## 2020-2021 3rd Grade Report Card Parent Detailed Spreadsheet

Academic Rubric Score:

4-Understandings go beyond grade level expectations

3-Meeting Grade Level Expectations

2- Making Progress

1-Experiencing Difficulty

| 1-Experiencing Difficulty   |  | _   |  |   |   |   |
|---|--|---|--|---|---|---|
| Language Arts   |  | TEKS  | Term 1   | Term 2  | Term 3  | Term 4  |
| Phonics   | Spanish Translation  |   |  |   |   |   |
| Applies and demonstrates phonics rules for reading  | Aplica reglas de fonética a la lectura.  | SS: 2Ai 3.2Ai,<br>3.2Aii, 3.2Aiii,<br>3.2Aiv  | Applies and demonstrates phonics rules for reading   | Applies and demonstrates phonics rules for reading  | Applies and demonstrates phonics rules for reading  | Applies and demonstrates phonics rules for reading  |
| Comprehension   | Comprensión  |   |  |   |   |   |
| Uses context to determine meaning of unknown words  | Usa contexto para determinar el significado de palabras desconocidas                                       | <b>SS: 3B</b> 3.3B                            | Use context to determine meaning of unknown words  | Use context to determine meaning of unknown words   | Use context to<br>determine meaning of<br>unknown words   | Use context to<br>determine meaning of<br>unknown words   |
| Identifies the meaning of affixes,<br>antonyms, synonyms, idioms,<br>homophones, and homographs               | Identifica el significado de afijos,<br>antónimos, sinónimos, modismos,<br>homófonos y homógrafos          | <b>SS: 3CD</b> 3.3 C, D                       | Identifies the meaning<br>of affixes, antonyms,<br>synonyms, idioms,<br>homophones, and<br>homographs  | Identifies the meaning<br>of affixes, antonyms,<br>synonyms, idioms,<br>homophones, and<br>homographs           | Identifies the meaning<br>of affixes, antonyms,<br>synonyms, idioms,<br>homophones, and<br>homographs           | Identifies the meaning<br>of affixes, antonyms,<br>synonyms, idioms,<br>homophones, and<br>homographs           |
| Makes, corrects, and confirms predictions based on characteristics of the text                                | Hace, corrige, y confirme predicciónes<br>basado en características del texto                              | SS: 6C 3.6                                    | Make, correct, and<br>confirm predictions<br>based on characteristics<br>of the text   | Make, correct, and<br>confirm predictions<br>based on characteristics<br>of the text                            | Make, correct, and<br>confirm predictions<br>based on characteristics<br>of the text                            | Make, correct, and<br>confirm predictions<br>based on characteristics<br>of the text                            |
| Makes inferences using text evidence across all genres  | Hace inferencias usando evidencia del texto a través de géneros  | SS: 6F 3.6<br>F, 3.7C                         | Make inferences using text evidence across all genres  | Make inferences using text evidence across all genres   | Make inferences using text evidence across all genres   | Make inferences using text evidence across all genres   |
| Retells and paraphrases texts using meaning and order   | Contar y parafrasee textos que mantengan su significado y orden lógico                                     | SS: 7D 3.7<br>D                               | Retell and paraphrase<br>texts using meaning and<br>order  | Retell and paraphrase<br>texts using meaning and<br>order   | Retell and paraphrase<br>texts using meaning<br>and order   | Retell and paraphrase<br>texts using meaning and<br>order   |
| Identifies the theme in a text  | Identifica la tema de un texto   | SS: 8A 3.8<br>A                               |  | Identify the theme in a text  | Identify the theme in a text  | Identify the theme in a text  |
| Analyzes plot elements of a story<br>(setting, sequence, conflict,<br>resolution) to support<br>comprehension | Analizar los elementos de la trama de un texto (secuencia, conflicto y resolución) para apoyar comprensión | SS: 8C 3.8C                                   |  | Analyze plot elements<br>of a story (setting,<br>sequence, conflict,<br>resolution) to support<br>comprehension | Analyze plot elements<br>of a story (setting,<br>sequence, conflict,<br>resolution) to support<br>comprehension | Analyze plot elements<br>of a story (setting,<br>sequence, conflict,<br>resolution) to support<br>comprehension |
| Identify text structures and the impact on author's purpose and message                                       | Identifica los estructuras del texto y como influye el propósito y mensage del autor                       | SS 3.10A 3.10A                                | Identify text structures<br>and the impact on<br>author's purpose and<br>message   | Identify text structures<br>and the impact on<br>author's purpose and<br>message                                | Identify text structures<br>and the impact on<br>author's purpose and<br>message                                | Identify text structures<br>and the impact on<br>author's purpose and<br>message                                |
| Identifies and describes author's use of literary devices   | Identifica y describir el uso de recursos literarios   | SS: 10D<br>3.10D                              |  | Identify and describe<br>author's use of literary<br>devices  | Identify and describe<br>author's use of literary<br>devices  | Identify and describe<br>author's use of literary<br>devices  |
| Identifies and explains the author's use of text features   | Identifica y explica el uso de los elementos de textos   | SS 3.9D10C<br>3.9D, 3.10C                     |  | Explain the author's use of print and graphic features to achieve specific purposes                             | Recognize<br>characteristics and<br>structures of<br>informational text   | Recognize<br>characteristics and<br>structures of<br>informational text   |
| Writing   |  | •   |  | •   |   |   |
| Applies phonics rules for spelling  | Aplica reglas de fonética a su ortografía.   | SS: 2B 3.2Bi, 3.2Biy, 3.2Bii, 3.2Biii, 3.2Bii | Spelling multi syllabic words with closed syllables; open syllables; VCe syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; homophones; compound words, contractions, and abbreviations; multisyllabic words with multiple sound-spelling patterns; words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; | Applies phonics rules for spelling  | Applies phonics rules for spelling  |   |
| Generates ideas for the writing process ( plan and draft)   | Genera ideas para el proceso de escritura: planificar y borrador.  | SS: 11AB<br>3.11A, 3.11B                      | Generate ideas for the<br>writing process ( plan<br>and draft)   | Generate ideas for the<br>writing process ( plan<br>and draft)  | Generate ideas for the<br>writing process ( plan<br>and draft)  | Generate ideas for the<br>writing process ( plan<br>and draft)  |

