### Reading

<table>
<thead>
<tr>
<th>Concept</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
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</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Vocabulary Acquisition</td>
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<tr>
<td>Fluency</td>
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#### Writing

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<th>01</th>
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<tbody>
<tr>
<td>Text Type and Purpose</td>
<td>3</td>
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<tr>
<td>Range of Writing</td>
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#### Language

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<th>01</th>
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<tbody>
<tr>
<td>Conventions of Standard English</td>
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<tr>
<td>Demonstrates Command of Standard English Writing or Speaking</td>
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<tr>
<td>Vocabulary Acquisition and Use</td>
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#### Speaking and Listening

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<tr>
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<tbody>
<tr>
<td>Comprehension and Collaboration</td>
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<tr>
<td>Presentation of Knowledge</td>
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### Math

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<tbody>
<tr>
<td>Concepts of Multiplication &amp; Division</td>
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<tr>
<td>Number &amp; Operations in Base Ten</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>Represent &amp; Solve word Problems</td>
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### Science

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<tr>
<td>Engineering and Communicate Scientific Information</td>
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### Social Studies

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<th>01</th>
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<tbody>
<tr>
<td>Understanding</td>
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<tr>
<td>Civil and Government Understandings</td>
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### Health

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<tr>
<td>Physical Education</td>
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<tr>
<td>Economics Understandings</td>
<td>3</td>
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#### Additional Notes

- **3rd Grade Report Card**
- **Student:**
- **Teacher:**
- **School:**
- **Teacher:**
- **School:**
- **Grade:**
- **Subject:**
- **Unit:**
- **Chapter:**
- **Section:**
- **Activity:**
- **Date:**
- **Materials:**
- **Assessment:**
- **Rubric:**
- **Grading:**
- **Feedback:**
- **Homework:**
- **Parent:**
- **Comments:**
- **Handouts:**
- **Supplements:**
- **Resources:**
- **Projects:**
- **Assignments:**
- **Tests:**
- **Finals:**
- **Exams:**

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**Placement Information**

- **Promoted to 4th grade**
- **Promoted to 5th grade**
- **Promoted to 6th grade**
- **Additional Year in 3rd grade**
### PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- **3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- **3** = Meets Standards - Consistently and independently
- **2** = Progressing toward meeting standards
- **1** = Limited progress or does not meet standards

### LEARNING SKILLS & BEHAVIORS

| S | SUCCESSFUL | Student displays appropriate learning skills and behaviors |
| P | PROGRESSING | Student is progressing; displays appropriate learning skills and behaviors most of the time |
| N | NEEDS IMPROVEMENT | Student does not display learning skills and behaviors that lead to success |

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**COBB COUNTY SCHOOL DISTRICT**

**ONE TEAM. ONE GOAL. STUDENT SUCCESS.**

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### Fountas and Pinnell (Guided Reading) Reading Level Characteristics

**A**
- **Parent Tips:** Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.

**B**
- **Parent Tips:** Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.

**C**
- **Parent Tips:** Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Please children for self-correcting and assist the use of dialogue with the voice.

**D**
- **Parent Tips:** Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word reading.

**E**
- **Parent Tips:** Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.

**F**
- **Parent Tips:** Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.

**G**
- **Parent Tips:** Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.

**H**
- **Parent Tips:** Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.

**I**
- **Parent Tips:** Readers are processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. Find short chapter books with a single point of view and illustrations to help support the text.

**J**
- **Parent Tips:** Readers are able to process a variety of texts. Children read silently during independent reading.

**K**
- **Parent Tips:** Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.

**L**
- **Parent Tips:** Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.

**M**
- **Parent Tips:** Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.

**N**
- **Parent Tips:** Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.

**O**
- **Parent Tips:** Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words.

**P**
- **Parent Tips:** Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it be comprehended by the child.

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**Specials/General Comments**

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**ELA/Reading**

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**Math**

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**Science**

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**Social Studies**

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