

PAUSD Grade 3 Progress Report: _____ Elementary School

Student Name _____ **Birthdate** _____ **Teacher** _____ **School Year** _____

Grade-Level Proficiency				Attendance	1 st	2 nd	3 rd	Additional Support and Services:
Making limited progress toward end of year grade-level standard	Making expected progress toward end of year grade-level standard	Meeting end of year grade-level standard	Exceeding end of year grade-level standard	Days absent				<input type="checkbox"/> ELD <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Other _____
Low-Range ✓-	Mid-Range ✓	Upper-Range ✓+		Days tardy				
N/T—Not taught during reporting period				Ending date				
N/A—Not assessed during reporting period								

Language Arts	1 st				2 nd				3 rd											
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard									
Reading																				
Reads narrative and expository texts with fluency																				
Comprehends grade-level literature																				
Comprehends grade-level expository text																				
Uses variety of strategies to decode words																				
Chooses appropriate reading materials for independent reading																				
Able to draw conclusions and inferences in a story																				
Reads narrative and expository text aloud fluently and with expression																				
Writing/Spelling																				
Uses grammar appropriately																				
Uses correct punctuation and capitalization																				
Applies spelling knowledge to written work																				
Spells and uses 100% and core words correctly																				
Writes legibly																				
Organizes a paragraph using a topic sentence and supporting details																				
Writes in a sequential and well-organized manner																				
Writes independently with fluency (original ideas, thoughtful word choice, leads, conclusions)																				
Writes in a variety of genres (narrative, expository, response to literature, poetry))																				
Revises and edits work																				

Language Arts (Cont.)	1 st				2 nd				3 rd											
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard									
Listening/Speaking																				
Listens attentively to speaker and responds appropriately																				
Follows multi-step directions																				
Speaks audibly and fluently																				
Participates appropriately in small and large group discussions																				
Communicates ideas effectively																				
Social Studies																				
Understands our nation as a democratic, pluralistic society through literature representing multiple perspectives and a wide range of people																				
Uses maps, tables, graphs, photographs and charts to organize information about people, places, and environments																				
Understands national identities, religious beliefs, customs, and various folklore traditions (with focus on the <i>Ohlone</i> Indians)																				

	1 st				2 nd				3 rd			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
Mathematics												
Number Sense and Operations												
Recognizes equivalent representations for the same number (up to four-digits) and generates them by composing and decomposing numbers (e.g. 1352 may be represented as $1000 + 350 + 2$)												
Understands the place value of whole numbers up to 10,000												
Knows the addition facts (sums to 20) and the corresponding subtraction facts												
Finds the sum or difference of two whole numbers between 0 and 10,000 with or without regrouping												
Uses arrays to do multiplication and repeated subtraction to do division												
Memorizes the multiplication table for numbers between 1 and 10												
Understands and uses the inverse relationship between multiplication and division												
Solves problems involving addition and subtraction of money amounts in decimal notation												
Compares fractions represented by drawings or concrete materials to show equivalency (1/2 of a pizza is the same as 2/4 of another pizza of the same size)												
Adds and subtracts simple fractions in context (e.g., $1/8 + 3/8$ is the same as $1/2$)												
Understands that fractions and decimals are two different representations of the same concept												
Algebra and Functions												
Selects appropriate mathematical symbols to make an expression true (e.g. $+$, $-$, x , $+$, $>$, $<$, $=$)												

	1 st				2 nd				3 rd			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
Mathematics (cont'd.)												
Represents and solves simple functional relationships (e.g., find the total cost of multiple items given the cost per unit or 120 minutes = _ hours)												
Recognizes and extends a linear pattern by its rules												
Measurement and Geometry												
Estimates and measures the length, liquid volume, and weight/mass of given objects using the appropriate tools and units												
Measures area and perimeter of regular shapes using a variety of tools (e.g., squares, ruler, grid paper)												
Identifies, describes, and classifies polygons and 3D geometric objects												
Recognizes and creates shapes that are congruent and/or have symmetry												
Data Analysis and Probability												
Conducts simple probability experiments by determining the number of possible outcomes and makes simple predictions												
Represents data using tables and graphs such as line plots, bar graphs, line graphs and Venn diagrams												
Problem Solving and Mathematical Reasoning												
Uses a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning												
Explains and justifies solutions using correct mathematical vocabulary												