| Revises and edits writing including spelling, capitalization, and punctuation  | Revisa y editar escritura incluyendo ortografía, capitalización, y puntuación.   | SS:11CD<br>3.11C, 3.11D,<br>3.11Dix, 3.11Dx | Simple and compound<br>sentenes with subject-<br>verb agreement; verbs;<br>nouns; capitalization;<br>punctuation marks;          | Revise drafts;<br>adjectives; adverbs;<br>prepositions and<br>prepositional phrases;                              | Revises and edits<br>writing including<br>spelling, capitalization,<br>and punctuation   | Revises and edits<br>writing including<br>spelling, capitalization,<br>and punctuation   |
|--|--|---|--|---|--|--|
| Publishes and shares writing   | Publicar y comparte escritura.   | <b>SS:11DE</b> 3.11E                        | Simple and compound<br>sentenes with subject-<br>verb agreement; verbs;<br>nouns; capitalization;<br>punctuation marks;          | Revise drafts;<br>adjectives; adverbs;<br>prepositions and<br>prepositional phrases;                              | Revises and edits<br>writing including<br>spelling, capitalization,<br>and punctuation   | Revises and edits<br>writing including<br>spelling, capitalization,<br>and punctuation   |
| Math   | Matemáticas  | TEKS  | Term 1   | Term 2  | Term 3   | Term 4   |
| Number and Operations  | Números y operaciones  |   |  |   |  |  |
| Understand how to model and represent numbers up to 100,000  | Entiende como modelar y representar<br>números hasta 100,000   | SS: 2A<br>3.2A                              | Understand how to<br>model and represent<br>numbers up to 100,000  | Understand how to<br>model and represent<br>numbers up to 100,000   | Understand how to<br>model and represent<br>numbers up to 100,000                        | Understand how to<br>model and represent<br>numbers up to 100,000  |
| Understand how to compare and order numbers up to 100,000  | Entiende como comparar y ordenar<br>números hasta 100,000  | SS: 2D<br>3.2D                              | Understand how to<br>compare and order<br>numbers up to 100,000  | Understand how to compare and order numbers up to 100,000   | Understand how to compare and order numbers up to 100,000                                | Understand how to<br>compare and order<br>numbers up to 100,000  |
| Solve addition and subtraction<br>one-step and two-step word<br>problems within 1,000 with and<br>without pictorial models | Resuelve problemas de palabras de uno y dos pasos que involucran suma y resta hasta 1,000 con y sin modelos pictóricos | SS: 4A5A<br>3.4A/3.5A                       | Solve addition and<br>subtraction one-step<br>and two-step word<br>problems within 1,000<br>with and without<br>pictorial models | Solve addition and subtraction one-step and two-step word problems within 1,000 with and without pictorial models | Solve addition and<br>subtraction one-step<br>and two-step word<br>problems within 1,000 | Solve addition and<br>subtraction one-step<br>and two-step word<br>problems within 1,000<br>with and without<br>pictorial models |
| Solve multiplication and division<br>one-step and two-step word<br>problems with and without<br>pictorial models           | Resuelve problemas de multiplicación y<br>división de palabras de uno y dos pasos<br>con y sin modelos pictóricos      | SS: 4K5B<br>3.4K/3.5B                       | Solve multiplication<br>one-step word problems<br>with and without<br>pictorial models   | Solve multiplication and division one-step word problems with and without pictorial models                        | and division one-step<br>and two-step word   | Solve multiplication<br>and division one-step<br>and two-step word<br>problems with and<br>without pictorial<br>models           |
| Algebraic Reasoning  | Razonamiento Algebreico  |   |  |   |  | 1  |
| Use a table to represent patterns with numbers   | Usa una tabla para representar patrones con números  | 3.5E  |  |   | Use a table to represent patterns with numbers   | Use a table to represent patterns with numbers   |
