

**VERONA PUBLIC SCHOOLS  
GRADE 3 REPORT CARD**

<b>REPORTING KEY FOR ACADEMIC DEVELOPMENT</b>			
<b>4: Exceeding Learning Standards:</b> Student performance demonstrates an understanding of the knowledge and skills beyond grade level expectations and consistently shows evidence of higher level thinking. A "4" indicates <i>unusually high achievement</i> .			
<b>3: Meeting Learning Standards:</b> Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.			
<b>2: Approaching Learning Standards:</b> Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.			
<b>1: Not Meeting Learning Standards:</b> Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.			
<b>*: Learning Standard Not Addressed in This Marking Period</b>			

<b>Student:</b>	
<b>Teacher:</b>	
<b>School:</b>	
<b>Academic Year:</b>	

<b>LANGUAGE ARTS</b>			
<b>READING</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
<i>Understanding your child's reading level</i>	<b>See page 3</b>		
Knows and applies word analysis skills			
Reads with sufficient accuracy, fluency, and expression			
Demonstrates reading stamina			
Demonstrates literal comprehension			
Demonstrates inferential comprehension			
Applies reading skills			
Writes effective responses to literature			

<b>ATTENDANCE</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Present			
Absent			
Tardy			

<b>WRITING</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Generates ideas			
Demonstrates writing stamina			
Produces clear and coherent writing across genres			
Strengthens writing by using revision strategies			
Uses developmentally appropriate spelling			
Demonstrates command of writing conventions (capitalization, punctuation, and paragraphing)			

<b>SCIENCE</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates understandings of concepts, content, and vocabulary			
Follows simple plans using systematic observations to explore questions, predictions, and claims			
Actively participates in discussions and activities			

<b>MATHEMATICS</b>			
<b>Operations and Algebraic Thinking</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Represents and solves problems involving multiplication and division			
Understands properties of multiplication and the relationship between multiplication and division			
Multiplies and divides within 100			
Solves problems involving the four operations and identifies and explains patterns in arithmetic			
<b>Number and Operations in Base Ten</b>			
Uses place value understanding and properties of operations to perform multi-digit arithmetic			
<b>Number and Operations - Fractions</b>			
Develops understanding of fractions as numbers			
<b>Measurement and Data</b>			
Solves problems involving measurement and estimation			
Represents and interprets data			
Understands concepts of area and relates area to multiplication and to addition			
Recognizes perimeter as an attribute of plane figures and distinguish between linear and area measures			
<b>Geometry</b>			
Reasons with shapes and their attributes			

<b>SOCIAL STUDIES</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates understandings of concepts, content, and vocabulary			
Interprets maps, globes, charts, and graphs			
Actively participates in discussions and activities			

<b>PHYSICAL EDUCATION</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Skill development			
Sportsmanship			
Observes rules and routines			
Participation and effort			

<b>ART</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Skill development			
Observes rules and routines			
Participation and effort			

<b>MUSIC</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Skill development			
Observes rules and routines			
Participation and effort			

<b>LIBRARY</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Skill development			
Observes rules and routines			
Participation and effort			

**VERONA PUBLIC SCHOOLS  
GRADE 3 REPORT CARD**

<b>BEHAVIORAL KEY</b>
<b>Attained (A):</b> Consistently meets expectations
<b>Progressing (P):</b> Sometimes meets expectations
<b>Needs Improvement (N):</b> Not meeting expectations

<b>SOCIAL DEVELOPMENT AND LEARNING HABITS</b>	MP1	MP2	MP3
Exercises self-control			
Respects others			
Listens attentively			
Follows directions			
Stays on task			
Works cooperatively			
Completes work carefully and neatly			
Submits homework on time			
Manages time effectively			
Organizes materials			
Observes rules and routines			
Organizes and communicates thoughts clearly			

<b>MARKING PERIOD 2 COMMENTS</b>

<b>MARKING PERIOD 3 COMMENTS</b>

(Student's first and last name \_\_\_\_\_) will be assigned to grade \_\_\_\_\_ for the school year \_\_\_\_\_.

**VERONA PUBLIC SCHOOLS  
GRADE 3 REPORT CARD**

***Understanding your child's reading level***

The Reading Process

Reading is a 'self-extending' process. As we apply strategies to meet challenges to our comprehension and fluency, we extend and refine our ability to read. However, we must work with texts that are within our ability level. If the text is too hard, the process breaks down and comprehension is lost. The struggling reader cannot perform effectively, and reading is short-circuited.

The Fountas and Pinnell Reading Levels

Leading reading experts, Fountas and Pinnell, developed a leveling system that organized books according to a specific set of characteristics to help teachers instruct students with appropriate texts. Books at a particular level share similar characteristics and are similar to one another in terms of difficulty. This system is often referred to as the "Fountas and Pinnell Reading levels." At each level, there is a cluster of characteristics that helps teachers teach to the text and address challenges encountered by the reader. Characteristics include print features, vocabulary, sentence complexity, text structure, content, language features, literary features, themes and ideas. The Fountas and Pinnell Reading levels are organized from A-Z, which classify the text from easy to hard.

[\\*A list of specific text characteristics associated with each level can be found here.](#)

Determining a students' reading level

It is important to note that texts are leveled, not students. Students will continually demonstrate growth with reading and the Fountas and Pinnell reading level associated with the student will change accordingly. A variety of reading assessments help to determine the reading level at which they are currently receiving instruction and the level at which they can read independently (Independent level vs. instructional level- see below). These assessments include, but are not limited to, the Developmental Reading Assessment (DRA) and running records.

[\\*A list of typical reading behaviors associated with each reading level can be found here.](#)

[\\*A chart of parent tips to help your child at each level can be found here.](#)

Instructional level vs. Independent level

Teachers work with students at two separate reading levels. One is a student's "instructional reading level"; that is, the level that a student can read with instructional support. The "independent reading level" is one at which the student can read without teacher support. On average, a student's independent reading level will be one or two levels lower.

	MP1	MP2	MP3
<b>Your child's Instructional Reading level:</b>			
<b>Your child's Independent Reading level:</b>			

Grade level expectations

Literary experts have aligned the Fountas and Pinnell reading levels to approximate grade levels. Referred to as the "Fountas and Pinnell progress monitoring chart," the chart is organized by grade level and states the expected grade level reading performance for each month of the school year (September –June). The months in which report cards are issued are highlighted in yellow (December, March, and June). If the student's instructional level matches the indicated level on the progress monitoring chart at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level.

***Fountas and Pinnell Instructional Reading Level Expectations***

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
<b>Kindergarten</b>	---	A	B	B	C	C	C	D	D	D
<b>Grade One</b>	D	E	F	F	G	H	H	I	J	J
<b>Grade Two</b>	J	K	K	K	L	L	L	M	M	M
<b>Grade Three</b>	M	N	N	N	O	O	O	P	P	P
<b>Grade Four</b>	P	Q	Q	Q	R	R	R	S	S	S

*\*The above information was adapted from the [Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy](#) by Fountas and Pinnell*