

SYLVESTER ELEMENTARY

Teacher:

Grade 3



BERRIEN SPRINGS PUBLIC SCHOOLS

Record of Progress

2014-2015

**To the Parent/Guardian of:
StudentTwo, Test**

Attendance (running total)	S1	S2
Days Absent		
Days Tardy	0	0

Behaviors and Work Habits	S1	S2
Follows classroom expectations)		
Completes Work		
Participates in learning		
Is prepared to learn		

READING LEARNING GOALS	S1	S2	Y
Reading Literature			
Ask and answer questions to show understanding of a text (3.R.RL.01)			
Describe characters in a story (3.R.RL.03)			
Compare themes, settings and plots of stories by the same author (3.R.RL.09)			
Read and comprehend literature including stories, dramas and literature (3.R.RL.10)			
Reading Informational Text			
Ask and answer questions to demonstrate understanding of a text (3.R.RI.01)			
Determine main idea of a text and supporting details (3.R.RI.02)			
Describe relationships between events, using time, sequencing, and cause and effect (3.R.RI.03)			
Determine the meaning of general academic and domain-specific words (3.R.RI.04)			
Use text features and search tools (3.R.RI.05)			
Read and comprehend informational text (3.R.RI.10)			
Reading Foundational Skills			
Know the meaning of common prefixes and suffixes (3.R.RF.03)			
Read with accuracy and fluency to support comprehension (3.R.RF.04)			
Read on-level text with understanding (3.R.RF.04a)			
Read prose and poetry orally (3.R.RF.04b)			
Writing Learning Goals			
Write opinion piece on topics supporting a point of view (3.L.W.01)			
Write informative/explanatory text to examine a topic (3.L.W.02)			
Write narratives to develop real experiences (3.L.W.03a)			
Write narratives to develop imagined experiences (3.L.W.03b)			
Conduct short research projects (3.L.W.07)			
Gather information from various sources and take brief notes (3.L.W.08)			
Speaking and Listening Goals			
Engage effectively in a range of collaborative discussions (3.L.SL.01)			
Report on a topic, story or experience speaking clearly at a good pace (3.L.SL.04)			
Language Learning Goals			
Use grammar and conventions appropriately (3.L.01)			
Capitalize words in titles (3.L.02a)			

Behaviors and Work Habits Scale
4-Above and Beyond
3-Consistently meets expectations
2-Meets expectations
1-Inconsistently meets expectations
0-Does not meet expectations

Standards Based Grading Scale

- 0** With help, demonstrates no understanding of the learning goal.
- 1** Demonstrates understanding of a few basic aspects of the learning goal.
- 2** Demonstrates understanding of some aspects of the learning goal.
- 3** Demonstrates understanding of all aspects of the learning goal.
- 4** Demonstrates understanding beyond the learning goal.
- Blank:** Not assessed

Language Learning Goals (continued)	S1	S2	Y
Use commas and quotation marks in dialogue (3.L.02c)			
Use spelling patterns in writing (3.L.02f)			
Use conventional spelling for high frequency words (3.L.02)			
Michigan Studies Learning Goals			
Government of Michigan			
Explain why people create government (3.SS.C1.01.1)			
Understand values/principles of American constitutional democracy (3.SS.C1.02.1)			
Describe the structure of government in the US and how it functions (3.SS.C1.03.1)			
Explain important rights of American citizens (3.SS.C1.04.1)			
Economy of Michigan			
Explain scarcity, opportunity costs and choices (3.SS.E1.1)			
Identify incentives that influence decisions (3.SS.E1.2)			
Identify products from other countries consumed in Michigan (3.SS.E1.3.1)			
Describe the major kinds of economic activities in Michigan today G4.1 (3.SS.E1.G4.1)			

