

Name: _____
 School: _____ Year: _____
 Teacher: _____



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Third Grade Report Card

California State Standards and Social Development Performance



California English Language Development Test Scores					
Test Date	Listening	Speaking	Reading	Writing	Over All

LANGUAGE ARTS	Q1	Q2	Q3	Q4
Reading: Decoding				
1.2 Decodes multisyllabic words				
Reading: Fluency				
1.3 Reads narrative and expository text aloud with fluency, accuracy and expression				
Reading: Vocabulary				
1.4 Understands antonyms, synonyms, homophones, and homographs				
1.6 Uses context to find meaning of unfamiliar words				
1.7 Knows how to use a dictionary				
Reading: Comprehension				
2.1 - 2.7 Reads and understands grade-level text				
2.1 - Identifies and utilizes a variety of comprehension strategies				
Reading: Analysis				
3.1 Recognizes common forms of literature				
3.2 - Analyzes literary elements of common forms of literature				
Writing: Strategies				
1.1 Writes a single paragraph with topic sentence and supporting details				
1.2 Writes legibly using cursive				
1.4 Uses the writing process to improve the quality of writing				
Writing: Applications				
2.1 Writes narratives				
2.2 Writes descriptions				
2.3 Writes letters and notes				
Writing: Conventions				
1.1 Demonstrates knowledge and use of grade level sentence structure				
1.2 - Demonstrates knowledge and use of grade level grammar				
1.4				
1.5 - Demonstrates a command of grade level punctuation and capitalization				
1.7				
1.8 - Demonstrates a command of grade level spelling				
1.9				
Listening and Speaking: Strategies				
1.1 - Listens critically and responds appropriately to oral communication				
1.3				
Listening and Speaking: Applications				
1.5 - Delivers brief presentations about familiar experiences and interests				
1.9				

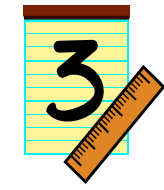
MATHEMATICS	Q1	Q2	Q3	Q4
Number Sense: Place Value				
1.1 - Students understand the place value of whole numbers				
1.5				
Number Sense: Computation				
2.1 Adds and subtracts whole numbers up to 10,000 with regrouping				
2.2 Knows multiplication facts 1-10 by memory				
2.4 Multiplies multi-digit numbers by one digit				
2.5 Divides multi-digit numbers by one digit				
Number Sense: Fractions and Decimals				
3.2 Adds and subtracts simple fractions				
3.4 Understands the relationship between fractions and decimals				
Algebra and Functions				
1.1 Represents relationships of quantities in expressions or equations				
1.2 Solves problems involving an unknown				
2.1 Solves simple problems involving a relationship between two quantities				
Measurement and Geometry				
1.2 Finds the area and volume of solid figures				
1.3 Finds the perimeter of a polygon				
2.1- 2.3, 2.5 Describes and classifies plane and solid geometric figures				
Statistics, Data Analysis & Probability				
1.2 - Records outcomes, summarizes data and displays results on charts and graphs				
1.3				
Mathematical Reasoning				
1.0 Analyzes problems and uses a variety of methods to explain reasoning				
HISTORY/SOCIAL SCIENCE				
	Q1	Q2	Q3	Q4
3.1 Describes geographical features and organizes information about people, places, and environments				
3.2 Describes the local American Indian nations				
3.3 Knows about major historical events in local history				
3.4 Understands the role of rules and laws and the basic structure of the U.S. Government				
3.5 Demonstrates basic economic reasoning and understands the economy of the local region				
SCIENCE				
	Q1	Q2	Q3	Q4
Physical Science				
1.0 Understands principles of energy and matter in multiple forms				
Life Science				
3.0 Understands adaptations in physical structures and behaviors for survival				

