



Guilford County Schools
 School Year 0 - 0
 Grade 3 Report Card

Kevin Hatfield

Student Name

Hickoryville

School

Duke

Principal

Falkner

Teacher

Attendance	1st	2nd	3rd	4th
Days Present	40	41	41	
Days Absent	0	0	0	
Times Tardy	0	0	0	

Grades

A	93 - 100 Superior
B	92 - 85 Above Average
C	84 - 77 Average
D	76 - 70 Below Average
E	69 - 0 Well Below Average

Codes

O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory
I	Improving

Check, if appropriate

Advanced Learner				
ESOL				
Resource				
Speech				

Language Arts

Reading Grade	C	B	B
Check one:			
Above grade level			
At grade level	✓	✓	✓
Below grade level			

Mathematics

Math Grade	A	A	B
Math Level (I, II, III, or IV)	III	II	III
Science/Health Grade	C	A	A
Social Studies Grade	C	B	A

Enrichment Areas

Art	U	U	U
Music	U	U	U
Physical Education	U	U	U
Computer Skills	U	U	U

Work Habits

Prepared and organized for daily activities	U	U	U
Completes class assignments on time	U	U	U
Completes homework assignments	U	U	U
Attentive and listens carefully	U	U	U
Works well independently	U	U	U
Seeks help when needed	U	U	U
Takes pride in work	U	U	U
Demonstrates effort	U	U	U
Observes school/class rules	U	U	U
Works well with others	U	U	U

Teacher Comments

1st Grading Period

Kevin is adjusting to the third grade curriculum. He enjoys learning!

Parent/Teacher Conference Held: Yes No Date:

2nd Grading Period

Kevin has shown excellent growth this n. 12 weeks! He has a firm grasp on the third grade curriculum. I would like him to put more effort toward homework.

Parent/Teacher Conference Held: Yes No Date:

3rd Grading Period

Kevin has made great strides this quarter. His comprehension and fluency has improved. He is turning in more homework assignments.

Parent/Teacher Conference Held: Yes No Date:

4th Grading Period

Parent/Teacher Conference Held: Yes No Date:

End of Year EOG Level	GATEWAY
Reading: _____	Passed: _____
Math: _____	Summer School: _____
	Retained: _____

End of Year Grade Assignment: _____
 School Assigned: _____

Student Name: Leon Hawkins

Teacher's Name: Robbin

School: Wright Year: 2010

Gulford County Schools Third Grade Math Assessment Card

Numbers and Operations		Measurement		Data Analysis & Probability			
<p>1.01 Develop number sense for whole numbers through 9,999.</p> <p>a) Connect <input type="text" value="6"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="1"/> models, number word, and number using a variety of representations.</p> <p>b) Build understanding of place value (one through thousands).</p> <p>c) Compare and order. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p> <p>1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using:</p> <p>a) Strategies for adding and subtracting numbers.</p> <p>b) Estimation of sums and differences in appropriate situations.</p> <p>c) Relationships between operations. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p> <p>1.03 Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:</p> <p>a) Strategies for multiplying and dividing numbers.</p> <p>b) Estimation of products and quotients in appropriate situations.</p> <p>c) Relationships between operations.</p>	<p>1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p> <p>1.05 Use area or region models and set models of fractions to explore part-whole relationships.</p> <p>a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).</p> <p>b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.</p> <p>c) Model and describe common equivalents, especially relationships among halves, fourths and eighths, and thirds and sixths.</p> <p>d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.</p> <p>e) Understand and use mixed numbers and their equivalent fraction forms.</p> <p>1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="5"/></p>	<p>2.01 Solve problems using measurement concepts and procedures involving:</p> <p>a) Elapsed time. <input type="text" value="20"/> <input type="text" value="20"/> <input type="text" value="20"/></p> <p>b) Equivalent measures within the same measurement system.</p> <p>2.02 Estimate and measure using appropriate units.</p> <p>a) Capacity (cups, pints, quarts, gallons, liters). <input type="text" value="4"/> <input type="text" value="4"/> <input type="text" value="4"/> <input type="text" value="4"/></p> <p>b) Length (miles, kilometers).</p> <p>c) Mass (ounces, pounds, grams, kilograms).</p> <p>d) Temperature (Fahrenheit, Celsius).</p> <p>3.01 Use appropriate vocabulary to compare, describe, and classify two- and three dimensional figures. <input type="text" value="20"/> <input type="text" value="20"/> <input type="text" value="20"/></p> <p>3.02 Use a rectangular coordinate system to solve problems.</p> <p>a) Graph and identify points with whole number and/or letter coordinates.</p> <p>b) Describe the path between given points on the plane. <input type="text" value="33"/> <input type="text" value="33"/> <input type="text" value="33"/></p>	<p>4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems. <input type="text" value="4"/> <input type="text" value="4"/> <input type="text" value="4"/></p> <p>4.02 Determine the number of permutations and combinations up to three items. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p> <p>4.03 Solve probability problems using permutations and combinations. <input type="text" value="3"/> <input type="text" value="3"/> <input type="text" value="3"/></p> <p>5.01 Describe and extend numeric and geometric patterns. <input type="text" value="5"/> <input type="text" value="5"/> <input type="text" value="5"/></p> <p>5.02 Extend and find missing terms of repeating and growing patterns. <input type="text" value="5"/> <input type="text" value="5"/> <input type="text" value="5"/></p> <p>5.03 Use symbols to represent unknown quantities in number sentences. <input type="text" value="5"/> <input type="text" value="5"/> <input type="text" value="5"/></p> <p>5.04 Find the value of the unknown in a number sentence. <input type="text" value="5"/> <input type="text" value="5"/> <input type="text" value="5"/></p>				
<p>Level 4 Student consistently performs grade level requirements/expectations; and works independently on tasks that are at a higher level of difficulty.</p>		<p>Level 3 Student demonstrates mastery of grade level concepts and skills.</p>		<p>Level 2 Student is inconsistent in demonstration of mastery of knowledge and skills on grade level.</p>		<p>Level 1 Student does not exhibit sufficient mastery of on-grade level knowledge and skills to successfully complete most assignments.</p>	