

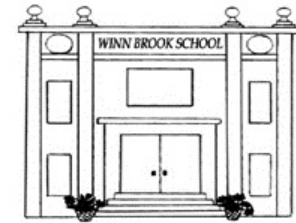
# Belmont Public Schools Elementary Report Card

## WINN BROOK ELEMENTARY SCHOOL

97 Waterhouse Road

Belmont, MA 02478

617-993-5700



### Student Name

Grade: 03

Teacher:

Student ID:

#### Pro-Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going support to develop this skill

#### Academic Performance Skills Indicators

##### Based on the January or June benchmarks:

- M - The student **meets** the term's benchmark and applies the concepts/skills with **independence**.
- P - The student is making **progress** toward meeting the term's benchmark with **occasional support**.
- B - The student is **beginning** to meet the term's benchmark with **frequent support**.
- NY - The student does **not yet** meet the term's benchmark and requires **consistent support**.
- / - The standard is not addressed at this time

PRO SOCIAL SKILLS	JANUARY	JUNE
<b><i>Personal Development and Community Skill</i></b>		
• Works cooperatively in group settings		
• Accepts responsibility for choices and behavior		
• Interacts appropriately with adults		
• Interacts appropriately with peers		
• Adjusts to transitions and changes in routines		
• Demonstrates responsibility for school and personal materials		
• Exercises self-control in structured settings		
• Exercises self-control in unstructured settings		
• Self-advocates effectively		
<b><i>Approaches to Learning</i></b>		
• Demonstrates expected grade level organizational skills		
• Demonstrates initiative; takes appropriate learning risks		
• Listens attentively		
• Works independently; makes effective use of time		
• Participates effectively in class		
• Follows directions		
• Completes classroom assignments		
• Completes homework assignments		
• Shows evidence of sustained effort		

SOCIAL STUDIES	JANUARY	JUNE
<b><i>Civics and Government</i></b>		
• Gives examples of why it is necessary for communities to have laws and government		
<b><i>Geography</i></b>		
• Uses cardinal directions, map scales, legends, and titles to locate continents, countries, states, towns, landforms, and bodies of water on maps of the world, New England, and Massachusetts		
<b><i>History and Culture</i></b>		
• Identifies the Wampanoag people and describes their way of life in the mid-1600's		
• Identifies who the Pilgrims were and describes their early years in Plymouth Colony		
• Identifies the Puritans as first settlers of the Massachusetts Bay Colony and describes the history of early Boston		
• Demonstrates an understanding of important political and economic developments leading to the American Revolution		

JANUARY

JUNE

YEAR

ABSENCES

TARDIES

LITERACY	JANUARY	JUNE
<b><i>Reading Foundational Skills</i></b>		
<ul style="list-style-type: none"> <li>Knows and applies third grade word analysis skills</li> </ul>		
<ul style="list-style-type: none"> <li>Reads with sufficient accuracy and fluency to support understanding of text</li> </ul>		
<b><i>Reading Literature &amp; Informational Text</i></b>		
<ul style="list-style-type: none"> <li>Refers back to the text to ask and answer questions about important concepts and key details</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrates an understanding of a text's theme, main idea, message, or moral using specific details</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrates an understanding of various text structures in order to convey a sequence of events</li> </ul>		
<ul style="list-style-type: none"> <li>Distinguishes his/her own point of view from that of the narrator/author of a text</li> </ul>		
<ul style="list-style-type: none"> <li>Compares and contrasts two or more texts</li> </ul>		
<ul style="list-style-type: none"> <li>Knows and uses text features and search tools to locate key information</li> </ul>		
<ul style="list-style-type: none"> <li>Reads a variety of third grade texts with understanding</li> </ul>		
<b><i>Writing</i></b>		
<ul style="list-style-type: none"> <li>Writes opinion pieces supporting a point of view with relevant reasons</li> </ul>		
<ul style="list-style-type: none"> <li>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly</li> </ul>		
<ul style="list-style-type: none"> <li>Writes real or imagined stories with adequate detail and sequencing of events</li> </ul>		
<ul style="list-style-type: none"> <li>Conducts short research projects using more than one source</li> </ul>		
<ul style="list-style-type: none"> <li>Incorporates figurative language into writing</li> </ul>		
<ul style="list-style-type: none"> <li>Strengthens and extends writing through revision and editing</li> </ul>		
<b><i>Speaking and Listening</i></b>		
<ul style="list-style-type: none"> <li>Engages effectively in a range of whole group and small group discussions</li> </ul>		
<ul style="list-style-type: none"> <li>Asks and answers questions to seek help, get information, or deepen understanding</li> </ul>		
<ul style="list-style-type: none"> <li>Reports on a topic or text with facts, descriptive details, and main idea</li> </ul>		
<ul style="list-style-type: none"> <li>Speaks effectively, adapting speech to a variety of contexts and tasks</li> </ul>		
<b><i>Language</i></b>		
<ul style="list-style-type: none"> <li>Uses knowledge of English grammar when writing and speaking</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrates command of grade level capitalization and punctuation when written work</li> </ul>		
<ul style="list-style-type: none"> <li>Applies known spelling patterns of grade level words in written work</li> </ul>		
<ul style="list-style-type: none"> <li>Determines meaning of unknown words and phrases</li> </ul>		
<ul style="list-style-type: none"> <li>Uses vocabulary acquired through conversation, reading experiences and content study</li> </ul>		

SCIENCE	JANUARY	JUNE
<b><i>Science Practices</i></b>		
<ul style="list-style-type: none"> <li>Uses appropriate science process skills: asking questions, observing, classifying, predicting, recording data</li> </ul>		
<ul style="list-style-type: none"> <li>Conducts science investigations to test ideas</li> </ul>		
<ul style="list-style-type: none"> <li>Uses evidence to reasonably explain the results of an investigation</li> </ul>		
<ul style="list-style-type: none"> <li>Collects data and communicates observations and ideas through writing, drawing, and discussion</li> </ul>		
<b><i>Life Science: Adaptation</i></b>		
<ul style="list-style-type: none"> <li>Observes and describes the behavior and physical characteristics of an animal</li> </ul>		
<ul style="list-style-type: none"> <li>Recognizes and provides examples of animal adaptations and how these help in survival</li> </ul>		
<b><i>Earth Science: Water, Weather &amp; Climate</i></b>		
<ul style="list-style-type: none"> <li>Interprets local weather data to describe weather conditions and identifies patterns</li> </ul>		
<ul style="list-style-type: none"> <li>Obtains and summarizes information about various climates around the world</li> </ul>		
<ul style="list-style-type: none"> <li>Designs a solution to reduce the impact of a weather event and evaluates its effectiveness</li> </ul>		
<ul style="list-style-type: none"> <li>Creates and explains models of evaporation, condensation, and the water cycle</li> </ul>		
<b><i>Physical Science: Competing Forces</i></b>		
<ul style="list-style-type: none"> <li>Recognizes the effects of pushes, pulls, friction, and gravity on an object's motion</li> </ul>		
<ul style="list-style-type: none"> <li>Explains the effect of multiple forces on an object and recognizes when forces are balanced and unbalanced</li> </ul>		
<ul style="list-style-type: none"> <li>Explains the forces between two magnets based on their orientation and distance relative to each other</li> </ul>		
<ul style="list-style-type: none"> <li>Creates a simple design that uses magnets to solve a problem</li> </ul>		

MATH	JANUARY	JUNE
<b><i>Practice Standards</i></b>		
• Uses strategies to make sense of problems and perseveres in solving them		
• Utilizes knowledge of numbers and operations to reason through solutions		
• Explains thinking using pictures, numbers and words		
• Works accurately and uses tools appropriately		
<b><i>Operations and Algebraic Thinking</i></b>		
• Demonstrates an understanding of multiplication as equal groups		
• Demonstrates an understanding of division as partitioning and equal shares		
• Demonstrates an understanding of the properties of multiplication and the relationship between multiplication and division		
• Represents and solves problems involving multiplication within 100		
• Represents and solves problems involving division within 100		
• Knows multiplication facts (In January: 0,1,2,5 and 10)( In June: through 9X9)		
• Solves multi-step problems involving the four operations		
• Identifies and explains patterns in arithmetic		
• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding		
<b><i>Number and Operations in Base Ten</i></b>		
• Uses place value understanding to round whole numbers to the nearest 10 or 100		
• Uses place value understanding and properties of operations to add and subtract within 1,000		
• Multiplies 1 digit numbers by multiples of 10		
• Writes numbers in words and expanded notation		
<b><i>Number and Operations - Fractions</i></b>		
• Demonstrates an understanding of fractions as parts of a whole and numbers on a number line		
• Demonstrates an understanding of equivalent fractions		
• Compares fractions with like numerators or like denominators		
<b><i>Measurement and Data</i></b>		
• Tells and writes time to the nearest minute		
• Solves problems involving addition and subtraction of time intervals in minutes		
• Solves problems involving measurement, liquid volumes, and masses of objects		
• Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots		
• Demonstrates an understanding of area and perimeter		
<b><i>Geometry</i></b>		
• Analyzes, compares, and classifies two-dimensional shapes		
• Partitions shapes into parts with equal areas and expresses the area of each part with a fraction		

Comments:

MUSIC	JANUARY	JUNE
<b><i>Pro Social Skills</i></b>		
<ul style="list-style-type: none"> <li>Cooperates and is respectful of others</li> </ul>		
<ul style="list-style-type: none"> <li>Follows directions and participates appropriately</li> </ul>		
<ul style="list-style-type: none"> <li>Makes an effort to improve musical skills</li> </ul>		
<b><i>Performance</i></b>		
<ul style="list-style-type: none"> <li>Performs with accurate pitch and rhythm, sings with a well produced and supported tone, and is responsive in a musical ensemble setting</li> </ul>		
<b><i>Music Literacy</i></b>		
<ul style="list-style-type: none"> <li>Demonstrates age-appropriate aural and/or visual music literacy skills (decoding melodic and rhythmic patterns)</li> </ul>		
<b><i>Perceiving and Responding</i></b>		
<ul style="list-style-type: none"> <li>Demonstrates an understanding of content through physical and verbal expression, and responds critically to his/her own performance and that of others</li> </ul>		

**Comments:**

ART	JANUARY	JUNE
<b><i>Pro Social Skills</i></b>		
<ul style="list-style-type: none"> <li>Cooperates and is respectful of others</li> </ul>		
<ul style="list-style-type: none"> <li>Takes care of materials and uses them safely</li> </ul>		
<ul style="list-style-type: none"> <li>Follows directions and listens attentively</li> </ul>		
<b><i>Process</i></b>		
<ul style="list-style-type: none"> <li>Uses tools and techniques in a variety of two and three dimensional media to create a work of art</li> </ul>		
<b><i>Creating</i></b>		
<ul style="list-style-type: none"> <li>Uses knowledge of the elements of art (color, line, texture, value, space, shape and form) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) to create unique works of art</li> </ul>		
<b><i>Perceiving and Responding</i></b>		
<ul style="list-style-type: none"> <li>Reflects upon and evaluates and critically responds to his/her own artwork and that of others (describes, analyzes, interprets and evaluates)</li> </ul>		

**Comments:**

PHYSICAL EDUCATION	JANUARY	JUNE
<b><i>Pro Social Skills</i></b>		
<ul style="list-style-type: none"> <li>Demonstrates responsible personal and social behavior in a physical activity setting by cooperating with others, participating fully, utilizing equipment safely, following directions and listening attentively</li> </ul>		
<b><i>Forms of Movement</i></b>		
<ul style="list-style-type: none"> <li>Develops fundamental movements necessary for participation in physical activities. Movements would include performing locomotor skills at mature levels and applying them to a variety of activities: throws, catches, strikes with an implement and kicks</li> </ul>		
<b><i>Applied Movement</i></b>		
<ul style="list-style-type: none"> <li>Uses movement concepts and principles in the development of motor skills. Movements would include application of skills and knowledge to a variety of game like situations and activities</li> </ul>		
<b><i>Lifestyle and Health</i></b>		
<ul style="list-style-type: none"> <li>Displays the components of physical fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) in addition to making choices which promote wellness</li> </ul>		

**Comments:**