| Geometry and Measurement   | Geometría y Medición   |   |  |   |  |  |
| Classifies and sorts 2D and 3D shapes using geometric vocabulary   | Organice datos para interpretar información y resolver problemas.  | 3.6A  |  |   | Classifies and sorts 2D<br>and 3D shapes using<br>geometric vocabulary                   | Classifies and sorts 2D<br>and 3D shapes using<br>geometric vocabulary   |
| Data Analysis  | Análisis de los datos  |   |  |   | 1  | T  |
| Organize data to interpret information and solve problems.   | Clasifica y ordena formas de 2<br>dimensiones y 3 dimensiones usando<br>vocabulario geométrico                         | 3.8A  |  | Organize data to interpret information and solve problems.  | Organize data to interpret information and solve problems.                               | Organize data to interpret information and solve problems.   |
| Fractions  | Fracciones   |   |  |   |  |  |
| Compose (build) and decompose (break apart) fractions  | Componer (construir) y descomponer (separar) fracciones  | 3.3D  |  | Compose (build) and decompose (break apart) fractions   | Compose (build) and<br>decompose (break<br>apart) fractions                              | Compose (build) and<br>decompose (break<br>apart) fractions  |
| Model and represent fractions  | Modelar y representar fracciones   | 3.3F  |  |   | Model and represent fractions  | Model and represent fractions  |
| Compare and order fractions  | Compara y ordena fracciones  | 3.3Н  |  |   | Compare and order fractions  | Compare and order fractions  |
| Measurement  | Medición   |   |  |   | 1  |  |
| Find area of rectangles.   | Encuentra el área de los rectángulos.  | 3.6C  | Find area of rectangles.   | Find area of rectangles.  | Find area of rectangles.   | Find area of rectangles.   |
| Solve problems involving perimeter of polygons   | Resuelve problemas que involucran perímetro de polígonos.  | 3.7B  | Solve problems<br>involving perimeter of<br>polygons   | Solve problems<br>involving perimeter of<br>polygons  | Solve problems<br>involving perimeter of<br>polygons                                     | Solve problems<br>involving perimeter of<br>polygons   |
| Personal Financial Literacy  | Comprensión de finanzas personales   |   |  |   |  |  |
| Solve problems involving<br>Counting Money   | Resuelve problemas que involucran contar dinero  | 4C<br>3.4C                                  | Solve problems<br>involving Counting<br>Money  | Solve problems<br>involving Counting<br>Money   | Solve problems<br>involving Counting<br>Money  | Solve problems<br>involving Counting<br>Money  |
| Science  | Ciencia  |   |  |   |  |  |
| Explores, understands, and applies science concepts and skills   | Explora, entiende, y aplica conceptos científicos y destrezas presentados .  |   | Working like a<br>Scientist, Properties of<br>Matter and Energy  | Force, Motion, and<br>Natural World   | Solar System, Weather<br>and Ecosystems  | Ecosystems,<br>Organisms, Life Cycles  |
| Social Studies   | Esutdios Sociales  |   |  |   |  |  |
| Understands and applies concepts of History, Geography, Economics, and Government  | Entitios Sociales  Entitlende conceptos y aplica conceptos de historia, geografía, economía y gobierno.                |   | Creating a Community,<br>Freedom and Heritage  | Freedom and Heritage,<br>Physical Geography   | Governing<br>Communities, Running<br>a Business  | Running a Business,<br>Making a Difference in<br>Community   |
| Ant  | Arto   |   | Torm 1   | Torm 2  | Torm 2   | Torm 4   |
| Art  | Arte   |   | Term 1   | Term 2  | Term 3   | Term 4   |
| Demonstrates concepts and skills   | Demuestra conceptos y habilidades  |   |  |   |  |  |
| Music  | Demuestra conceptos y habilidades  Música  |   | Term 1   | Term 2  | Term 3   | Term 4   |

| PE                               | Educación Física                  | Term 1 | Term 2 | Term 3 | Term 4 |
|----------------------------------|-----------------------------------|--------|--------|--------|--------|
| Demonstrates concepts and skills | Demuestra conceptos y habilidades |        |        |        |        |

| Student Responsibilities Rubric          | e Score:                                     |        |  |  |  |
|--|--|--------|--|--|--|
| E-Exceptional performance                | E-Trabajo excepcional                        |        |  |  |  |
| S- Successful performance                | S-Trabajo exitoso<br>I-Trabajo inconsistente |        |  |  |  |
| I- Inconsistent performance              |  |        |  |  |  |
| N- Needs Improvement                     | N-Necesita mejorar                           |        |  |  |  |
|  |  |        |  |  |  |
| Student Responsibilities:                |  | Term 1 |  |  |  |
| Ctuirran Com arralitar arranla/ala arran | Ca and come man became trabale and           |        |  |  |  |

| Student Responsibilities:  |   | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|--------|--------|--------|--------|
| Strives for quality work/shows positive attitude toward learning | Se esfuerza por hacer trabajo con<br>calidad / muestra actitud positiva hacia<br>el aprendizaje |        |        |        |        |
| Follows directions   | Sigue instrucciones   |        |        |        |        |
| Works independently, stays on task                               | Trabaja independientemente, permanece en la tarea   |        |        |        |        |
| Organizes self and materials                                     | Organiza el mismo y los materiales  |        |        |        |        |
| Participates appropriately in group activities                   | Participa apropiadamente en actividades de grupos   |        |        |        |        |
| Respects adults, peers, school property                          | Respeta a adultos, compañeros, propiedad escolar  |        |        |        |        |
| Takes risks to attempt new tasks                                 | Toma riesgos para intentar nuevas tareas  |        |        |        |        |
| Listens attentively without interrupting                         | Escucha atentamente sin interrumpir   |        |        |        |        |
| Makes appropriate transitions between activities                 | Hace transiciones apropiadas entre las actividades  |        |        |        |        |