



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 characters | | | | |
| 3 rd Grade vocabulary | | | | |
| Use text features to locate information | | | | |
| Compare/Contrast key details of different text on same topic | | | | |
| WISC | | | | |
| WIT | | | | |

| WRITING STANDARDS | 1 st | 2 nd | 3 rd | 4 th |
|---|-----------------|-----------------|-----------------|-----------------|
| Writing: 1st - 3rd grade standards will be met. Expectations: 4th grade 3rd grade standards will be met. 4th grade 3rd grade standards will be met. | | | | |
| 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 Fluency | | | | |
| 1 Know & Apply Conventions | | | | |
| Spelling | | | | |
| 1 Use text clues to decode meanings | | | | |
| 1 Know conventions of English grammar | | | | |

| MATH STANDARDS | Grade | 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 & 3rd & 4th 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 | | | | | |

Common Core Math Report Card Third Grade

SJ Ball



Common Core Math Report Card Third Grade:

Mathematics and Multi-Ethnic Students Yvelyne Germain-McCarthy, 2017-05-25 Mathematics and Multi Ethnic Students provides detailed profiles of teachers across the nation who have implemented effective mathematics instruction for diverse student populations In this revised edition Yvelyne Germain McCarthy expands upon the popular case studies and adds two new chapters to highlight the latest educational research and practices that are reflected in the case studies A third new chapter introduces the concept of the Life Long Learning Laboratory where courageous questions on issues such as the impact of race on student learning are discussed Featuring useful framing tools including the Discussion with Colleagues and Commentary sections Mathematics and Multi Ethnic Students translates concrete instances of access and equity into generalized problem solving methods for promoting ethnic diversity across grade levels An important resource for pre service and in service educators researchers administrators and policy makers this volume highlights the work of teachers who have gone beyond mere awareness of reform recommendations in mathematics instruction By uniting the goals of multicultural education with those of the mathematics curriculum educators will learn to conceptualize and implement best practices for effective equitable teaching and learning of mathematics for their students *The Education Invasion* Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies **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

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as

well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 **Get Out Now** Mary Rice Hasson,Theresa Farnan,2018-08-14 Should we stay or should we go Millions of parents with children in public schools can t believe they re asking this question But they are And you should be asking it too Almost overnight America s public schools have become morally toxic And they are especially poisonous for the hearts and minds of children from religious families of every faith ordinary families who value traditional morality and plain old common sense Parents first duty is to their children to their intellect their character their souls The facts on the ground point to one conclusion get out now The Brown Center Annual Report on American Education Tom Loveless,2001-10-01 The Brown Center on Education Policy conducts research on topics in American education with a special focus on efforts to improve academic achievement in elementary and secondary schools The center seeks to inform policymakers at all levels of government to influence the course of future educational research and to produce a body of work valuable not only to policymakers and scholars but also to parents teachers administrators taxpayers school board members and the general public This annual report analyzes the state of American education using the latest measures of student learning uncovers and explains important trends in achievement test scores and identifies promising and disappointing educational reforms Unlike similar reports intended solely for government use the Brown Center Annual Report is written for an audience of parents teachers and policymakers *The 2001 Brown Center Report on American Education* Brookings Institution. Brown Center on Education Policy,Tom Loveless,2001 The third section analyzes achievement in urban schools Test score data from dozens of states were collected to determine how urban school districts are doing in comparison to rural and suburban districts in the same state p 4 State Indicators of Science and Mathematics Education ,2001 **State Indicators of Science and Mathematics Education, 1997** Rolf K. Blank,Doreen Langesen,1997 This report on science and mathematics indicators is intended to assist state national and local policymakers and educators in making informed decisions This report focuses on science and mathematics indicators at state and national levels The indicators are intended for use by policymakers and educators to assess progress in improving mathematics and science education in the schools The 1997 report presents new state indicators from the 1995 96 school year and examines trends by state from 1990 to 1996 on indicators of student achievement content and instruction and context and conditions for teaching Indicators were selected through consultation with state education leaders science and mathematics educators representatives of national professional organizations and education researchers Contains 61 references 32 tables and 14 figures ASK Resources in Education ,1997 **Office of Educational Research and Improvement bulletin** ,1990 **The State of State**

Standards, 2000 Chester E. Finn (Jr.), Michael J. Petrilli, 2000 **Press Summary - Illinois Information Service** Illinois Information Service, 1991 *Virginia PTA/PTSA Bulletin*, 1998 *Developing Person Through Childhood and Adolescence* Kathleen Stassen Berger, 2012-02-01 Edition after edition Kathleen Berger's acclaimed bestseller *The Developing Person Through Childhood and Adolescence* re-establishes itself as the ideal chronologically organized textbook on child development. Exceptionally current with a broad cultural perspective, the new edition is unmatched. It connects an evolving field shaped by fascinating new research and an evolving classroom shaped by powerful new media. But under the new findings and new media tools, the text's deepest connection with students comes from the captivating, compassionate authorial voice of Kathleen Berger, which makes the core concepts of developmental psychology clear, compelling, and relevant to the full range of students taking the course.

The State of State Math Standards, 2005 David Klein, 2005

Hispanic Link Weekly Report, 2007 **Convention Report** American Federation of Teachers, 1994 Minnesota Milestones, 1998 *Minnesota Milestones 1998*, 1998

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