

**Attendance Summary:**

| T1     |       | T2     |       | T3     |       | Total  |       |
|--------|-------|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
|        |       |        |       |        |       |        |       |

**Academic Performance Level for Third Grade Standards**

| Name  | No Grade/Not Assessed Yet | Not Yet | Approaching Benchmark | Meets Benchmark | Exceeds Benchmark |
|-------|---------------------------|---------|-----------------------|-----------------|-------------------|
| Score | NG                        | 1       | 2                     | 3               | 4                 |

\*Comments: NG - Progress is not reported at this time.

**Level 1 - A "1"** indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

**Level 2 - A "2"** indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

**Level 3 - A "3"** indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

**Level 4 - A "4"** indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

| THIRD GRADE PROGRESS REPORT   |      |   |   |
|---|------|---|---|
|   | Term |   |   |
|   | F    | W | S |
| ENGLISH LANGUAGE ARTS   |      |   |   |
| READING: FOUNDATIONAL SKILLS  |      |   |   |
| I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.  |      |   |   |
| READING: LITERATURE   |      |   |   |
| I can ask and answer questions to demonstrate understanding, using evidence from the text.  |      |   |   |
| I can retell stories and determine a central message and support it with details from the text.   |      |   |   |
| I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |      |   |   |
| I can determine the meaning of literal and figurative words and phrases as they are used in a text.   |      |   |   |
| READING: INFORMATIONAL TEXT   |      |   |   |
| I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                   |      |   |   |
| I can identify the main idea, recount key details and explain how the key details support the main idea.  |      |   |   |
| I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.            |      |   |   |
| I can compare and contrast the most important points and key details in two texts on the same topic.  |      |   |   |

| THIRD GRADE PROGRESS REPORT   |      |   |   |
|---|------|---|---|
|   | Term |   |   |
|   | F    | W | S |
| ENGLISH LANGUAGE ARTS CONTINUED   |      |   |   |
| WRITING   |      |   |   |
| I can, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  |      |   |   |
| I can write an opinion piece that introduces my topic, create an organizational structure that gives reasons for my opinion, connects my opinion and reasons with linking words, and provides a conclusion.   |      |   |   |
| I can write an informative/explanatory text that introduces my topic, groups related information together, develops the topic with facts, definitions and details, connects ideas within categories of information using linking words, and provides a conclusion.              |      |   |   |
| I can write narratives and other creative texts with a narrator or character to develop real or imagined experiences with descriptive details and a natural sequence that includes dialogue, action, thoughts and feelings, and character reactions; and provides a conclusion. |      |   |   |
| SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY   |      |   |   |
| I can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |      |   |   |

| HEALTH  |  |  |  |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. |  |  |  |

| THIRD GRADE PROGRESS REPORT   |      |   |   |
|---|------|---|---|
|   | Term |   |   |
|   | F    | W | S |
| <b>LIBRARY &amp; MEDIA</b>  |      |   |   |
| <b>DIGITAL CITIZEN</b>  |      |   |   |
| I can be safe and act responsibly when using technology, and identify the influences of digital media.          |      |   |   |
| <b>EMPOWERED READER</b>   |      |   |   |
| I can use the organization of the library to choose books for personal enjoyment, interest, and academic tasks. |      |   |   |
| <b>INFORMATION SEEKER &amp; KNOWLEDGE CONSTRUCTOR</b>   |      |   |   |
| I can locate and organize information about a topic using provided sources.                                     |      |   |   |
| <b>CREATIVE COMMUNICATOR &amp; INNOVATIVE DESIGNER</b>  |      |   |   |
| I can use available digital tools to explore, create, share, and enrich my learning.                            |      |   |   |

| MATHEMATICS   |  |  |  |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. |  |  |  |

| MUSIC  |  |  |  |
|--|--|--|--|
| <b>CREATE: PRESENT</b>   |  |  |  |
| I can describe and present my musical ideas.   |  |  |  |
| <b>PERFORM: PRESENT</b>  |  |  |  |
| I can perform music with expression, technical accuracy, and interpretation.             |  |  |  |
| <b>WORK HABITS</b>   |  |  |  |
| I can make appropriate choices and follow music room expectations with limited guidance. |  |  |  |

| PHYSICAL EDUCATION  |  |  |  |
|---|--|--|--|
| <b>KICKING WITH APPROACH</b>  |  |  |  |
| I can kick a ball while I'm moving with three of the five critical elements.  |  |  |  |
| <b>STRIKING (LONG IMPLEMENT)</b>  |  |  |  |
| I can strike an object with a long-implement and demonstrate proper grip and send it forward.   |  |  |  |
| <b>VOLLEYING UNDERHAND</b>  |  |  |  |
| I can strike (volley) an object in an underhand motion with three of the five critical elements.  |  |  |  |
| <b>ENGAGEMENT AND BEHAVIOR</b>  |  |  |  |
| I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers. |  |  |  |

| SCIENCE   |  |  |  |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. |  |  |  |

| THIRD GRADE PROGRESS REPORT  |      |   |   |
|--|------|---|---|
|  | Term |   |   |
|  | F    | W | S |
| <b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>                                      |      |   |   |
| I can independently and consistently apply the skills and strategies taught. |      |   |   |

| SOCIAL STUDIES  |  |  |  |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. |  |  |  |

| VISUAL ART  |  |  |  |
|---|--|--|--|
| <b>CREATE</b>   |  |  |  |
| I can independently organize and develop artistic ideas and work.               |  |  |  |
| <b>CONNECT</b>  |  |  |  |
| I can independently integrate knowledge and personal experiences to create art. |  |  |  |
| <b>REFLECT</b>  |  |  |  |
| I can independently reflect on and refine personal artworks.                    |  |  |  |

| WORK HABITS  |  |  |  |
|--|--|--|--|
| <b>TASK COMPLETION</b>   |  |  |  |
| I can independently complete tasks in a timely fashion.                              |  |  |  |
| <b>COLLABORATION</b>   |  |  |  |
| I can be a contributing member of a group.   |  |  |  |
| <b>ORGANIZATION</b>  |  |  |  |
| I can organize myself, materials, and space to be prepared for independent learning. |  |  |  |