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| **Name** | **Grading Period** | | | | | |
|  | * 1st | * 2nd | * 3rd | * 4th | * 5th | * 6th |

| **Report. Cat # 1** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3.2.C use fraction names and symbols to describe fractional parts of whole objects or sets of objects |  |  |  |  | 3.1.A use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999 |  |  |  |  |
| 3.3.B select addition or subtraction and use the operation to solve problems involving whole numbers through 999 |  |  |  |  | 3.1.B use place value to compare and order whole numbers through 9,999 |  |  |  |  |
| 3.4.B solve and record multiplication problems (up to two digits times one digit) |  |  |  |  | 3.1.C determine the value of a collection of coins and bills |  |  |  |  |
| 3.4.C use models to solve division problems and use number sentences to record the solutions |  |  |  |  | 3.3.A model addition and subtraction using pictures, words, and numbers |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 3.4.A learn and apply multiplication facts through 12 by 12 using concrete models and objects |  |  |  |  |
| 3.5.A round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations |  |  |  |  |
| 3.5.B use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems |  |  |  |  |

| **Report. Cat # 2** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 3.7.B identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table |  |  |  |  | 3.6.A identify and extend whole-number and geometric patterns to make predictions and solve problems |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 3.6.B identify patterns in multiplication facts using concrete objects, pictorial models, or technology |  |  |  |  |
| 3.6.C identify patterns in related multiplication and division sentences (fact families) such as 2 x 3 = 6, 3 x 2 = 6, 6 ÷ 2 = 3, 6 ÷ 3 = 2 |  |  |  |  |
| 3.7.A generate a table of paired numbers based on a real-life situation such as insects and legs |  |  |  |  |

| **Report. Cat # 3** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3.8.A identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary |  |  |  |  | 3.9.A identify congruent two-dimensional figures |  |  |  |  |
| 3.10A locate and name points on a number line using whole numbers and fractions, including halves and fourths |  |  |  |  | 3.9.C identify lines of symmetry in two-dimensional geometric figures |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | | | | | |

| **Report. Cat # 4** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
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|  | 3.11.Buse standard units to find the perimeter of a shape |  |  |  |  | 3.11.A use linear measurement tools to estimate and measure lengths using standard units |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 3.11.C use concrete and pictorial models of square units to determine the area of two-dimensional surfaces |  |  |  |  |
| 3.12.A use a thermometer to measure temperature |  |  |  |  |
| 3.12.B tell and write time shown on analog and digital clocks |  |  |  |  |

| **Report. Cat # 5** | **Readiness Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** | **Supporting Standards** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3.13.A collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data |  |  |  |  | 3.13.B interpret information from pictographs and bar graphs |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | | 3.13.C use data to describe events as more likely than, less likely than, or equally likely as |  |  |  |  |

| **Process Standards (Underlying Processes and Mathematical Tools)** | **My**  **Goal** | **Test**  **1** | **Test**  **2** | **Test**  **3** |
| --- | --- | --- | --- | --- |
| 3.14.A identify the mathematics in everyday situations |  |  |  |  |
| 3.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness |  |  |  |  |
| 3.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem |  |  |  |  |
| 3.14.D use tools such as real objects, manipulatives, and technology to solve problems |  |  |  |  |
| 3.15.A explain and record observations using objects, words, pictures, numbers, and technology |  |  |  |  |
| 3.15.B relate informal language to mathematical language and symbols |  |  |  |  |
| 3.16.A make generalizations from patterns or sets of examples and non-examples |  |  |  |  |
| 3.16.B justify why an answer is reasonable and explain the solution process |  |  |  |  |
| **Where are my strengths?**  **Where can I improve?**  **What actions do I need to take?** | | | | |