



## 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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### 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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Name: \_\_\_\_\_



**ASSESSMENT KEY**

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

**3<sup>rd</sup> GRADE MATHEMATICS PROGRESS REPORT**

<i>Feb</i>	<i>June</i>	<b>Number Sense and Numerical Operations</b>
		Identifies place value through hundred thousands
		Compares numbers up to four digits (<, >, =)
		Orders numbers up to four digits
		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
		Identifies odd and even numbers
		Calculates using:
		pencil/paper
		mental math
		calculator
		Adds numbers:
		with regrouping up to three digits
		Subtracts numbers:
		with regrouping up to three digits
		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>	<b>Mathematical Processes and Problem Solving</b>
		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
		<b>Data Analysis, Probability and Discrete Math</b>
		Collects, generates, organizes, and displays data
		Analyzes information and interprets data
		Identifies minimum and maximum
		Predicts the probability of an outcome
		<b>Geometry and Measurement</b>
		Identifies and describes all polygons (2 dimensional figures)
		Identifies and describes 3-Dimensional figures
		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
		Defines 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

STUDENT \_\_\_\_\_

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

Feb June

Feb June

	Feb	June
<b>LISTENING/SPEAKING</b>		
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		
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
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 appropriately 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		
<b>WORK STUDY HABITS</b>		
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		

	Feb	June
<b>SCIENCE Grades 3-5</b>		
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		

	Feb	June
<b>PHYSICAL EDUCATION/HEALTH Grades 3-5</b>		
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		

	Feb	June
<b>ART Grades 3-5</b>		
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		

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

	Feb	June
<b>INSTRUMENTAL/STRINGS/BAND Grades 4/5</b>		
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		

	Feb	June
<b>MEDIA LITERACY Grades 3-5</b>		
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** \_\_\_\_\_

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

**Parent signature** \_\_\_\_\_

