

Student Name: Pupil#: Academic Year: Grade: 03 Current Registration Date:	Teacher: Principal: School: Phone:
<p>The topics listed in this progress report show what your student should cover in school this year. Not all topics are emphasized every grading period. When the topic is not emphasized, a mark is not given.</p> <p>A mark reflects the student's achievement during the grading period only. It does NOT indicate your child's performance compared to the end-of-year expectations. If a student has the same mark for two grading periods in a row, it means that the student has made 'normal' progress during the grading period.</p>	Reporting Period: 1 2 3 4
	Attendance:
	Days Absent:
	Days Tardy:

Key for Academic Performance	
E = Exceeds	Demonstrates and applies STRONG grade level skills and concepts
M = Meets	Demonstrates and applies grade level skills and concepts
CM = Close to meeting	Demonstrates and applies MOST grade level skills and concepts
N = Does not yet meet	Demonstrates SOME or MINIMAL grade level skills and concepts
NM = No Mark	Student did not submit enough work to determine a grade for academic performance

Key for Effort and Expectations	
+ = Consistently demonstrates	
V = Often demonstrates	
/ = Sometimes demonstrates	
-- = Not yet -- Does not yet demonstrate	
NE = No Evidence; no work from student	

Reading	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses 3rd grade level phonics and word analysis skills to read unfamiliar words				
Reads 3rd grade text accurately, fluently and with expression				
Reads and understands 3rd grade literature, self-correcting and rereading for meaning when necessary				
Reads and understands 3rd grade informational text, self-correcting and rereading for meaning when necessary				
Writing	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Writes narratives (real or imagined) by telling about an event, using details to describe actions, thoughts, and feelings, using transition words, and providing a sense of closure				
Writes informational pieces by introducing a topic, using supporting facts to develop points, and including an ending				
Writes opinion pieces by introducing a topic, stating an opinion, providing reasons, and including an ending				
Builds knowledge of a topic by conducting research, taking notes, and sorting information into provided categories				
Writes pieces by planning and drafting				
Develops and strengthens writing by revising, editing and publishing				
Writes using punctuation and capitalization appropriate for 3rd grade				
Writes using spelling appropriate for 3rd grade (i.e., sound-spelling patterns and high frequency words)				

Mathematics	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Standards for Mathematical Practice				
Makes sense of problems and perseveres in solving them. (e.g. understands the meaning of a problem and can explain multiple ways to solve and/or check solution)				
Reasons abstractly and quantitatively. (e.g. understands and connects written numbers to quantities)				
Constructs viable arguments and critiques the reasoning of others. (e.g. explains own mathematical thinking and responds to the thinking of others)				
Models with mathematics. (e.g. represents problem situations in multiple ways including equations, mathematical words, labeled sketches, objects, making a chart, list, or graph)				
Uses appropriate tools strategically. (e.g. chooses the best tool, such as estimation or creating a model, for solving mathematical problems)				
Attends to precision. (e.g. uses clear and precise language in mathematical discussions)				
Looks for and makes use of structures. (e.g. recognizes that if $4 \times 7 = 28$, then $28 \div 7 = 4$)				
Looks for and expresses regularity in repeated reasoning. (e.g. notices repetitive actions in computation and looks for shortcut methods, 12×5 is the same as 10×5 and 2×5 to arrive at 60)				

Language	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses and demonstrates knowledge of grade level vocabulary through reading, writing, and speaking				
Is able to write and speak using standard English grammar for 3rd grade				
Speaking & Listening				
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Cooperates and participates in partner, group and teacher led discussions				
Orally reports on a topic, text or experience with appropriate facts and details				
Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses process skills in scientific inquiry				
Designs and explores simple investigations				
Measures, observes and collects data				
Demonstrates content knowledge (Physical/Life/Earth and Space Science)				
Social Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Understands key events and people in Portland history				
Knows the key geographical features of Portland				
Understands the ethnic diversity of people in Portland				
Technology	1	2	3	4
OVERALL EFFORT				
Demonstrates proficiency in the use of technological tools and devices				
Selects and uses technology to enhance learning and problem solving				
Physical Education	1	2	3	4
OVERALL EFFORT				
Uses complex skills in a variety of activities				
Uses movement vocabulary (e.g., weight transfer, follow through)				
Participates in a positive manner (e.g., sportsmanship, teamwork, follows rules)				
Health	1	2	3	4
OVERALL EFFORT				
Understands age appropriate health concepts				
Demonstrates age appropriate health skills				
Making progress towards moving up a language proficiency level				