SCIENCE (continued)	Q1	Q2	Q3	Q4
Earth Science				
4.0 Understands patterns in space				
Investigation and Experimentation				
5.0 Uses the scientific method to predict outcomes and develop logical conclusions of simple investigations				
PHYSICAL EDUCATION				
	Q1	Q2	Q3	Q4
Demonstrates gross motor and movement skills				
Demonstrates fine motor and manipulative skills				
Demonstrates balance and coordination				
FINE ARTS				
	Q1	Q2	Q3	Q4
Visual Arts				
Effort and participation				
Performing Arts				
Effort and participation				
Social Development and Work Habits				
	Q1	Q2	Q3	Q4
Consistently shows effort				
Respects self and others				
Listens attentively				
Meaningfully participates in classroom activities and discussions				
Follows directions				
Completes tasks and assignments				
Completes and returns homework				
Demonstrates organizational skills				
Works independently				
Programs in which the student is participating:				
<input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Bilingual <input type="checkbox"/> Student Support Team (SST) <input type="checkbox"/> Speech <input type="checkbox"/> Special Education <input type="checkbox"/> Resource Specialist (RSP) <input type="checkbox"/> Other _____				

ATTENDANCE	Q1	Q2	Q3	Q4
Days Tardy				
Days Absent (including excused)				
TEACHER'S COMMENTS:				
1st Quarter				
2nd Quarter				
3rd Quarter				
4th Quarter				

Performance Levels Key	
Content Standards 4.... Exceeds the standard 3.... Meets the standard 2.... Approaching the standard 1.... Needs more time/practice to develop /.... Not assessed this quarter	Fine Arts, Social Development and Work Habits O.... Outstanding S.... Satisfactory U.... Unsatisfactory /.... Not assessed this quarter

Reporting Periods: Q1 = 1st Quarter Q2 = 2nd Quarter Q3 = 3rd Quarter Q4 = 4th Quarter



1st Conference _____
 Parent/Guardian signature _____ Date _____

2nd Conference _____
 Parent/Guardian signature _____ Date _____

THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PERFORMANCE

WHAT IS A STANDARDS-BASED REPORT CARD?

The Standards-Based Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate a student's progress towards achieving California standards. For report cards to be useful, parents/guardians need to know what students are expected to learn at each grade level and how the teacher will evaluate the quality of student work.

WHY DOES THE SFUSD USE A STANDARDS-BASED REPORT CARD?

Standards-Based Report Cards are used for the purpose of communicating student progress with parents/guardians and is at the very core of accountability. The SFUSD developed this Standards-Based Report Card, with input from parents/guardians, teachers, principals and other stakeholders, to clearly communicate student progress and highlight the importance of meeting grade level standards.

The Standards-Based Report Card highlights the value of the California standards and the importance of students achieving these standards in all core areas: English-Language Arts, History/Social Science, Mathematics and Science. Through the Standards-Based Report Card, the SFUSD communicates what standards are being taught, the progress the student is making, and what must be learned to meet the standards.

KEY TERMS	
ASSESSMENT	The ongoing process of gathering data and giving feedback about a student's performance for the intended purpose of identifying a student's strengths and weaknesses, improve and guide instruction, and document student progress.
PERFORMANCE LEVEL	This indicates a student's level of understanding and/or performance based on the California Department of Education standards set for a particular grade level.
BENCHMARK	The performance level a student demonstrates toward mastering a standard when he or she is tested throughout the year.
STANDARDS	<p>A statement that identifies what a student should be taught and be able to do by the end of the school year. Learning Standards for each content area subject (English-Language Arts, History/Social Science, Mathematics and Science) and grade level are identified in the California Standards and Frameworks. These can be viewed at the California Department of Education web site at www.cde.ca.gov/ci.</p> <p>Please note: Standards are intended to determine what students should know and be able to do by the end of a particular grade. Performance levels are set according to the progress a student is making towards mastering those standards.</p>

PERFORMANCE LEVEL DESCRIPTIONS					
Content Standards			Fine Arts, Social Development and Work Habits		
4	Exceeds the standard	Student applies standard in ways that are in-depth and beyond what was taught.	O	Outstanding	Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student's success both in and out of the classroom.
3	Meets the standard	Student consistently demonstrates mastery of the standard.	S	Satisfactory	Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student's success both in and out of the classroom.
2	Approaching the standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.	U	Unsatisfactory	Student does NOT demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student's continued success.
1	Needs more time/practice to develop	Student needs more practice in understanding the standard.			