StudentTwo, Test - Record of Progress Continued

Michigan Studies Learning Goals (continued)	S1	S2	Y
Geography of Michigan			
Use cardinal directions to describe locations (3.SS.G5.1.1)			
Describe different regions to which Michigan belongs (3.SS.G5.2.1)			
Locate natural resources and explain the consequences of their use (3.SS.G5.5.1)			
Describe how people adapt to, use and modify natural resources (3.SS.G5.02)			
Growth of Michigan			
Analyze how Michigan's location and resources influenced its development (3.SS.H3.1.3)			
Describe how entrepreneurs combine natural, human and capital resources (3.SS.H3.1.4)			
Public Issues Facing Michigan Citizens			
Identify public issues that influence the daily lives of citizens (3.SS.P3.01.1)			
Compose a paragraph expressing a position on a public policy issue (3.SS.P3.3.1)			
Early History			
Identify questions historians ask in examining the past in Michigan (3.SS.H3.01)			
Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment (3.SS.H3.0.5)			
Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood) (3.SS.H3.0.10)			
Science Learning Goals	S1	S2	Y
Changes in Motion			
Identify the force that pulls objects toward Earth (3.P.FM.E.2)			
Identify a force as a push or pull (3.P.FM.E.3)			
Relate the speed of an object to the distance it travels (3.P.FM.E.4)			
Light and Sound			
Identify light and sound as forms of energy (3.SC.2.EN.3.11)			
Demonstrate that light travels in a straight path (3.SC.2.EN.3.21)			
Explain how we need light to see objects (3.SC.2.EN.3.52)			
Relate sounds to their sources of vibrations (3.SC.2.EN.3.31)			
Organisms Have Character			
Describe the function of plant parts (3.SC.4.3.31)			
Identify and compare structures in animals (3.SC.4.3.32)			
Identify characteristics of plant parts that help them survive (3.SC.4.3.11)			
Identify characteristics of animals that help them survive (3.SC.4.3.12)			
View from Earth			
Recognize and describe different types of Earth materials (3.E.SC.03.13)			
Recognize that rocks are made up of minerals (3.E.SC.03.14)			
Identify and describe natural causes of change in the Earth's surface (3.E.SC.03.22)			
Identify Earth materials used to construct some common objects (3.E.SC.03.31)			
Describe how materials taken from Earth can be used as fuels (3.E.SC.03.32)			

Science Learning Goals (continued)	S1	S2	Y
Earth and Me			
Identify natural resources (metals, fuels, fresh water, fertile soil, and forests) (3.E.ES.03.41)			
Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources (3.E.ES.03.42)			
Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal) (3.E.ES.03.43)			
Recognize that paper, metal, glass, and some plastics can be recycled (3.E.ES.03.44)			
MATH LEARNING GOALS			
Unit 1 - Addition and Subtraction Patterns			
Solve problems using the four operations and identify and explain patterns in arithmetic (3.M.OA.09)			
Unit 2 - Introduction to Multiplication			
Use multiplication within 100 to solve word problems (3.M.OA.03a)			
Use division within 100 to solve word problems (3.M.OA.03b)			
Fluently multiply within 100 (3.M.OA.07a)			
Fluently divide within 100 (3.M.OA.07b)			
Unit 3 - Multi-Digit Addition and Subtraction			
Round whole numbers to the nearest 10 (3.M.NBT.01a)			
Round whole numbers to the nearest 100 (3.M.NBT.01b)			
Fluently add within 1,000 (3.M.NBT.02a)			
Fluently subtract within 1,000 (3.M.NBT.02b)			
Unit 4 - Measurement and Fractions			
Measure and estimate liquid volumes and masses of objects (3.M.MD.02)			
Unit 5 - Multiplication, Division and Area			
Use multiplication within 100 to solve word problems (3.M.OA.03c)			
Use division within 100 to solve word problems (3.M.OA.03d)			
Determine the unknown whole number in a multiplication equation (3.M.OA.04a)			
Determine the unknown whole number in a division equation (3.M.OA.04b)			
Understand properties of multiplication and the relationship between multiplication and division (3.M.OA.06)			
Find the area of a rectangle with whole-number side lengths by tiling it (3.M.MD.07a)			
Unit 6 - Geometry			
Multiply side lengths to find areas of rectangles with whole-number lengths (3.M.MD.07b)			
Understand that shapes in different categories may share attributes (3.M.G.01)			
Unit 7 - Extending Multiplication and Fractions			
Explain any fraction as a numerator being the number of the parts and denominator as the total (3.M.NF.01a)			
Understand a fraction as a number on the number line (3.M.NF.02)			
Understand two fractions as equivalent if they are the same size (3.M.NF.03a)			

