

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.				

THIRD GRADE PROGRESS REPORT				
	Term			
	F	W	S	
ENGLISH LANGUAGE ARTS CONTINUED				
WRITING				
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.				
I can use correct capitalization, spelling, and punctuation in written communication.				

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

THIRD GRADE PROGRESS REPORT			
	Term		
	F	W	S
LIBRARY & MEDIA			
DIGITAL CITIZEN			
I can explain how to be safe and act responsibly online.			
EMPOWERED READER			
I can use the organization of the library to choose books for personal enjoyment, interest, and/or academic tasks.			
INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR			
I can locate and organize information about a topic using provided sources.			
CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER			
I can use digital tools to explore, create, share, and enrich my learning.			

MATHEMATICS			
GEOMETRY AND MEASUREMENT			
I can identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as triangles, parallelograms and trapezoids.			
NUMBER AND OPERATION			
I can represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.			
I can read and write fractions with words and symbols and recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line or distances on a number line.			
DATA ANALYSIS			
I can collect, display, and interpret data using frequency tables, bar graphs pictographs AND line plot using appropriate titles, labels, units (scale) and key.			

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

THIRD GRADE PROGRESS REPORT			
	Term		
	F	W	S

PHYSICAL EDUCATION			
KICKING WITH APPROACH			
I can kick a ball while I'm moving with three of the five critical elements.			
STRIKING (LONG IMPLEMENT)			
I can strike an object with a long-implement and demonstrate proper grip and send it forward.			
VOLLEYING UNDERHAND			
I can strike (volley) an object in an underhand motion with three of the five critical elements.			
ENGAGEMENT AND BEHAVIOR			
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.			

SOCIAL AND EMOTIONAL DEVELOPMENT			
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			
CREATE			
I can independently organize and develop artistic ideas and work.			
CONNECT			
I can independently integrate knowledge and personal experiences to create art.			
REFLECT			
I can independently reflect on and refine personal artworks.			

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