

# Hillsdale Public Schools

Student:  
Grade: 03 YEAR: 2016-2017

Hillsdale, New Jersey  
Report Card Grade 03

School:  
Teacher:

PERFORMANCE LEVEL INDICATORS	BEHAVIORS THAT SUPPORT LEARNING															
<p><b>4 = Exceeds grade level expectations</b> - Extends key concepts, processes and skills. Independently and consistently works beyond stated grade-level benchmarks.</p> <p><b>3 = Meets grade level expectations</b> - Consistently grasps and applies key concepts, processes and skills. Successfully meets grade-level benchmarks.</p> <p><b>2 = Approaching grade level expectations</b> - Beginning to grasp and apply key concepts, processes and skills. Progressing toward grade-level benchmarks.</p> <p><b>1 = Below grade level expectations</b> - Not grasping key concepts, processes and essential skills. Area of concern that may require support.</p> <p><b>N/A</b> = Not assessed at this time</p>	<p><b>O = (Outstanding)</b> - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level</p> <p><b>S = (Satisfactory)</b> - Student is performing in accordance with grade level expectations</p> <p><b>I = (Inconsistent)</b> - Student displays inconsistent performance</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Attendance</th> <th style="width: 10%;">MP1</th> <th style="width: 10%;">MP2</th> <th style="width: 10%;">MP3</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Absent:</td> <td style="text-align: center;">1</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;">Tardy:</td> <td style="text-align: center;">0</td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Attendance	MP1	MP2	MP3	Total	Absent:	1			1	Tardy:	0			0
Attendance	MP1	MP2	MP3	Total												
Absent:	1			1												
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Marking Period:	1	2	3
Independent Reading Level			
Reads with literal comprehension: (e.g., main idea, retelling, summarizing)			
Reads with inferential comprehension: (e.g., inferences, predictions, conclusions, supports with evidence)			
Know and apply grade-level phonics and word analysis skills in decoding and encoding words			
Reads with fluency (expression, rate, phrasing, accuracy)			
Demonstrates stamina during independent reading time			
Written responses include supportive evidence from the text			
Demonstrates knowledge of spelling patterns			
Applies spelling patterns			
Applies rules of grammar, usage, and mechanics			
Expresses ideas clearly in writing			
Elaborates by using details and descriptions			
Uses Writer's Notebook, mini-lessons, and conferences as tools to develop writing ability.			
Demonstrates stamina in independent writing			
Shows evidence of revision			
Applies handwriting skills to write legibly			
Demonstrates fluency and accuracy, from memory, all products of two one-digit numbers			
Fluently multiply within 100			
Fluently divide within 100			
Fluently add within 1000			
Fluently subtract within 1000			
Performs operations with multi-digit whole numbers			
Uses place value understanding to round and compare multi-digit whole numbers			
Represents and explains fractions on a number line			
Explains and compares fractions and their equivalents			
Reads, writes and solves problems involving time			
Solves problems using metric measure involving liquid volume and mass			
Represents and interprets data using graphs and line plots			
Demonstrates understanding of geometric measurement including concepts of perimeter and area			
Categorizes shapes by their attributes			
Partition shapes into fractional parts with equal areas			
Demonstrates knowledge of facts and understanding of concepts			
Applies knowledge to solve scientific investigations			
Demonstrates knowledge of facts and understanding of concept			
Applies knowledge to classroom discussions and activities			

Marking Period:	1	2	3
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
Participates with effort, cooperates, and follows directions			
Demonstrates an understanding of concepts and skills			
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Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
Expresses ideas clearly and effectively			
Listens when others are speaking			
Demonstrates listening skills for information and understanding			
Participates in group discussions actively and appropriately			
Follows classroom routines and procedures			
Follows oral and written directions			
Works independently			
Makes effective use of time			
Maintains attention to teacher-directed lessons			
Is organized and prepared with materials			
Comes prepared with completed homework			
Completes classwork			
Produces best work			
Participates in class			
Follows rules (classroom and school)			
Displays respect for others			
Demonstrates self-control			
Works cooperatively			
Accepts responsibility			

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## BEHAVIORS THAT SUPPORT LEARNING

**O = (Outstanding)** - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level

**S = (Satisfactory)** - Student is performing in accordance with grade level expectations

**I = (Inconsistent)** - Student displays inconsistent performance

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## 1st Marking Period Comments

## 2nd Marking Period Comments

## 3rd Marking Period Comments