



Student Info	
Student ID	
Student Name	
Grade	3
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	0	1	0	0
Days Present	43	84	47	87
Times Tardy	0	0	0	1
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:**
of grade level concept skills, sufficient independent understanding
- 2 - Partial Understanding and Application of:**
grade level concept skills, beginning to grasp concepts/skills
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:**
concept skills that have been introduced
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	E	E	E	E
SDL.2*	Asks for help when needed	G	G	E	E
SDL.3*	Organizes workplace	E	E	E	E
SDL.4*	Uses materials properly	E	E	E	E
SDL.5*	Uses time wisely	E	G	E	E
SDL.6*	Follows school/classroom rules and directions	E			E
CC	Community Contributor				
CC.1*	Demonstrates empathy for others	E	E	E	E
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	E	E	E	E
CC.3*	Collaborates productively with others	E	E	E	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort	G		E	E
QP.2*	Completes work neatly	E	E	E	E
QP.3*	Works and monitors progress toward learning goals	S			E
Teacher Comments:					
XXX has worked hard and made growth in reading this year. She has demonstrated leadership traits and has been a great role model for her peers.					

Language Arts 3		Q1	S1	Q3	S2
RI.3	Reading: Informational Text				
RI.3.1*	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers		2	3	2
RI.3.2*	Determine the main idea of a text; recount the key details and explain how they support the main idea		2	3	2
RI.3.4*	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area		1	1	2
RI.3.9*	Compare and contrast the most important points and key details presented in two texts on the same topic			2	2
RI.3.10*	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently			2	2
RL.3	Reading: Literature				
RL.3.1*	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers		1	2	2
RL.3.2*	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text	2	2	3	3
RL.3.4*	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	2	1	3	2
RL.3.10*	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently				2
RF.3	Reading: Foundational Skills				
RF.3.3*	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text	2	2	3	3
RF.3.4*	Read with sufficient accuracy and fluency to support comprehension			3	3
W.3	Writing				
W.3.1*	Write opinion pieces on topics or texts, supporting a point of view with reasons			2	3
W.3.2*	Write informative/explanatory texts to examine a topic and convey ideas and information clearly			3	3
W.3.3*	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences		2		3
W.3.8*	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories				3
L.3	Language				
L.3.6*	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)				3
SL.3	Speaking & Listening				
SL.3.1*	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	2	2	3	3

Mathematics 3		Q1	S1	Q3	S2
3.OA	Operations & Algebraic Thinking				
3.OA.1*	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each		2	4	3
3.OA.2*	Interpret whole-number quotients of whole numbers			3	2
3.OA.3*	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities		2		2
3.OA.4*	Determine the unknown whole number in a multiplication or division equation relating three whole numbers				2
3.OA.5*	Apply properties of operations as strategies to multiply and divide				2
3.OA.6*	Understand division as an unknown-factor problem				1
3.OA.7*	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations			3	3
3.OA.7.1*	Know from memory all products of two one-digit numbers	1	2	3	3
3.OA.8*	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding				2
3.NBT	Number & Operations in Base Ten				
3.NBT.3*	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations		2	3	2
3.NF	Number & Operations-Fractions				
3.NF.1*	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$				2
3.NF.2*	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding				2
3.NF.3*	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size				2
3.MD	Measurement & Data				
3.MD.2*	Measure and estimate liquid volumes and masses of objects. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes				2
3.MD.3*	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more? and how many less? problems using information presented in scaled bar graphs				2
3.MD.5*	Recognize area as an attribute of plane figures and understand concepts of area measurement			3	3
3.MD.7*	Relate area to the operations of multiplication and addition			3	3
3.MD.8*	Solve real-world and mathematical problems involving perimeters of polygons				3
3.G	Geometry				
G.1*	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category			3	2
G.2*	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole			3	2

Social Studies 3		Q1	S1	Q3	S2
HSS.3	History-Social Science: Continuity and Change				
HSS.3.0*	Students demonstrate/apply knowledge of grade level Social Studies content	3	3	3	3

Science 3		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models			3	3
SEP.3*	Planning and carrying out investigations			3	2
SEP.6*	Constructing explanations and designing solutions		3		2
SEP.7*	Engaging in argument from evidence				3

Physical Education 3		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			G	G
PE.7*	Shows respect and appropriate behaviors			G	G

English Language Development 3		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways		3	3	3
P2*	Learning About How English Works		2	3	3