

READING	Q1	Q2	Q3	Q4
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1
		Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes)		Know and apply word analysis skills to decode words. (common prefixes/suffixes, Latin suffixes)
Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level: A B C D E F G H I J K L M N O P Q R S K 1st 2nd 3rd 4th 5th			
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1
	-Ask and answer questions of a text. -Describe characters in a story and how they contribute to a sequence of events.	-Ask and answer questions of a text. -Determine the main idea of a text.	-Describe characters in a story. -Describe the relationship between a series of events or concepts.	Describe the relationship between a series of events or concepts.
Craft and Structure of a Text	3 2 1	3 2 1	3 2 1	3 2 1
	-Determine the meaning of words/phrases. -Refer to parts of stories when writing and speaking.	-Refer to parts of stories when writing and speaking. -Use text features to locate information.	-Determine the meaning of words/phrases. -Distinguish their own point of view from that of the narrator or author.	-Determine the meaning of words/phrases. -Distinguish their own point of view from that of the narrator or characters.
Integration of Knowledge and Ideas	3 2 1	3 2 1	3 2 1	3 2 1
		-Use information from maps/photos to demonstrate understanding. -Describe the connection between sentences and paragraphs.	-Compare and contrast key ideas in two texts. -Compare and contrast themes of two stories.	-Compare and contrast key ideas in two texts. -Compare and contrast themes of two stories.
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes	3 2 1	3 2 1	3 2 1	3 2 1
	Narrative Writing	Informative Writing	Opinion Writing	Narrative Writing
Range of Writing	3 2 1	3 2 1	3 2 1	3 2 1
		Write for a range of tasks, purposes, and audiences.	Write for a range of tasks, purposes, and audiences.	Write for a range of tasks, purposes, and audiences.
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1
	Explains and uses forms of nouns and pronouns.	Explains and uses forms of verbs.	Explains and uses adjectives, adverbs, and conjunctions.	Explains and uses types of sentences and writes in cursive.
Demonstrate Command of Standard English when Writing or Speaking	3 2 1	3 2 1	3 2 1	3 2 1
	Demonstrate command of capitalization, punctuation, and spelling when writing.	Demonstrate command of capitalization, punctuation, and spelling when writing.	Demonstrate command of capitalization, punctuation, and spelling when writing.	Demonstrate command of capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use	3 2 1	3 2 1	3 2 1	3 2 1
	Use context clues to determine the meaning of unknown words.	-Determine new words when an affix is added. -Use root words to determine unknown words.	Use context clues to determine the meaning of unknown words.	-Determine new words when an affix is added. -Use root words to determine unknown words. -Acquire and use grade-level vocabulary.
SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Comprehension and Collaboration	3 2 1	3 2 1	3 2 1	3 2 1
	Actively engages in discussions.	-Actively engages in discussions. -Determine the main idea of a text when read aloud.	-Actively engages in discussions. -Determine the main idea of a text when read aloud.	-Actively engages in discussions. -Determine the main idea of a text when read aloud. -Ask and answer questions from a speaker.
Presentation of Knowledge	3 2 1	3 2 1	3 2 1	3 2 1
		Report on a topic or text speaking clearly at an understandable pace.	Report on a topic or text speaking clearly at an understandable pace.	Report on a topic or text speaking clearly at an understandable pace.

