

Our Mission

In partnership with students, family and community,
we educate every student for the challenges of today
and the opportunities of tomorrow
through the continuous pursuit of excellence.

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	
Listens to and follows directions.	
Takes care of materials.	
Works independently.	
Completes tasks in a timely manner.	
Asks for help when needed.	
Exhibits eagerness and motivation as a learner.	
of 6 Standards have been learned to proficiency.	

Social Emotional Development	
1A.1a Recognizes own emotions and how emotions can impact behavior.	
1A.1b Uses calming down techniques to control impulsive behavior and anger.	
2A.1a Recognizes others may have different feelings about situations.	
2A.1b Listens to others to identify their feelings.	
2C.1a Works and plays well with others.	
2C.1b Shows appropriate social and classroom behavior.	
2D.1a Identifies problems and conflicts.	
2D.1b Applies problem solving steps to constructively resolve problems and conflicts.	
3A.1a Explains/understands hurting others is wrong.	
3B.1b Makes positive choices.	
3C.1a Contributes to the well-being of the class and school environment.	
of 11 Standards have been learned to proficiency.	

Classroom Teacher

Reading: Literature	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
of 4 Standards have been learned to proficiency.	

Reading: Informational Text	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.	
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
of 4 Standards have been learned to proficiency.	

Reading: Foundational Skills	
RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.	
RF.3.3.B Decode words with common Latin suffixes.	
RF.3.3.C Decode multi-syllable words.	
RF.3.3.D Read grade-appropriate irregularly spelled words.	
RF.3.4.A Read grade-level text with purpose and understanding.	
RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
of 7 Standards have been learned to proficiency.	

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Writing	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.7 Conduct short research projects that build knowledge about a topic.	
of 4 Standards have been learned to proficiency.	

Speaking and Listening	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
of 2 Standards have been learned to proficiency.	

Language	
L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
L.3.1.B Form and use regular and irregular plural nouns.	
L.3.1.D Form and use regular and irregular verbs.	
L.3.2.A Capitalize appropriate words in titles.	
L.3.2.C Use commas and quotation marks in dialogue.	
L.3.2.D Form and use possessives.	
L.3.2.F Use spelling patterns and generalizations in writing words.	
L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	
L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
of 9 Standards have been learned to proficiency.	

Classroom Teacher	
Operations and Algebraic Thinking	
3.OA.1 Interpret products of whole numbers.	
3.OA.2 Interpret quotients of whole numbers.	
3.OA.3 Solve word problems involving \times and \div with equal groups, arrays, and measurement.	
3.OA.4 Determine unknowns in \times and \div equations.	
3.OA.5 Apply properties to solve problems -- commutative, associative, distributive.	
3.OA.6 Understand division as unknown factor problems.	
3.OA.7 Fluently \times and \div within 100.	
3.OA.8 Solve two-step word problems involving $+$, $-$, \times and \div .	
3.OA.9 Identify arithmetic patterns and explain using properties.	
of 9 Standards have been learned to proficiency.	

Numbers in Fractions	
3.NF.1 Represent composition and decomposition of fractions.	
3.NF.2 Represent fractions on a number line.	
3.NF.3 Explain equivalence of fractions and make comparisons.	
of 3 Standards have been learned to proficiency.	

Measurement and Data	
3.MD.1 Tell time to nearest minute and solve problems involving elapsed time.	
3.MD.2 Measure liquid volume and mass in g, kg, l and solve $+$, $-$, \times and \div problems.	
3.MD.5 Measure area in square units.	
3.MD.6 Measure area by counting units.	
3.MD.7 Relate area to addition and multiplication (Arrays).	
of 5 Standards have been learned to proficiency.	

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Classroom Teacher

Spanish	
Student responds to a spontaneous prompt demonstrating minor inaccuracy with fluency using past, present and simple future tenses.	
Student reads pattern books with some errors.	
Student demonstrates comprehension when asked what is read by answering questions.	
Student can write short messages and lists based on the elements of daily life with few mistakes.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Art	
Create personally satisfying artwork using a variety of artistic processes and materials.	
Demonstrate an understanding of the safe and proficient use of materials, tools and equipment for a variety of artistic processes.	
Interpret art by analyzing use of media to create subject matter, characteristics, and of form, and mood.	
Develop a work of art based on observations of surroundings.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Music	
Demonstrate expressive qualities (tempo, dynamics, pitch, beat).	
Identify sound sources (instruments, voices, environmental sounds).	
Identify musical symbols.	
Perform and listen to a variety of music.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Physical Education	
Demonstrates fitness in cardio respiratory endurance (jog continuously).	
Demonstrates fitness in muscular endurance (abdominal crunches).	
Demonstrates fitness in muscular strength (push-up hold).	
Demonstrates fitness in flexibility (sit and reach).	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Science				
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Classroom Teacher

Social Studies				
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Jones Farrar Magnet School
3rd Grade Report Card 2016-17

School, Principal
Homeroom, Teacher

ATTENDANCE:	1	2	3	4	Total
Absences	1.0	0.0	0.0	0.0	1.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					97.14 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.