School Name  
Principal:  
Hartford Public Schools Third Grade Report Card

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Attendance</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom:</td>
<td>Days Absent</td>
<td></td>
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<tr>
<td>School Year:</td>
<td>Days Tardy</td>
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<tr>
<td>Teacher:</td>
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</tbody>
</table>

**Proficiency/Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Exemplary</strong> Student consistently and independently demonstrates mastery above and beyond what is expected at this grade level.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Meets</strong> Student consistently demonstrates mastery of the knowledge and skills expected at this grade level.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Approaching</strong> Student demonstrates progress toward mastery of the knowledge and skills expected at this grade level.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Not Yet Meeting</strong> Student demonstrates limited progress toward mastery of the knowledge and skills expected at this grade level.</td>
</tr>
<tr>
<td>NI</td>
<td><strong>Not Introduced</strong> Students have not been introduced to this standard yet.</td>
</tr>
<tr>
<td>NE</td>
<td><strong>Not Enough Evidence</strong> There is not enough evidence/data to report at this time. See comments.</td>
</tr>
</tbody>
</table>

### English Language Arts

**Reading Literature**
- Key Ideas and Details (RL.3.1, 3.2, 3.3)
- Craft and Structure (RL.3.4, 3.5, 3.6)
- Integration of Knowledge and Ideas (RL.3.7, 3.8, 3.9)
- Range of Reading and Level of Text Complexity (RL.3.10)

**Reading Informational Text**
- Key Ideas and Details (RI.3.1, 3.2, 3.3)
- Craft and Structure (RI.3.4, 3.5, 3.6)
- Integration of Knowledge and Ideas (RI.3.7, 3.8, 3.9)
- Range of Reading and Level of Text Complexity (RI.3.10)

**Writing**
- Text Types and Purposes (W.3.1, 3.2, 3.3)
- Production and Distribution of Writing (W.3.4, 3.5, 3.6)
- Research to Build and Present Knowledge (W.3.7, 3.8, 3.9)
- Range of Writing (W.3.10)

**Speaking & Listening**
- Comprehension and Collaboration (SL.3.1, 3.2, 3.3)
- Presentation of Knowledge and Ideas (SL.3.4, 3.5, 3.6)

### Mathematics

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
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</thead>
<tbody>
<tr>
<td>Phonics &amp; Word Recognition (RF.3.3)</td>
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<tr>
<td>Fluency (RF.3.4)</td>
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<tr>
<td>Conventions of Standard English (L.3.1, 3.2)</td>
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<tr>
<td>Knowledge of Language (L.3.3)</td>
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<tr>
<td>Vocabulary Acquisition and Use (L.3.4, 3.5, 3.6)</td>
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</tbody>
</table>
### Operations & Algebraic Thinking

- Represent and solve problems involving multiplication and division. (3.OA.A)
- Understand properties of multiplication and the relationship between multiplication and division. (3.OA.B)
- Multiply and divide within 100. (3.OA.C)
- Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.D)

### Number & Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic. (3.NBT.A)

### Number & Operations-Fractions

- Develop understanding of fractions as numbers. (3.NF.A)

### Measurement & Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (3.MD.A)
- Represent and interpret data. (3.MD.B)
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (3.MD.C)
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (3.MD.D)

### Geometry

- Reason with shapes and their attributes. (3.G.A)

### Social Studies

- Content Knowledge: Connecticut and Local History
- History/Social Studies Literacy
- Civic Engagement

### Science

- Content Knowledge: Life science
- Content Knowledge: Earth & Space Science
- Content Knowledge: Physical Science
- Asks/answers questions.
- Develops/uses models (e.g. diagrams).
- Plans and carries out investigations; analyzes and interprets data collected.
- Constructs explanations and engages in argument from scientific evidence.
- Obtains, evaluates, and communicates information.

### Technology

- Technology Systems
- Responsible Use of Technology
- Technology Productivity
- Technology as a Source of Information

### Engineering

- Understands the engineering and design process
- Summarizes key details and proposes solutions to design and engineering problems
- Utilizes the design process to construct and test

### Art
### Creating
- Generalize and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

### Presenting
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

### Responding
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

### Connecting
- Synthesize and relate personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### Music

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<tr>
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**Dance**

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**Wellness (Physical Education)**

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<tr>
<th>T1</th>
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<tbody>
<tr>
<td>Motor Skill Performance</td>
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<tr>
<td>Engaging in Physical Activity</td>
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<tr>
<td>Applying Concepts and Strategies</td>
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<tr>
<td>Physical Fitness</td>
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<tr>
<td>Responsible Behavior</td>
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<tr>
<td>Benefits of Physical Activity</td>
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**Wellness (Health)**

<table>
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<tr>
<th>T1</th>
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</table>
### Health promotion and disease prevention
- Influences on health behaviors
- Accessing health information
- Healthy relationships
- Decision-making concerning health
- Goal-setting concerning health

### Library Media Technology
- Research & Creative Inquiry (Technology Productivity and as a Source of Information)
- Organization of Information (Technology Systems)
- Literary Appreciation & Lifelong Learning (Technology as a Source of Information)
- Ethics & Digital Citizenship (Responsible Use of Technology)

### Library Media
- Research & Creative Inquiry
- Organization of Information
- Literary Appreciation & Lifelong Learning
- Ethics & Digital Citizenship

### World Language
- Communication
- Cultural Understanding
- Connections to Other Disciplines
- Comparison of Culture/Language
- Community Interactions

### Theme Course
- Actively engages in Theme content-specific activities

### Report Card Comments

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Classroom Teacher Comment</th>
<th>Support Teacher Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
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<td>2nd</td>
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<tr>
<td>3rd</td>
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<tr>
<td>Promotion in Doubt</td>
<td>T2</td>
<td>T3</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>Possible retention at end of year (Y/N)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Separate signature page for parents to sign so that there is one card to attach to final report card for cum folder. Habits of Mind/Learning Expectations, etc., schools use their current formats.