MATH	Q1	Q2	Q3	Q4
Concepts of Multiplication & Division	3 2 1	3 2 1	3 2 1	3 2 1
	Interprets products and quotients of whole numbers.	Multiplies and divides within 100 using strategies or properties.	Determines the unknown in multiplication and division equations.	Fluently multiplies and divides within 100 from memory.
Number & Operations in Base Ten	3 2 1	3 2 1	3 2 1	3 2 1
	Fluently adds and subtracts within 1000.	Multiplies 1-digit whole numbers by multiples of ten.		Fluently adds and subtracts within 1000.
Represent & Solve word Problems	3 2 1	3 2 1	3 2 1	3 2 1
	Adds and subtracts within 1000 with 2-step word problems.	Multiplies and divides within 100 with 1-step word problems using equations.	Solves 2-step word problems using the four operations.	Solves 2-step word problems using the four operations.
Concepts of Measurement & Data	3 2 1	3 2 1	3 2 1	3 2 1
		Understands and finds the area of rectangles.	Generates data with fractional measurements and represents it on line plots.	Tells and writes time to the nearest minute and solves problems with elapsed time.
Understand Fractions as Numbers	3 2 1	3 2 1	3 2 1	3 2 1
			-Understands a fraction as parts of a whole. -Explains fractions that are equivalent to whole numbers.	-Recognizes and compares equivalent fractions. -Represents fractions on a number line.
Reason with Shapes and their Attributes	3 2 1	3 2 1	3 2 1	3 2 1
			Partitions shapes into equal parts and expresses the area of each part.	-Understands the attributes of shapes to define larger categories. -Recognizes and draw quadrilaterals.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information	3 2 1	3 2 1	3 2 1	3 2 1
	Earth Science: Analyzes data to classify rocks by physical attributes.	Earth Science: Observes and explains how wind and water change rocks.	Life Science: Explains how plant and animal adaptations support their survival in Georgia's geographic regions.	Life Science: Researches the effects of pollution on humans and the environment.
	3 2 1	3 2 1	3 2 1	3 2 1
	Earth Science: Investigates soils and soil types.	Earth Science: Models fossil formation and argues how they explain past environments.		Physical Science: Investigates how heat energy is transferred and its effects on objects.
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Geographic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
		-Explain why American Indian groups occupied the areas they did. -Locate major mountain ranges and rivers of the USA.	-Describe how the early explorers adapted, or failed to adapt, to the various physical environments. -Locate major mountain ranges and rivers of the USA.	Explain how the physical geography of the colonies helped determine economic activities.
Historical Understandings	3 2 1	3 2 1	3 2 1	3 2 1
		Describe early American Indian cultures and their development in North America.	Describe European exploration in North America.	Explain the factors that shaped British Colonial America.
Civic and Government Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	-Describe the 3 branches of the national and state governments. -State the main responsibility of each branch. -Explain why it is important for citizens in a democratic society to participate in public life.			
Economic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	-Explain that governments provide certain types of goods and services in a market economy. -Explain the concept of opportunity cost as it relates to making a saving or spending choice.	Define and give examples of natural and human resources.	-Define and give examples of the four types of productive resources. -Explain that most countries create their own currency for use as money.	-Define and give examples of the four types of productive resources. -Describe the interdependence of consumers and producers. -Describe how goods and services are allocated by price in the marketplace.

HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1	3 2 1	3 2 1	3 2 1
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Demonstrates motor skills and movement patterns	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
ART	Q1	Q2	Q3	Q4
Creates art to investigate personal ideas using the elements of art & principles of design	3 2 1	3 2 1	3 2 1	3 2 1
Understands the role of historical and cultural context when discussing artworks	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Applies knowledge of music concepts through singing and playing instruments	3 2 1		3 2 1	3 2 1
Reads and notates music		3 2 1	3 2 1	3 2 1
Describes and analyzes music	3 2 1	3 2 1		
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies 3rd grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION
<input type="checkbox"/> Promoted to 4th grade <input type="checkbox"/> Placed in 4th grade <input type="checkbox"/> 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



or NA = Not assessed at this time

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



COBB COUNTY
SCHOOL DISTRICT

ONE TEAM. ONE GOAL.
STUDENT SUCCESS.

ELA/Reading

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. <i>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.</i>
B Parent Tips:	Readers are learning how print works, developing left to right directionality. <i>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.</i>
C Parent Tips:	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. <i>Praise children for self-correcting and assist the use of dialogue with the voice.</i>
D Parent Tips:	Readers track print with their eyes and process texts with fewer repeating language patterns. <i>Children should stop pointing to each word. Attention should be given to word endings.</i>
E Parent Tips:	Readers encounter texts with 3-8 lines of print per page. <i>Choose text with familiar vocabulary to your child which is likely used in their oral language.</i>
F Parent Tips:	Readers are beginning to build knowledge of the characteristics of different genres of texts. <i>Texts may include familiar content that expands beyond home, neighborhood, and school.</i>
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. <i>Children should be reading for understanding. Encourage self-correcting and rereading.</i>
H Parent Tips:	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. <i>Children will begin to read more new texts silently in order to achieve efficient and smooth processing.</i>
I Parent Tips:	Readers will be 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. <i>Find short chapter books with a single point of view and illustrations to help support the text.</i>
J Parent Tips:	Readers are able to process a variety of texts. <i>Children read silently during independent reading.</i>
K Parent Tips:	Readers are able to process a wide variety of genres. <i>As children read orally they should be demonstrating all aspects of fluency.</i>
L Parent Tips:	Readers process easy chapter books including some series books. <i>Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.</i>
M Parent Tips:	Readers know the characteristics of a range of genres. <i>Encourage children to explore chapter books and nonfiction topics of interest to them.</i>
N Parent Tips:	Readers are able to process a full range of genres. <i>Children are able to solve words smoothly and automatically in both silent and oral reading.</i>
O Parent Tips:	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. <i>At this level children should be able to read and fully understand the text.</i>
P Parent Tips:	Readers can identify the characteristics of a full range of genres. <i>As children encounter more abstract text it is crucial that it can be comprehended by the child.</i>

Math

Science

Social Studies

Specials\General Comments
