


Student Name _____ Homeroom Teacher(s) _____ General Music Teacher _____ PE Teacher _____ Year _____ Grade: 3 School <input type="checkbox"/> GPES <input type="checkbox"/> LWES <input type="checkbox"/> RCES <input type="checkbox"/> SLES <input type="checkbox"/> Student is recommended for placement in grade 4. <input type="checkbox"/> Summer School Recommended				TAHOMA SCHOOL DISTRICT NO. 409 MAPLE VALLEY, WASHINGTON GRADE THREE REPORT CARD								ATTENDANCE 1 2 3 Days Tardy Days Present Days Absent SPECIAL SERVICES RAP Special Education: Other:		
				+ = Exceeds expectations EALR = ✓ = Meets expectations State Essential Academic - = Needs improvement Learning Requirement <input type="checkbox"/> Not Evaluated at this time										
				1 2 3										
READING				WRITING			MATHEMATICS							
Effort				Effort			Effort							
EALR #1: APPLIES SKILLS AND STRATEGIES				EALR #1: WRITES CLEARLY AND EFFECTIVELY			EALR #1: APPLIES BASIC SKILLS							
Applies word recognition strategies				Concept and Design (Ideas and Organization)			Computation							
Applies vocabulary strategies				Style (Voice, Word Choice, Sentence Fluency)			Math Facts + - × ÷							
Demonstrates fluency				Conventions (Mechanics)			Addition Strategies							
Retells stories				Spelling			Subtraction Strategies							
EALR #2: COMPREHENDS TEXT				Applies spelling correctly in writing			Multiplication Strategies							
Understands ideas and details				Cursive Writing			Number Sense/Place Value							
Thinks critically about text				EALR #2: WRITES FOR VARIOUS PURPOSES			Measurement							
EALR #3: READS FOR A VARIETY OF PURPOSES				Reports			Geometry							
Selects and reads fiction				Imaginative Writing			Probability and Statistics							
Selects and reads non-fiction				Letter Writing			Algebra							
EALR #4: SETS GOALS AND EVALUATES PROGRESS				Other:			EALR #2: SOLVES PROBLEMS							
Shares responses to reading				EALR #3: USES THE WRITING PROCESS			Uses multiple strategies							
Assesses strengths and needed improvements				Pre-Writing			Explains thought processes							
Sets reading goals				Drafting			Arrives at accurate solutions							
COMMUNICATION				Revising			EALR #3: REASONS MATHEMATICALLY							
Effort				Editing			Applies estimation strategies							
EALR #1: LISTENS AND OBSERVES				Publishing			Checks reasonableness of solutions							
Attends				EALR #4: ANALYZES AND EVALUATES OWN WORK			EALR #4: COMMUNICATES MATHEMATICAL IDEAS							
Takes notes				Self-Assessment			Collects and organizes information							
Uses discussion skills				Peer Editing			Displays information using charts and graphs							
EALR #2: SPEAKS CLEARLY AND EFFECTIVELY				ART: Effort			Interprets and explains data							
Speaks with clarity				Uses a variety of materials			EALR #5: CONNECTS MATHEMATICS TO OTHER SUBJECTS AND TO LIFE							
Makes effective presentations				GENERAL MUSIC: Participates appropriately			Demonstrates calculator skills							
EALR #3: WORKS WITH OTHERS				Demonstrates understanding of content and skills			Explains math applications in daily life							
Contributes to the group				PHYSICAL EDUCATION: Participates appropriately										
Listens and encourages				Demonstrates understanding of content and skills										
EALR #4: ANALYZES AND EVALUATES OWN WORK				SCIENCE: Effort										
Critiques own work				Content and Skills										
Offers and accepts appropriate feedback				SOCIAL STUDIES: Effort										
				Content and Skills										

Student Name:		
Unit 1: Puget Sound	Unit 2: Africa	Unit 3: Human Body
Through a study of the Puget Sound Community students will apply the thinking skills of comparing/contrasting, predicting, and sequencing and will learn a new thinking skill of problem solving . They will compare the systems and relationships that are part of an urban community to that of a rural or suburban community. The science connection will have students exploring the salmon cycles and other cycles found in nature. Students will learn the how to write a friendly letter and will practice being self-directed learners who contribute to their community as they identify problems facing their community.	Students will become familiar with the landforms and physical characteristics of Africa as they discover the rainforests, savannas, and deserts of Africa. The thinking skill of inference is taught and emphasized as students explore the diverse cultures of Africa. Students will learn how to write a quality paragraph and to be collaborative workers as they develop a group project from one country. Students will be practicing inquisitiveness and precision as they gain empathy for a culture different from their own. Learner's projects will be shared with the class as students gain the skill of being an effective communicator .	The science of sound is taught through a scientific inquiry process in this unit. Students will practice being complex thinkers as they apply the thinking skills of observing, predicting, inference and finding evidence. They will learn a new thinking skill of finding the difference between facts and opinions through a study of nutrition ., health and personal safety . Students will set goals for a healthier life as they work to demonstrate the district outcome of quality producer .
Comments:	Comments:	Comments:

OUTCOMES AND INDICATORS: GRADE THREE

+ = Exceeds expectations ✓ = Meets expectations - = Needs improvement ☐ Not Evaluated

	1	2	3		1	2	3
SELF-DIRECTED LEARNER				QUALITY PRODUCER			
Works independently				Sets and achieves high standards			
Follows directions				Creates Aesthetically pleasing products			
Completes work on time (classwork/homework)				Demonstrates originality			
Stays on task				Demonstrates proficiency in using a variety of materials			
COLLABORATIVE WORKER				EFFECTIVE COMMUNICATOR			
Works well with others				Clearly communicates ideas in writing			
Cooperates				Uses a variety of presentation forms, i.e., visual, musical, dramatic			
Respects rights and properties of others				Applies technology as a communication tool			
Practices self-discipline				Adapts to diverse audiences			
COMMUNITY CONTRIBUTOR				COMPLEX THINKER			
Participates in class activities				Self-reflects			
Contributes to discussions				Revises and refines			
Helps with service projects				Applies thinking behaviors			
Cares for the classroom and school environment				Applies thinking skills			

1. Parent Signature _____

2. Parent Signature _____