares feelings appropriately		
Interacts with peers (exhibiting respect, courtesy and good manners)		
Interacts with adults		
Demonstrates caring behaviors		
Accepts constructive criticism and makes an effort to improve		
Respects personal and school property		
Independently follows school and class routines		
Thinks independently and solves own problems		
WORK STUDY HABITS		
Displays effort		
Produces quality work		
Completes class work within an appropriate time frame		
Takes responsibility for completing homework assignments completing them regularly		
Keeps work and materials organized		
Works well independently to accomplish goals		
Works cooperatively in a group		
Actively participates in classroom activities		

SCIENCE Grades 3-5	Feb	June
Understands science concepts		
Demonstrates knowledge of key scientific vocabulary		
Actively participates in activities and experiments		
Completes assigned work and projects		
Works well within a group		
Exhibits good conduct		

PHYSICAL EDUCATION/HEALTH Grades 3-5	Feb	June
Demonstrates age appropriate movement skills and concepts		
Applies PE skills into activities		
Engages in fitness enhancing activities		
Demonstrates positive behaviors		
Follows directions and rules related to safety		
Demonstrates understanding of health concepts		

ART Grades 3-5	Feb	June
Uses materials and employs techniques appropriately		
Understands the concepts of art		
Completes class work in an appropriate time frame		
Shows effort		
Listens to and follows directions		

VOCAL MUSIC Grades 3-5	Feb	June
Performs age appropriate rhythms accurately		
Matches pitch consistently		
Applies musical knowledge and skills		
Actively participates in musical activities		
Exhibits good conduct		

INSTRUMENTAL/STRINGS/BAND Grades 4/5	Feb	June
Performs age appropriate rhythms accurately		
Plays with appropriate technique		
Plays with characteristic tone quality		
Comes prepared and actively participates in lessons		
Practices consistently		
Exhibits good conduct		

MEDIA LITERACY Grades 3-5	Feb	June
Takes proper care of books, materials, and the media center		
Locates appropriate materials in the media center		
Recognizes variety of fiction genres (for example: historical, fantasy, etc.), non-fiction and reference materials.		
Chooses appropriate source (for example: dictionary, encyclopedia, online resources for information needs		
Uses tables of contents, index, glossary and other reference materials for information needs (class assignments and personal interest)		
Performs advanced searches on the Internet and online catalog (OPAC)		
Can create a presentation with text, pictures, sounds, transitions, and/or video clips using multimedia tools such as PowerPoint		
Aware of safe Internet usage		
Listens attentively		



STUDENT NAME: _____

REPORT CARD COMMENTS

Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)

GOALS (Drawn specifically from the continuum and other report card aspects)

Teacher signature _____

-----Tear here-----

PARENT COMMENT(s) – [Please sign and return this section of the page only to your child’s homeroom teacher]

Parent signature _____

