

Chino Valley Unified School District

REPORT TO PARENTS - THIRD GRADE

Student: Student Name

School: _____

Year: 2021-2022

Teacher: _____

Principal: _____

Grade: 3

Stu #: 02/23/2021 - 05/27/2021

Birthdate: **EXPLANATION OF MARKS**

| Student Performance Levels | |
|----------------------------|--|
| 4 | Excelling - Consistently performs at grade level, demonstrates independence, and extends grade level standards, when applicable. |
| 3 | Achieving - Adequate understanding of and ability to apply skills to meet grade level standards. |
| 2 | Progressing - Partially meets grade level standards. |
| 1 | Beginning/Standard Not Met - Not yet meets grade level standards. |
| X | Not Applicable - This standard or group of standards was not assessed during this time period. |

| | Reporting Period | 1 | 2 | 3 |
|--|------------------|---|---|---|
| ENGLISH LANGUAGE ARTS | | | | |
| Reading Literature | | | | |
| Retell stories; explain message/lesson/moral using key details; describe characters and follow their contribution to sequence of events; point of view; use illustrations to understand text; compare/contrast theme/settings/plots. | | | | |
| Reading Informational Text | | | | |
| Determine and compare/contrast main idea and key details, determine sequence of events and cause/effect, identify and use text features and search tools (e.g., key words, sidebars), distinguish point on view, use illustrations to understand text. | | | | |
| Foundational Skills | | | | |
| Knows and applies grade level phonics and word analysis skills in decoding when reading with sufficient accuracy and fluency to support comprehension. | | | | |
| Writing | | | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| Write narratives to develop real or imagined experiences or events using details and sequence of events. | | | | |
| Research, production, and distribution of writing. | | | | |
| Speaking and Listening | | | | |
| Engage effectively in a range of collaborative discussion; Determine the main ideas and key details of a text read aloud or information presented in diverse media formats; Plan and deliver an informative/explanatory presentation. | | | | |
| Language | | | | |
| Properly use conventions (capitalization, punctuation, spelling) when writing (including commas, quotation marks in dialogue, capitalization of titles, suffixes); use correct language/grammar when writing, reading, speaking, listening. | | | | |
| Determine meaning of unknown/multiple meaning words using context clues, prefixes, suffixes, and root-words; Interpret literal and non-literal meanings of words; Use grade appropriate conversational, academic, content specific words/phrases. | | | | |

| | Reporting Period | 1 | 2 | 3 |
|---|------------------|---|---|---|
| MATHEMATICS | | | | |
| Operations and Algebraic Thinking | | | | |
| Understand properties of multiplication/relationship between multiplication and division; multiply/divide within 100; interpret/represent/solve problems involving four operations, and identify/explain patterns in arithmetic. | | | | |
| Number and Operations in Base Ten | | | | |
| Fluently add and subtract within 1000 using strategies and algorithms; round whole numbers to 100. | | | | |
| Number and Operations-Fractions | | | | |
| Understand: unit fraction as one part of a whole, fraction vocabulary, fractions on a number line; compare fractions with same numerator or denominator, demonstrations of equivalent fractions, whole numbers as fractions. | | | | |
| Measurement and Data | | | | |
| Solve problems involving measurement/estimation of intervals of time, liquid volumes, and mass of objects; represent/interpret data in a picture graph or bar graph; understand concepts of perimeter and area (relating to multiplication and addition). | | | | |
| Geometry | | | | |
| Use attributes to identify shapes and classify shapes into categories; define quadrilaterals; recognize and draw quadrilaterals (e.g., rhombuses, rectangles, trapezoids); demonstrate an understanding of partitioning shapes into equal parts. | | | | |
| HISTORY-SOCIAL SCIENCE | | | | |
| Understand the concepts of units taught (Civics/ Government, Economics, History, and Geography). | | | | |
| SCIENCE | | | | |
| Understand the concepts of units taught (Life Science, Earth Science, and Physical Science); Use the Scientific Inquiry process. | | | | |
| PHYSICAL EDUCATION | | | | |
| Be actively engaged and participate. | | | | |
| Demonstrate competency in motor skills and movement patterns. | | | | |

Student: Student Name

Teacher:

Grade: 3

| | Reporting Period | 1 | 2 | 3 |
|--|------------------|---|---|---|
| HABITS OF SUCCESS | | | | |
| Work Habits | | | | |
| Shows positive attitude towards learning | | | | |
| Takes responsibility for choices and actions | | | | |
| Shows effort to produce quality work | | | | |
| Responsibility for Academic Success | | | | |
| Follows classroom routines and expectations | | | | |
| Follows school routines and expectations | | | | |
| Completes classroom assignments | | | | |
| Completes homework assignments | | | | |
| 21st Century Skills | | | | |
| Solves problems appropriately | | | | |
| Shows understandings of other perspectives by working and/or playing collaboratively | | | | |
| Builds content knowledge through purposeful and attentive communication | | | | |

| ATTENDANCE | 1 | 2 | 3 |
|-------------------|---|---|---|
| Days Enrolled | | | |
| Days Absent | | | |
| Days Tardy | | | |

TEACHER COMMENTS

1st Trimester:

2nd Trimester:

3rd Trimester: