



BETHESDA LUTHERAN SCHOOL 1517 Baltimore Ave. West Springs, ND 58787

Report for Parents

"Those who wait on the Lord...
 they will mount up with wings like eagles."

Isaiah 40:31

STUDENT _____

TEACHER Mrs. Allen

3rd Grade 2014 - 2015 School Year

ATTENDANCE	1st	2nd	3rd	4th
Days Absented				
Days Absent				
Early				
Church				
Sunday School				

E = Excellent S = Satisfactory P = Progressing N = Needs Improvement

WRITING / SPEAKING STANDARDS	1 st	2 nd	3 rd	4 th
Effectively engages in discussions with a group				
Identify topic				
Understands & gives main ideas and details from text read aloud				
Clarity of speech in retelling Place, volume, expression, inflection				
Asks / Answers questions				

READING LITERATURE / STANDARDS	1 st	2 nd	3 rd	4 th
Asks / Answers Questions about key details				
Determines main idea. Recounts key details				
Describes characters & Point of view				
3 rd grade vocabulary				
Describes how parts held in discussion				
Compare/Contrast genre, themes, settings, plots				
Oral fluency				

RELATING INFORMATIONAL TEXT STANDARDS	1 st	2 nd	3 rd	4 th
Asks / Answers questions about text				
Determines main idea. Recounts key details				
Describes cause/effect				
3 rd Grade vocabulary				
Use text features to locate information				
Compare/Contrast key details of different text on same topic				
W/UC				
W/UC				

WRITING STANDARDS	1 st	2 nd	3 rd	4 th
Writing: 1st - 3rd grade students will use their understanding of story 1st grade students will use their understanding of story 1st grade students will use their understanding of story				
Responds in writing. Follow rules				
Used appropriate to publish writing				
Handwriting				

LANGUAGE SKILLS / SPELLING	1 st	2 nd	3 rd	4 th
1 Know & Apply grade level Phonics				
1 Know & Apply Conventions				
Spelling				
1 Use text clues to decode meanings				
1 Know conventions of English grammar				

MATH STANDARDS	1 st	2 nd	3 rd	4 th
Efficiently applies strategies to solve problems				
Clearly communicates mathematical reasoning				
Add & subtract whole numbers fluently				
1st & 2nd Multiplication & 1st & 2nd Division whole numbers				
Solves word problems				
Used Place Value to perform multi digit operations				
Demonstrates an understanding of fractions				
Read & write time				
Solves problems involving measurement				
Represents and interprets data / shapes				
Fluent in units, area, & perimeter				

3rd Grade Report Card Template

Beverly A. DeVries

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

3rd Grade Report Card Template:

Leaders of Their Own Learning Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2014-01-07 From EL Education comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress improve achievement and involve families and communities in the life of the school Describes each of the book's eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e book file but are available for download after purchase [How to Grade for Learning](#) Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment and grading should help students grow and develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult and daunting Making real and lasting changes to grading practices requires both knowledge and willpower This 4th edition of the best selling *How to Grade for Learning* provides eight guidelines for good grading offers recommendations for practical applications and gives solid suggestions for implementing more effective grading practices Ken O'Connor presents the latest research on motivation mindset learning styles and beliefs about fairness to inform this new edition which includes Both the why's and the how to's of implementing standards based grading practices 48 educator contributions from nationally and internationally known educators authors and consultants that provide ideas and testimonials for effective assessment practices Sections on hot button issues such as academic dishonesty extra credit bonus points and homework Additional information on utilizing levels of proficiency and eliminating the use of percentages and averaging Reflective exercises and numerous tools including rubrics sample letters and case studies Techniques for managing grading more efficiently An invaluable resource for helping teachers assign grades that are accurate consistent meaningful and supportive of learning this book also makes an ideal staff development resource

The Nation's Report Card ,2005 The purpose of Fourth Grade Students Reading Aloud NAEP 2002 Special Study of Oral Reading is to examine aspects of oral reading performance accuracy rate and fluency that cannot be observed from

results of the main NAEP National Assessment of Educational Progress reading assessment The results provided here are intended to inform educators and researchers about these three aspects of fourth graders oral reading performance and how they relate to their overall reading ability as measured by the 2002 reading assessment Pg iii

OECD Reviews of Evaluation and Assessment in Education: Albania Maghnouj Soumaya, Fordham Elizabeth, Guthrie Caitlyn, Henderson Kirsteen, Trujillo Daniel, 2020-05-07 This review developed in co operation with UNICEF provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Albania as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

Tools for Teaching Social Studies Jim Parsons, Mariah Schroder, 2015-06-24 Engage your students AND keep your sanity with classroom tested tools Tools for Teaching Social Studies delivers a wealth of practical solutions for classroom success all grounded in solid educational philosophy A lifeline for new social studies teachers and a source of inspiration and ideas for experienced teachers this book offers you a boost at every stage of your career Based on a master teacher s four decades of experience this top notch toolkit is packed with strategies Learn five key teaching principles that put you and your students on the path to success Discover your unique style Connect with your students Set and achieve realistic professional and personal goals Stay organized and manage your time effectively Empower yourself as a teacher Avoid burn out Facilitate effective group work Create engaging learning plans Make the right use of social media And much more

Assessment of learning Shrinkhla dubey, 2022-09-30 Assessment of learning Characteristics Objective Advantages Disadvantages

School Counselors as Practitioners Judy A. Nelson, Lisa A. Wines, 2018-07-16 Designed for school counseling course work and as a reference for school district personnel this text demystifies the roles and responsibilities of the school counselor and teaches students and practitioners how to perform conduct follow through and carry out various roles and responsibilities required on the job School Counselors as Practitioners conveys strategic step by step processes and best practice recommendations with emphasis on ethical and multicultural considerations The 14 chapters in this textbook maintain and are consistent with the basis of school counselors work in the school counseling core curriculum responsive services individual planning and system support and special attention is paid to ASCA and CACREP standards A companion website provides students with templates and handouts for on the job responsibilities as well as quiz questions for every chapter

Measurement and Evaluation in Physical Education and Exercise Science Skip M. Williams, Alan C. Lacy, 2018-02-13 The eighth edition of Measurement and Evaluation in Physical Education and Exercise Science now published in paperback and hardback offers students a clear and practical guide to best practice for measurement and evaluation in school and nonschool based physical activity programs Written by two academics with backgrounds in physical education teacher education PETE the book emphasizes the link between theory and practice and reflects the most recent changes in national physical education programs It covers a full

range of introductory topics including current trends in measurement and evaluation program development statistics test selection and an expanded chapter on alternative assessment before introducing measurement for health related physical fitness measurement for psychomotor skills measurement for cognitive knowledge measurement for affective behaviors grading self evaluation Each chapter features learning aids such as objectives key terms practical applications and review questions while an appendix offers in depth Excel assignments Offering a full companion website featuring an instructor s manual lecture slides and a test bank Measurement and Evaluation in Physical Education and Exercise Science is a complete resource for instructors and students alike It is an essential text for students in measurement and evaluation classes as part of a degree program in physical education exercise science or kinesiology and a valuable reference for practitioners seeking to inform their professional practice

Common Sense Assessment in the Classroom Lynda Rice,2013-01-01 Take the mystery out of assessment and understand how to successfully implement it into instruction This comprehensive guide will give you the tools to effectively implement assessment in the classroom and empower you to use assessment more effectively in order to inform and strengthen instruction It discusses the importance of effective and efficient grading and provides strategies for teachers to learn what students truly understand and their mastery of concepts The book includes helpful checklists rubrics and graphics to support student learning and help teachers make good decisions about the types of assessment to use in the classroom This resource supports the Common Core and other state standards

The Executive Function Guidebook Roberta Strosnider,Valerie Saxton Sharpe,2019-03-22 Teach some of the most important skills your students will ever need Executive function skills including self regulation focus planning and time management are essential to student success but they must be taught and practiced This unique guidebook provides a flexible seven step model incorporating UDL principles and the use of metacognition for making executive function training part of your classroom routine at any grade level Features include Descriptions of each skill and its impact on learning Examples of instructional steps to assist students as they set goals and work to achieve success Strategies coded by competency and age grade level Authentic snapshots and think about sections Templates for personalized goal setting data collection and success plans Accompanying strategy cards

Roadway Design System United States. Federal Highway Administration,1977

Reading Assessment, Third Edition JoAnne Schudt Caldwell,2014-03-01 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS

content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments **101 More Favorite Play Therapy Techniques** Heidi

Kaduson, Charles Schaefer, 2010-06-22 Separated into seven categories for easy reference the techniques within each chapter are applied to practice situations in a concise format for easy reference and use The interventions illustrated include Storytelling to enhance verbalizations in children Expressive Art to promote children s coping ability by using various art mediums Game Play to help children express themselves in a playful environment Puppet Play to facilitate the expression of conflicting emotions Play Toys and Objects to demonstrate the therapeutic use of various toys and objects in the playroom Group Play to offer methods and play techniques for use in group settings and Other to provide miscellaneous techniques that are useful in many settings This book is a response to the evident need of clinicians for easy to use play therapy techniques A welcome addition to the earlier collection it is designed to help children enhance verbalization of feeling manage anger deal with loss and grief and heal their wounds through the magic of play therapy Clear and marvelously simple this manual will be an invaluable addition to any professional s or student s library A Jason Aronson Book *OECD Reviews of Evaluation and Assessment in Education: Georgia* Li Richard Ruochen, Kitchen Hannah, George Bert, Richardson Mary, Fordham Elizabeth, 2019-12-19 This review developed in partnership with UNICEF provides Georgia with recommendations to strengthen its evaluation and assessment system to focus on helping students learn It will be of interest to countries that wish to strengthen their own evaluation and assessment systems and in turn improve educational outcomes

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies Changing the Grade Jonathan Cornue, 2018-01-18 Many educators agree that the 100 point grading model is not always a reliable way to evaluate

student learning But is there another way to more accurately and equitably grade students and provide high quality information to parents while fostering student learning If so why haven t school districts across the country changed their practices In Changing the Grade author and educator Jonathan Cornue presents a detailed model for developing a more reliable standards based grading system including 30 steps to guide you through the process In addition to identifying and addressing the barriers to change such as concerns about how colleges and employers will interpret an alternative grading model Cornue offers a concrete structure for changing the grading system providing guidance on Thinking in a new way about why grades are given and the purpose of a report card grade Identifying what needs to be changed and what actions must be taken to facilitate the change Building a team of stakeholders including teachers principals and guidance counselors to lead the change process Developing the new standards based grading structure Designing standards based assignments and assessments that align with a new grading structure Avoiding grade inflation and Getting buy in from teachers and other staff members principals administrators the board of education and the community by demonstrating that the change process is intentional research based student focused and permanent The book also includes helpful samples of standards based gradebooks homework assignments rubrics and report cards If you are interested in making a systemic and systematic shift to a high quality grading structure that is far less subjective than many commonly found in schools consider Changing the Grade

Reading Assessment JoAnne Schudt Caldwell, 2014-03-19 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments

What works in early grade literacy instruction Jennae Bulat, Margaret Dubeck, Paula Green, Karon Harden, Catherine Henny, Mónica Mattos, Alison Pflipsen, Ana Robledo, Yasmin Sitabkhan, 2017-02-28 Over the past decade RTI International has pursued the goal of quality inclusive differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low and middle income LMI countries Across our diverse portfolio we have supported Ministries of Education Ministries in diverse contexts in their development and implementation of research based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design develop and implement early grade literacy programs This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes the

approach to teaching Teach the availability of quality relevant learner materials Text the effective use of instructional time Time the use of formative assessment to guide instruction Test and provision of instruction in the most effective language Tongue This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years most typically academic levels 1 through 3 and the kinds of exposures instruction and support learners need to become fully literate These are the elements of a literacy program that can be taught that should be present in teaching and learning materials and in teacher trainings and that relate specifically to what happens in a classroom Many more factors contribute to literacy acquisition However we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components No one size fits all approach to the development and implementation of literacy programs exists the local context and constraints of any implementation can require adaptation and adjustments In many cases the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet been achieved However we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high quality effective literacy instruction to all learners particularly those in LMI countries

What works in early reading materials Ana Robledo, Amber Gove, 2019-02-25 Access to books is key to learning to read and sustaining a love of reading Yet many low and middle income countries struggle to provide their students with reading materials of sufficient quality and quantity Since 2008 RTI International has provided technical assistance in early reading assessment and instruction to ministries of education in dozens of low and middle income countries The central objective of many of these programs has been to improve learning outcomes in particular reading for students in the early grades of primary school Under these programs RTI has partnered with ministry staff to produce and distribute evidence based instructional materials at a regional or national scale in quantities that increase the likelihood that children will have ample opportunities to practice reading skills and at a cost that can be sustained in the long term by the education system In this paper we seek to capture the practices RTI has developed and refined over the last decade particularly in response to the challenges inherent in contexts with high linguistic diversity and low operational capacity for producing and distributing instructional materials These practices constitute our approach to developing and producing instructional materials for early grade literacy We also touch upon effective planning for printing and distribution procurement but we do not consider the printing and distribution processes in depth in this paper We expect this volume will be useful for donors policymakers and practitioners interested in improving access to cost effective high quality teaching and learning materials for the early grades

Understanding and Applying Assessment in Education Damian Murchan, Gerry Shiel, 2017-04-29 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school This book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples

drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach

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