



Third Grade Performance Report

Name:
Student ID:
Teacher:

Grade:
School Year: 2020-2021

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets end of year grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Attendance	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
Days Absent				
Tardies				

English Language Arts	Qtr. 1	Qtr.2	Qtr. 3	Qtr. 4
Speaking and Listening				
3.SL.1.A.c: Following three-step instructions, according to classroom expectations		N/A	N/A	N/A
3.SL.2.A.a: Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations		N/A	N/A	N/A
3.SL.3.A.c: Expressing opinion of read-aloud and independent reading topics	N/A		N/A	N/A
3.SL.4.A.b: Presenting information with clear ideas and details while speaking clearly at an understandable pace	N/A	N/A		
Reading				
3.R.1.A.c: Summarizing a story's beginning, middle, and end.	N/A	N/A		N/A
3.R.1.A.c: Determining its central message, lesson, or moral.	N/A	N/A		N/A
3.R.1.A.d: Monitoring comprehension and making corrections and adjustments when understanding breaks down	N/A		N/A	N/A
R.2.A.b Describe the personality traits of characters from their thoughts, words, and actions (e.g., their traits, motivations, or feelings)	N/A	N/A	N/A	
3.R.2.A.e: Compare and contrast the key elements in various types of fiction	N/A	N/A		N/A
3.R.2.A.f: Explain cause-and-effect relationships	N/A	N/A	N/A	
3.R.3.A.a: Explain the author's purpose		N/A	N/A	N/A
3.R.3.A.b: Explain using details or facts that support the main idea	N/A		N/A	
3.R.3.A.c: Use text features and graphic features to locate information and to make and verify predictions		N/A	N/A	N/A
Reading Foundation Skills				
3.RF.3.A.a: Decoding multisyllabic words in context and independent of context by applying common spelling patterns		N/A	N/A	N/A
3.RF.3.A.c: Using the meaning of common prefixes and suffixes	N/A	N/A		N/A
3.RF.4.A: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	N/A		N/A	
Writing				
W.2.C: Write fiction or nonfiction narratives or poems		N/A	N/A	
W.2.B: Write informative/explanatory text	N/A		N/A	N/A
W.2.A: Write opinion text	N/A	N/A		N/A
W.3.A: Apply the research process	N/A		N/A	N/A
Language				
3.L.1.A.c: Use complete subject and complete predicate in a sentence		N/A	N/A	N/A
3.L.1.A.e: Use subject/verb agreement in sentences	N/A	N/A		N/A
L.1.A.f: Produce simple and compound imperative, exclamatory, declarative, interrogative sentences	N/A		N/A	N/A
3.L.1.B.a: Write legibly (print or cursive)	N/A		N/A	
3.L.1.B.l: Arrange words in alphabetical order to the third letter		N/A	N/A	N/A
Math				
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10.		N/A	N/A	N/A
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 100		N/A	N/A	N/A
3.NBT.A.2: Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.		N/A	N/A	N/A
3.NBT.A.3: Demonstrate fluency with addition within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition.		N/A	N/A	N/A
3.NBT.A.3: Demonstrate fluency with subtraction within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between subtraction.		N/A	N/A	N/A

3.NBT.A.4: Multiply whole numbers by multiples of 10 in the range 10-90.	N/A		N/A	N/A
3.RA.A.1: Interpret products of whole numbers. (Interpret 5×7 as the total number of objects in 5 groups of 7 objects each.)	N/A		N/A	N/A
3.RA.A.2: Interpret quotients of whole numbers. (Interpret $56/8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.)	N/A		N/A	N/A
3.RA.A.5: Determine the unknown number in a multiplication or division equation relating three whole numbers. For example: determine the unknown number that makes the equation true in each of the equations $8x=48$, $5=? \div 3$, $6 \times 6=?$.	N/A		N/A	N/A
3.RA.C.7: Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	N/A		N/A	
3.NF.A.2: Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of a whole. a. Describe the numerator as representing the number of pieces being considered. b. Describe the denominator as the number of pieces that make the whole.	N/A	N/A		N/A
3.NF.A.3: Represent fractions on a number line. a. Understand the whole is the interval from 0 to 1. b. Understand the whole is partitioned into equal parts. Represent a fraction a/b on a number line diagram. Recognize that each part has size. c. Represent a fraction a/b on a number line diagram by marking off a length $1/b$ from 0.	N/A	N/A		N/A
3.NF.A.6: Compare two fractions with the same numerator or denominator using the symbols $>$, $=$, or $<$, and justify the solution by reasoning about their size and/or by using a visual fraction model.	N/A	N/A		N/A
3.GM.B.4: Tell and write time to the nearest minute.	N/A	N/A		N/A
3.GM.B.6: Solve problems involving addition and subtraction of minutes. e.g., by representing the problem on a number line diagram.	N/A	N/A		N/A
3.GM.B.7: Measure or estimate length, liquid volume and weight of objects using metric measurements.	N/A	N/A	N/A	
3.GM.B.7: Measure or estimate length, liquid volume and weight of objects using customary measurements.	N/A	N/A	N/A	
3.GM.C.12: Multiply the whole number side lengths to solve problems involving the area of rectangles.	N/A	N/A	N/A	
3.GM.D.15: Solve problems involving perimeters and polygons. a. real world and mathematical problems including finding the perimeter given the side lengths and finding the unknown side length.	N/A	N/A	N/A	
3.DS.A.2: Solve one and two-step problems using information presented in bar and/or picture graphs. (how many more and how many less)	N/A	N/A	N/A	
Science				
3.LS1.B: Develop a model to compare and contrast observations on the life cycle of different plants and animals.		N/A	N/A	N/A
3.ESS2.D.2: Obtain and combine information to describe climates in different regions of the world.	N/A	N/A	N/A	
The following two engineering design standards will be reported out in the fourth quarter, but data will be collected throughout the year and reported only at progress report time if there is any to report each quarter.				
3.ETS.1.A: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	N/A	N/A	N/A	
3.ETS.1.B: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	N/A	N/A	N/A	
Social Studies				
EG5.B.3.2: Locate and identify the states bordering Missouri		N/A	N/A	N/A
EG.5.B.3.3: Describe and use absolute location using a grid system.		N/A	N/A	N/A
RI.6.A.3: Compare how people's needs have been met in different ways in different cultures at various times. (Focus is Native Americans in the areas of food, homes, transportation, and communication).	N/A		N/A	N/A
GS.2.C.3.2: Identify and explain the functions of the three branches of government in the federal government.	N/A	N/A		N/A
EC.4.A.3.1: Identify and explain public goods and services	N/A	N/A	N/A	
EC.4.A.3.2: Distinguish among natural, capital, and human resources.	N/A	N/A	N/A	