

Science	T1	T2	T3
Explains scientific concepts using content vocabulary			
Demonstrates understanding of engineering/science investigations, designs, and solutions			
Social Studies	T1	T2	T3
Explains social studies concepts using content vocabulary			
Demonstrates understanding of inquiry process through investigations, discussions, explorations, and questioning.			
Physical Education	T1	T2	T3
Demonstrates knowledge of rules and safety			
Participates in moderate to vigorous physical activity			
Demonstrates team-building skills during structured group activities			
Independently creates and performs a rhythmic routine			
Demonstrates basic object control, i.e. throwing and catching			
Sets realistic personal fitness goals			
Music	T1	T2	T3
Identifies and performs notated rhythms			
Demonstrates strong and weak beats in music			
Distinguishes different melodic patterns			
Actively participates and follows directions			
Art	T1	T2	T3
Actively participates and follows directions			
Understands concepts taught (i.e. elements, process, etc.)			
Uses materials neatly and properly (medium)			

Report Card GRADE 3	3
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STUDENT _____

TEACHER _____

SCHOOL _____

SCHOOL YEAR _____

Attendance	T1	T2	T3
Days Absent			
Times Tardy			
Achievement is affected by absence (x)			

Learner Characteristics	T1	T2	T3
Demonstrates self-control			
Interacts appropriately with peers in social settings			
Takes responsibility for actions			
Follows written/oral directions			
Organizes self and materials			
Follows school/class expectations and routines			
Produces quality work			
Writes legibly			
Manages time			
Cooperates and contributes to group work			
Demonstrates perseverance in challenging tasks			

I = Independently demonstrates mastery
S = Support needed to demonstrate mastery (more than grade level peers)
N = Not yet evident



Community Unit School District 200
 130 West Park Avenue, Wheaton, IL 60189 • P: 630.682.2000 • cusd200.org

Student Name: _____

GRADE 3

Language Arts	T1	T2	T3
* Student is not receiving grade level instruction			
Reading Level (on level, below or above)			
Reading Literature and Informational Text (Standards are assessed using third grade text)	T1	T2	T3
Identifies the main idea and explains how details support it			
Compares and contrasts theme, setting and plot in stories			
Compares and contrasts two different informational texts on the same topic			
Makes logical inferences and cites evidence from text			
Writing	T1	T2	T3
Produces an organized piece of writing (introduction, conclusion, linking words)			
Uses support to explain ideas			
Uses voice, interesting word choice and varied sentence length (style)			
Language	T1	T2	T3
Uses grade level understanding of grammar in speaking/writing			
Uses proper capitalization and punctuation			
Uses correct spelling in published writing (use of resources allowed)			
Speaking /Listening	T1	T2	T3
Engages effectively in a range of collaborative discussions			
Uses presentation skills to demonstrate understanding of a topic or text			

Mathematics – Based on Real Life Application	T1	T2	T3
* Student is not receiving grade level instruction			
Operations and Algebraic Thinking	T1	T2	T3
Applies the commutative and associative properties as strategies to multiply.			
Applies the distributive property as strategies to multiply and divide			
Fluently adds and subtracts within 1000			
Use the four operations with whole numbers to solve problems			
Uses multiplication and division within 100 to solve word problems			
Knows multiplication facts (factors: 0-10)			
Knows division facts (divisors: 1-10)			
Number and Operations in Base 10	T1	T2	T3
Multiplies one-digit numbers by multiples of 10 in the range 10-90			
Number and Operations--Fractions	T1	T2	T3
Understands a fraction as a whole being partitioned			
Understands a fraction as a number on the number line			
Uses visual fraction models to explain the idea of equivalent fractions			
Measurement and Data	T1	T2	T3
Tells time to the nearest minute.			
Solves problems involving time intervals			
Relates area to the operations of multiplication and addition			
Solves mathematical problems involving perimeters of polygons			
Overall achievement is affected by limited fact fluency (x)			

* The star (*) symbol is used in cases when the student is not working on grade level curriculum and the student will receive a supplemental grading document. The changed student curriculum can be determined by a separate plan for students needing an IEP, a 504 plan, gifted student services, or English language services.

- Standard mastery is expected
- Opportunity for additional assessment if not already mastered
- Standard is not assessed at this time