

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>4 = Exceeds grade level expectations - Extends key concepts, processes and skills. Independently and consistently works beyond stated grade-level benchmarks.</p> <p>3 = Meets grade level expectations - Consistently grasps and applies key concepts, processes and skills. Successfully meets grade-level benchmarks.</p> <p>2 = Approaching grade level expectations - Beginning to grasp and apply key concepts, processes and skills. Progressing toward grade-level benchmarks.</p> <p>1 = Below grade level expectations - Not grasping key concepts, processes and essential skills. Area of concern that may require support.</p> <p>N/A = Not assessed at this time</p> | <p>O = (Outstanding) - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level</p> <p>S = (Satisfactory) - Student is performing in accordance with grade level expectations</p> <p>I = (Inconsistent) - 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 |
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| Marking Period: | 1 | 2 | 3 |
|--|---|---|---|
| Reading | | | |
| 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 | | | |
| Writing | | | |
| 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 | | | |
| Math | | | |
| Operations and Algebraic Thinking | | | |
| Demonstrates fluency and accuracy, from memory, all products of two one-digit numbers | | | |
| Fluently multiply within 100 | | | |
| Fluently divide within 100 | | | |
| Number and Operations in Base Ten | | | |
| 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 | | | |
| Number and Operations -- Fractions | | | |
| Represents and explains fractions on a number line | | | |
| Explains and compares fractions and their equivalents | | | |
| Measurement and Data | | | |
| 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 | | | |
| Geometry | | | |
| Categorizes shapes by their attributes | | | |
| Partition shapes into fractional parts with equal areas | | | |
| Science | | | |
| Demonstrates knowledge of facts and understanding of concepts | | | |
| Applies knowledge to solve scientific investigations | | | |
| Social Studies | | | |
| Demonstrates knowledge of facts and understanding of concept | | | |
| Applies knowledge to classroom discussions and activities | | | |

| Marking Period: | 1 | 2 | 3 |
|---|---|---|---|
| Art | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Computers/Technology | | | |
| Participates with effort, cooperates, and follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Media | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Music | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Physical Education | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Health | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| World Language | | | |
| Participates with effort, cooperates, follows directions | | | |
| Demonstrates an understanding of concepts and skills | | | |
| Behaviors that Support Learning | | | |
| Listening and Speaking | | | |
| Expresses ideas clearly and effectively | | | |
| Listens when others are speaking | | | |
| Demonstrates listening skills for information and understanding | | | |
| Participates in group discussions actively and appropriately | | | |
| Work and Study Skills | | | |
| 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 | | | |
| Social Skills | | | |
| Follows rules (classroom and school) | | | |
| Displays respect for others | | | |
| Demonstrates self-control | | | |
| Works cooperatively | | | |
| Accepts responsibility | | | |

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1st Marking Period Comments

2nd Marking Period Comments

3rd Marking Period Comments