



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
**GRADE 3 REPORT CARD**

<b>NAME:</b>	<b>STUDENT ID#:</b>	<b>ACADEMIC YEAR</b>
<b>SCHOOL:</b>	<b>TEACHER:</b>	

ACADEMIC PERFORMANCE KEY		
Overall Subject Grade	Subtopic Key	
<b>3</b> <b>Achieving Standards:</b> Student consistently demonstrates grade-level expectations for concepts and skills.	<b>+</b>	<b>Area of Strength</b>
	<b>√</b>	<b>Developing Appropriately</b>
<b>2</b> <b>Nearly Meets or Making Progress:</b> Student is making progress towards basic understanding of grade-level concepts and skills with assistance.	<b>N</b>	<b>Needs More Time</b>
	<b>AC</b>	<b>Area of Concern</b>
<b>1</b> <b>Not Yet Making Sufficient Progress:</b> Student shows an emerging awareness of concepts and skills.	<b>X</b>	<b>Not Evaluated at this Time</b>

<b>ENGLISH LANGUAGE ARTS</b>	<b>S1</b>	<b>S2</b>
<b>Claim: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>		
<b>READING</b>		
<b>Foundational Skills</b>		
<ul style="list-style-type: none"> <li>Knows and applies grade-level phonics and word analysis skills in decoding words</li> <li>Reads grade-level texts with sufficient accuracy and fluency to support comprehension</li> </ul>		
<b>Informational Text</b>		
<ul style="list-style-type: none"> <li>Reads and comprehends grade-level texts</li> <li>Asks and answers questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers</li> <li>Determines central message/main idea and explains through key details in the text</li> </ul>		
<b>Literature</b>		
<ul style="list-style-type: none"> <li>Reads and comprehends grade-level texts</li> <li>Asks and answers questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers</li> <li>Determines central message/main idea and explains through key details in the text</li> </ul>		
<b>READING LEVEL</b>		
<b>Claim: Students can produce effective and well-grounded writing for a range of purposes and audiences while utilizing the writing process as appropriate to the task.</b>		
<b>WRITING</b>		
<b>Narrative Writing</b>		
<b>Informative Writing</b>		
<b>Argumentative / Opinion Writing</b>		
<b>Writing Process</b>		
<b>LANGUAGE</b>		
<b>Conventions of Standard English</b>		
<ul style="list-style-type: none"> <li>Demonstrates standard grammar and usage when writing or speaking</li> <li>Demonstrates standard capitalization, punctuation, and spelling when writing</li> </ul>		
<b>Vocabulary Acquisition and Use</b>		
<ul style="list-style-type: none"> <li>Determines meaning of unknown and multiple-meaning words</li> <li>Understands word relationships and nuances in word meaning</li> <li>Acquires and uses grade-appropriate words and phrases</li> </ul>		

<b>ENGLISH LANGUAGE ARTS</b> (continued)	<b>S1</b>	<b>S2</b>
<b>Claim: Students can employ effective speaking and listening skills for a range of purposes and audiences. Students can engage in research/inquiry to investigate topics, and to analyze, integrate and present information.</b>		
<b>LISTENING AND SPEAKING</b>		
<b>Comprehension and Collaboration</b>		
<ul style="list-style-type: none"> <li>Engages in discussions within a group effectively</li> <li>Determines main ideas and supporting details of a text read aloud or information presented in various formats</li> </ul>		
<b>Presentation of Knowledge and Ideas</b>		
<ul style="list-style-type: none"> <li>Presents information with appropriate facts and relevant, descriptive details</li> <li>Speaks clearly with appropriate pace, volume, and expression</li> </ul>		
<b>MATHEMATICS</b>		
<b>Claim: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. Students can frame and solve a range of complex problems with pure and applied mathematics.</b>		
<b>MATH FLUENCY AND CONCEPTUAL UNDERSTANDING</b>		
<b>Operations and Algebraic Thinking</b>		
<ul style="list-style-type: none"> <li>Represents and solves problems involving multiplication and division</li> <li>Understands properties of multiplication and the relationship between multiplication and division</li> <li>Multiplies and divides within 100</li> <li>Solves problems involving the four operations, and identifies and explains patterns in arithmetic</li> </ul>		
<b>Number and Operations in Base Ten</b>		
<ul style="list-style-type: none"> <li>Uses place value understanding to round whole numbers to the nearest 10 or 100</li> <li>Uses place value understanding and properties of operations to add and subtract within 1,000</li> <li>Multiplies one-digit numbers by multiples of 10</li> </ul>		
<b>Number and Operations in Fractions</b>		
<ul style="list-style-type: none"> <li>Demonstrates an understanding of fractions as parts of a whole and numbers on a number line</li> <li>Demonstrates an understanding of equivalent fractions</li> <li>Compares fractions with like numerators or like denominators</li> </ul>		
<b>Measurement and Data</b>		
<ul style="list-style-type: none"> <li>Tells and writes time to the nearest minute</li> <li>Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</li> <li>Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots</li> <li>Demonstrates an understanding of area and perimeter</li> </ul>		



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**ACADEMIC PERFORMANCE KEY**

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<i><b>MATHEMATICS</b></i> (continued)	S1	S2
<b>Geometry</b> <ul style="list-style-type: none"> <li>• Understands shape categories and attributes</li> <li>• Divides shapes into parts with equal areas and expresses the area of each part as a fraction</li> </ul>		
<i><b>Claim: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.</b></i>		
<b>MATHEMATICAL PRACTICES AND PROBLEM SOLVING SKILLS</b>		
<ul style="list-style-type: none"> <li>• Demonstrates reasoning/Provides explanations</li> <li>• Demonstrates modeling and use of tools</li> <li>• Generalizes/Makes use of structure and patterns</li> </ul>		
<b>SCIENCE</b>		
Demonstrates understanding of science concepts in classroom		
Participates and demonstrates understanding of science concepts in lab		
<b>SOCIAL STUDIES</b>		
Demonstrates understanding of social studies concepts		
<b>PHYSICAL EDUCATION</b>		
Participates actively in physical education		
Demonstrates sportsmanship		
<b>VISUAL AND PERFORMING ARTS</b>		
Participates actively in music		
Participates actively in art		
<b>COLLEGE, CAREER AND COMMUNITY READINESS</b>		
Follows rules and directions		
Respects people and property		
Exercises control		
Collaborates effectively		
Writes legibly		
Uses time constructively		
Maintains Focus		
Puts forth effort		
Exhibits organizational skills		
Completes and turns in assignments		
Uses technology ethically and effectively		
<b>ATTENDANCE</b>	<b>S1</b>	<b>S2</b>
Total Days		
Days Tardy		
Days Absent		
<b>RECOMMENDED PLACEMENT FOR NEXT YEAR</b>	<b>GRADE</b>	
_____		
Teacher Signature _____ Date _____		

<b>Semester 1 - Comments/Student Goals:</b>
<input type="checkbox"/> Additional Information Attached _____ <span style="float:right;">Teacher Signature</span>
<b>Semester 2 - Comments/Student Goals:</b>
<input type="checkbox"/> Additional Information Attached _____ <span style="float:right;">Teacher Signature</span>