

## Teacher Comments

### First Marking Period

### Second Marking Period

### Third Marking Period

\_\_\_\_\_  
Next Year's Placement

\_\_\_\_\_  
Grade

## Simsbury Public Schools

Simsbury, Connecticut

### Report Card

Grade 3

**Student** \_\_\_\_\_

**SASID** \_\_\_\_\_

**School** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**School Year** \_\_\_\_\_

**Purpose**

*The purpose of the elementary report card is to provide a comprehensive picture of your child's achievement according to district expectations. Ongoing communication between home and school is essential to support the progress and success of your child.*

**Work Habits/Social Developments**

- C** Consistent
- I** Inconsistent
- NI** Needs Improvement
- \*** Modified

<b>WORK HABITS</b>	1	2	3
Listens attentively			
Follows directions			
Organizes work and materials			
Uses time effectively			
Completes in-class assignments in a reasonable time			
Completes homework on time			
Checks work for neatness and accuracy			
Works independently			
Works cooperatively with others			
Shows initiative			
Demonstrates perseverance			
<b>SOCIAL DEVELOPMENT</b>	1	2	3
Practices self-control			
Demonstrates motivation for learning			
Participates in classroom activities and discussions			
Accepts responsibility for own learning			
Accepts responsibility for own behavior			
Respects school and classroom rules			
Respects personal and community property			
Demonstrates respect and courtesy when interacting with others			

<b>Attendance</b>	1	2	3	TOTAL
Days Absent	0			0
Days Tardy	0			0
Days Dismissed	0			0

## Grading Criteria

For this marking period, the student:			
<b>E</b> Excels at grade level expectations <b>M</b> Meets grade level expectations <b>A</b> Approaching grade level expectations <b>B</b> Below grade level expectations <b>NA</b> Not addressed or assessed at this time *     Modified curriculum	<b>Effort</b>  <b>C</b> Consistent <b>I</b> Inconsistent <b>NI</b> Needs Improvement		
<b>READING</b>	1	2	3
<b>Effort</b>			
<b>Reads with Active Strategies to Construct Meaning from Print</b>			
Integrates strategies to problem solve new words			
Demonstrates fluent reading with phrasing and expression and attends to punctuation			
<b>Reads with Understanding</b>			
Applies strategies to discover the meaning of unfamiliar words			
Uses reading skills and strategies to understand text			
Extends thinking by interpreting text through writing			
Extends thinking by interpreting text through conversation			
<b>Reads Independently</b>			
Makes appropriate book choices for independent reading			
Maintains interest and focus during independent reading for an increasing length of time			
<b>WRITING</b>	1	2	3
<b>Effort</b>			
<b>Writing Process</b>			
Generates ideas and plans for writing			
Applies revision strategies to written work			
Applies editing skills to written work			
<b>Writing Traits</b>			
Focus: Stays on topic			
Organization: Maintains sequence and structure			
Elaboration: Supports ideas with relevant details			
Fluency: Varies sentence structure and word choice			

<b>SPELLING</b>	1	2	3
Applies spelling patterns and rules to written work			
<b>HANDWRITING</b>	1	2	3
Forms cursive letters correctly			
Writes neatly and legibly in daily work			
<b>MATHEMATICS</b>	1	2	3
<b>Effort</b>			
Math Practices			
Operations And Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations - Fractions			
Measurement and Data			
Geometry			
<b>SOCIAL STUDIES</b>	1	2	3
<b>Effort</b>			
Demonstrates and applies understanding of concepts and vocabulary			
Applies research skills			
<b>SCIENCE</b>	1	2	3
<b>Effort</b>			
Demonstrates and applies understanding of concepts and vocabulary			
Demonstrates and applies scientific inquiry skills			