Student Learning Report: Grade 3 Math

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?					3.4.A learn and apply multiplication facts through 12 by 12 using concrete models and objects				
	Where can I improve?					3.5.A round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations				
	What actions do I need to take?					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
	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?					3.6.B identify patterns in multiplication facts using concrete objects, pictorial models, or technology				
	Where can I improve?					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				
	What actions do I need to take?					3.7.A generate a table of paired numbers based on a real-life situation such as insects and legs				

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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
	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?					3.11.C use concrete and pictorial models of square units to determine the area of two-dimensional surfaces				
	Where can I improve?					3.12.A use a thermometer to measure temperature				
	What actions do I need to take?					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?					3.13.C use data to describe events as more likely than, less likely than, or equally likely as				
	Where can I improve?									
	What actions do I need to take?									

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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?