Mathematics - continued	1	2	3	4
Operations and Algebraic Thinking				
Understands multiplication as the total number of objects in equal sized groups. Understands that division requires separating the whole into equal sized groups/parts				
Uses labeled sketches, models, and equations to solve multiplication and division word problems within 100. (e.g. $4 \times N = 40$)				
Applies properties of operations (commutative, associative, distributive) as strategies to fluently multiply & divide within 100 (e.g. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$ or $5 \times 2 = 10$ and $3 \times 10 = 30$)				
Solves word problems involving the four operations, including using variables, and can determine the reasonableness of answers using mental computation and estimation strategies including rounding				
Number and Operations in Base Ten				
Uses place value strategies and understandings, algorithms, and properties of operations to perform multi-digit addition and subtraction within 1000 fluently				
Uses place value understanding and properties of operations to multiply one-digit numbers by multiples of 10 (e.g. 12×9 , 5×60)				
Number and Operations - Fractions				
Understands that the numbers in a fraction represent a quantity partitioned into equal parts				
Understands fractional quantities and can order them on a number line				
Recognize, create and compare equivalent fractions				
Measurement and Data				
Tells, writes, and measures time to the nearest minute. Solves word problems involving addition and subtraction of time				
Measures and estimates liquid volumes and masses of objects. Can solve one-step word problems involving masses or volumes with addition, subtraction, multiplication, or division				
Interprets data and creates a variety of graphs to represent data (e.g. bar, picture, line plots, etc.)				
Determines the area of a rectangle by covering the shape, without gaps or overlaps, with square units and relate area to multiplication and addition				
Can determine perimeter of polygons and understands that a given area of a shape can result in different perimeters and that a given perimeter can result in different area				
Geometry				
Recognizes and describes shapes by their attributes and divides a shape into fractional parts				

The Arts	1	2	3	4
OVERALL EFFORT				
Music				
Participates appropriately and demonstrates consistent effort				
Creates and performs music				
Reads and follows musical notation				
Demonstrates increasing understanding of the basic elements of music				
Visual Arts				
OVERALL EFFORT				
Refines and completes works of art				
Creates through appropriate use of tools, techniques, and studio space				
Responds and finds meaning when viewing works of art				
Dance				
Performs composed or improvised dance				
Theatre				
Performs a dramatic piece from historical or social event in U.S. society				
Characteristics of a Successful Learner	1	2	3	4
WORK HABITS: is organized; manages time and materials; stays with task; completes school work				
HOMEWORK: completes and returns homework on time				
ATTENTIVE: listens well and follows directions				
RESOURCEFUL: solves problems; seeks help appropriately; finds ways to support own learning; seeks new opportunities				
REFLECTIVE: thinks and asks questions; provides reasons for opinions; evaluates own progress				
COOPERATIVE: works and interacts well with others; gets along with and supports other children; contributes to group efforts and class				
RESPONSIBLE: respects others, rules, authority and property; accepts responsibility for own behavior				

World Languages	1	2	3	4
OVERALL EFFORT				
Makes an effort to communicate				
Participates in world language activities				
World Languages -- Immersion	1	2	3	4
NOTE: This section applies to students in the immersion program only				
OVERALL EFFORT				
Listening				
Comprehends messages to gain information, engages in conversations, and responds to a variety of verbal and non-verbal cues				
Speaking				
Requests and conveys information, expresses ideas and accomplishes tasks				
Reading				
Reads silently and aloud with comprehension for a variety of purposes				
Writing				
Writes information, messages and ideas for a variety of purposes				
Reproduces symbols of language so writing is understood by others				
ESL-English Language Development	1	2	3	4
Listening				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Speaking				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Reading				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Writing				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				

Student Name:
Pupil#:

Comments - 1st Reporting Term:

Comments - 2nd Reporting Term:

Comments - 3rd Reporting Term:

Comments - 4th Reporting Term:

School Message: