

Jones Farrar IB World School

3rd Grade Q1 Report Card 2019-20

School, Principal
Homeroom, Teacher

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.				

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.				
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.				

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.				

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.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.				
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				
RI.3.6 Distinguish their own point of view from that of the author of a text.				
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text.				
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				

Reading: Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.				

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.				

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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.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				
W.3.7 Conduct short research projects that build knowledge about a topic.				

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.				
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				

Language				
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

Classroom Teacher				
Operations and Algebraic Thinking				
3.OA.1 Understands what it means to multiply; writes story problems or describe situations to match multiplication equations.				
3.OA.2 Understands what it means to divide; writes story problems or describe situations to match division equations.				
3.OA.3 Solves multiplication story problems within 100				
3.OA.3 Solves multiplication and division story problems within 100				
3.OA.4 Solves for the unknown in a multiplication equation, e.g., $3 \times ? = 12$.				
3.OA.4 Solves for the unknown in a multiplication or division equation, e.g., $4 \times ? = 28$ or $15 \div ? = 3$.				

3.OA.5 Uses properties of operations to solve multiplication problems, e.g., $4 \times 60 = 4 \times (6 \times 10) = (4 \times 6) \times 10 = 240$.				
3.OA.6 Solves division problems by finding an unknown factor, e.g., $32 \div 8 = 4$ because $8 \times 4 = 32$.				
3.OA.7 Uses strategies to solve multiplication facts.				
3.OA.7 Demonstrates fluency with multiplication facts.				
3.OA.7 Demonstrates fluency with multiplication and division facts				
3.OA.8 Uses addition, subtraction, and multiplication to solve story problems that require more than one step.				
3.OA.8 Uses addition, subtraction, multiplication, and division to solve story problems that require more than one step; chooses or writes equations to represent such problems.				
3.OA.8 Uses addition, subtraction, multiplication, and division to solve story problems that require more than one step; chooses or writes equations to represent such problems; evaluates answers to be sure they're reasonable.				
3.OA.9 Identifies patterns among basic addition and subtraction facts.				
3.OA.9 Identifies patterns among basic multiplication facts.				

Number and Operations in Base Ten				
3.NBT.1 Rounds numbers to nearest 10 or the nearest 100.				
3.NBT.2 Adds and subtracts 2- and 3-digit numbers.				
3.NBT.2 Adds and subtracts 3-digit numbers.				
3.NBT.3 Multiplies 1-digit numbers by multiples of 10, e.g., 3×70 .				

Numbers in Fractions				
3.NF.2 Locates and places fractions correctly on a number line.				
3.NF.3 Recognizes and generates equivalent fractions.				
3.NF.3 Compares fractions.				

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Measurement and Data

3.MD.1 Tells time to the minute.				
3.MD.1 Solves story problems about time				
3.MD.2 Estimates and measures liquid volume and mass in metric units; solves related story problems.				
3.MD.3 Constructs and reads scaled picture graphs and bar graphs, and solves problems using the information in a graph.				
3.MD.4 Constructs and reads line plots involving lengths measured to the nearest half or quarter inch.				
3.MD.6 Finds the area of a rectangle by covering it with square units, and then counting those units.				
3.MD.7 Finds the area of a rectangle by multiplying its side lengths				
3.MD.8 Solves area and perimeter problems.				

Identify sound sources (instruments, voices, environmental sounds).				
Identify musical symbols.				
Perform and listen to a variety of music.				

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).				

Geometry

3.G.1 Identifies and constructs different kinds of quadrilaterals.				
3.G.1 Sorts and classifies shapes				
3.G.2 Divides shapes into parts with equal areas; identifies the area of each part as a fraction of the whole shape.				

Classroom Teacher

Q1 Q2 Q3 Q4

Science

Classroom Teacher

Q1 Q2 Q3 Q4

Social Studies

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.				

Classroom Teacher

Art

CR2: Organize and develop artistic ideas and work.				
RE9: Apply criteria to evaluate artistic work.				

Classroom Teacher

Music

Demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
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ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					100.00 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes 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, 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.