Student Name _____ Grade 3

	1 st				2 nd				3 rd			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
Science												
Scientific Process Skills												
Communicates scientific information verbally, in writing, and drawing												
Conducts simple investigations or experiments to test a hypothesis and record results												
Collects, organizes, and interprets data												
Life, Physical, Earth Sciences												
Understands that a habitat is a home for living things which are interdependent												
Understands that sound is a form of energy and comes from vibrating objects												
Understands that the properties of rocks and minerals reflect the processes that formed them												

I Improvement Needed	O Often	C Consistently
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	1 st			2 nd			3 rd		
	I	O	C	I	O	C	I	O	C
Art									
Shows interest and effort									
Music									
Participates actively in class activities									
Demonstrates cooperative behavior									
Demonstrates musical skill development									
P.E.									
Demonstrates progress toward age-appropriate skill development									
Displays positive attitude and good safety habits									
Uses equipment safely and cooperatively									

Student Name _____ Grade 3

Social Skills	1 st			2 nd			3 rd		
	I	O	C	I	O	C	I	O	C
Demonstrates self-confidence and independence									
Demonstrates respect/consideration for peers									
Demonstrates respect/consideration for adults									
Demonstrates respect for school property									
Resolves conflicts using appropriate strategies									
Demonstrates self-control									
Follows classroom/school rules									
Accepts personal responsibility for actions									
Study Skills									
Assumes responsibility in following classroom tasks and routines									
Uses class time effectively									
Completes homework assignments on time									
Perseveres with challenges									
Demonstrates effort to do best work									
Changes activities quietly and promptly									
Seeks help when needed by communicating with peers and adults									
Works independently/stays focused									
Works effectively/cooperatively in small and large groups									
Uses and organizes materials appropriately									

Comments

Explanation of the Progress Report – 3rd Grade

The primary goal of the Palo Alto Unified School District is to enable each student to learn and achieve academic success and develop effective interpersonal skills. The purpose of the **Progress Report** is to give more information about each child's progress in relation to the Palo Alto Unified School District grade-level standards. Each grade-level assesses students on the most significant standards in the areas of language arts, math, social studies, and science. **Progress Reports** are distributed three times a year. Student progress is measured in relation to the PAUSD grade-level standards for completion by the **end of the school year**. They are graded in the following manner.

Making limited progress toward grade-level standards:

The student is making some progress, but is below the level that is expected at that time of the marking period.

Making expected progress toward grade-level standards:

Indicates that the student is progressing at a sufficient rate to be able to meet the grade-level expectations by the end of the year.

Meeting end of year grade-level standards:

Indicates a student has met the standard for the end of the year in that grade.

Exceeding end of year grade-level standards:

Indicates a student has gone beyond the end of year standard for that grade.

Be sure to check the column that has been selected within each column. Students are marked in the following way:

- ✓+ indicates that the student is in the upper-range
- ✓ indicates that the student is in the mid-range
- ✓- indicates that the student is in the low-range

During the third trimester:

All of the above categories remain the same with the exception of "Making expected progress toward the grade-level standards." It is now expected that the student would meet the grade-level standard.

The letters N/T indicate that the particular standard is not taught during the indicated marking period.

In addition to written progress reports, teachers hold parent conferences during the school year.

The letters N/A indicate that a particular standard was not fully assessed during the reporting period.

English Language Learners

English Language Learners receive their instruction in all subject areas in regular classrooms with teachers certified to teach SDAIE (Specially Designed Academic Instruction in English). Their progress will be indicated on the Progress Report with any necessary additional information added in the comment section.

For grades 1-5, Music and Physical Education teachers serve large numbers of students. They give grades in the second and third trimester only.

If at any time you have questions about your child's progress, please contact your child's teacher.

In third grade, each student will:

Reading—Language Arts

Reading and Writing Skills

- read for enjoyment and to gather information
- read aloud with fluency
- choose appropriate chapter books for literature and other reading materials
- read grade-appropriate material with understanding
- use knowledge of word analysis and comprehension strategies to decode unknown words
- use context to predict the meaning of unknown words
- spell words from grade-level lists correctly
- engage in all steps of the writing process
- compose in narrative, descriptive, expository styles; write letters
- organize writing into paragraphs
- edit own work for correct spelling and punctuation
- use cursive letter forms
- begin to use word processing to write
- write independently with fluency

Speaking and Listening Skills

- follow complex directions
- focus on speaker and respond appropriately
- express ideas clearly and concisely, with correct grammar
- take part in group discussions and stay on topic

Mathematics

Number Sense and Operations

- recognizes equivalent representations for the same number (up to four-digits) and generates them by composing and decomposing numbers (e.g., 1352 may be represented as $1000 + 350 + 2$)
- understands the place value of whole numbers up to 10,000
- knows the addition facts (sums to 20) and the corresponding subtraction facts
- finds the sum or difference of two whole numbers between 0 and 10,000 with or without regrouping
- uses arrays to do multiplication and repeated subtraction to do division
- memorizes the multiplication table for numbers between 1 and 10
- understands and uses the inverse relationship between multiplication and division
- solves problems involving addition and subtraction of money amounts in decimal notation
- compares fractions represented by drawings or concrete materials to show equivalency ($1/2$ of a pizza is the same as $2/4$ of another pizza of the same size)
- adds and subtracts simple fractions in context (e.g., $1/8 + 3/8$ is the same as $1/2$)
- understands that fractions and decimals are two different representations of the same concept

Algebra and Functions

- selects appropriate mathematical symbols to make an expression true (e.g., +, -, x, ÷, >, <, =)
- represents and solves simple functional relationships (e.g., find the total cost of multiple items given the cost per unit or 120 minutes = _ hours)
- recognizes and extends a linear pattern by its rules

Measurement and Geometry

- estimates and measures the length, liquid volume, and weight/mass of given objects using the appropriate tools and units
- measures area and perimeter of regular shapes using a variety of tools (e.g., squares, ruler, grid paper)
- identifies, describes, and classifies polygons and 3D geometric objects
- recognizes and creates shapes that are congruent and/or have symmetry

Data Analysis and Probability

- conducts simple probability experiments by determining the number of possible outcomes and makes simple predictions
- represents data using tables and graphs such as line plots, bar graphs, line graphs and venn diagrams

Problem Solving and Mathematical Reasoning

- uses a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning
- explains and justifies solutions using correct mathematical vocabulary

Science

Scientific Thinking Processes

- work individually and as a team-member to collect and share information
- conduct simple investigations to test a hypothesis and record results
- begin to predict probable outcomes; use facts to support conclusions
- begin to communicate scientific information through written materials, pictures, graphs, charts, or models

Encounter the "big ideas" of Life, Physical, and Earth Sciences through participation in units of study: The Baylands, Sound, and Earth Materials

- recognize that a habitat is a home for living things
- explain how an estuary is a habitat and its chief characteristics
- observe the unique characteristics of brine shrimp
- draw a food chain as an example of interdependence in a habitat
- recognize that human practices can affect the well-being of other species, and that it is important that humans respect nature and conserve natural habitats and resources
- recognize that sound is a form of energy and that it comes from the vibrations of various materials
- investigate how sound is made and how it travels through various media
- demonstrate that the pitch of a vibrating object is related to its physical properties
- know that the solid material of Earth's crust is made of rock and that rocks form and change within a cycle
- show that rocks are made of minerals and that minerals are made of one material; recognize some properties of minerals (e.g., luster, hardness, color)
- recognize that these properties can be used to find out which minerals make up a rock

Social Studies

Participate in classroom activities around the year-long theme, Continuity and Change

- understand our nation as a democratic, pluralistic society through literature representing multiple perspectives and a wide range of people
- describe physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments
- understand the ways in which physical geography, including climate, influences how the local Indian nations adapted to their natural environment
- research and make timelines of local historical events
- understand national identities, religious beliefs, customs, and various folklore traditions (with focus on the *Ohlone* Indians)

Visual and Performing Arts

Visual Arts

- identify how foreground, middle ground, and background are used to create the illusion of space
- mix and apply tempera paints to create tints, shades, and neutral colors
- distinguish and describe, representational, abstract, and non representational works of art
- compare and contrast selected works of art and describe them, using appropriate vocabulary of art

Music and the Performing Arts

- read, notate, listen to and describe music
- sing songs with accuracy and use hand percussion instruments to play rhythmic and melodic ostinatos
- sing and play songs from diverse cultures
- make judgments about the quality of a musical performance
- describe how music communicates ideas and moods

Physical Education

- participate in running, skipping, jumping, hopping games, and activities
- increase ball control capacity
- participate in group games and folk dancing activities
- demonstrate good health practices (e.g., nutrition, exercise, rest, health care)