



Lincolnwood Elementary School

2600 Colfax St
Evanston, IL 60201
847-859-8550

Principal: Laura Pinsof

Where Every Child is a Superstar!

REPORT CARD 2022-2023

| | | |
|----------------|----------|--------|
| Student Number | XXXXXX | XXXXXX |
| Grade 3 | Teacher: | XXXXXX |

Purpose Statement Heading

The purpose of standards based reporting is to provide accurate feedback and reflect on student growth. This report communicates current levels of proficiency as students work toward specific learning goals developed from grade level standards. Behaviors that promote learning, such as social development and work habits, are included but reported separately.

| Proficiency Levels and Descriptors | |
|------------------------------------|--|
| EX | Exceeding Standard: Exceeds the rigor of the end-of-term standard consistently and independently across a variety of contexts. |
| ME | Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts. |
| PR | Progressing in Learning of Standard: Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts. |
| BE | Beginning Learning of the Standard: Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently. |
| IE | Insufficient Evidence: Lack of student evidence submitted to assess standard. |

| Attendance | | | |
|--------------|----|----|----|
| | T1 | T2 | T3 |
| Days Absent | █ | | |
| Days Present | █ | | |
| Times Tardy | █ | | |
| Days Present | █ | | |

Learning habits are assessed using Beginning (BE), Progressing (PR) and Meeting (ME). Please visit the District 65 website to learn more.

| Learning Habits | | | |
|--|----|----|----|
| | T1 | T2 | T3 |
| Goal Oriented Learner | | | |
| Completes assignments with quality and punctuality. | | | |
| Exhibits effort and perseverance. | | | |
| Takes initiative to learn. | | | |
| Takes risks as a learner. | | | |
| Uses feedback from others to make improvements. | | | |
| Inclusive Collaborator | | | |
| Actively works to establish and maintain positive relationships. | | | |
| Demonstrates effective social problem solving skills. | | | |
| Respects others' identity, rights, and feelings. | | | |
| Works collaboratively with others. | | | |
| Effective Communicator | | | |
| Asks and responds to questions related to specific topics. | | | |
| Identifies and communicates feelings and needs. | | | |
| Socially Aware Leader | | | |
| Accepts responsibility for own behavior. | | | |
| Manages stress by using coping strategies. | | | |
| Understands the effect of one's behaviors on others. | | | |

Teacher: XXXXXX

| English Literacy and Language Arts | | | |
|--|----|----|----|
| | T1 | T2 | T3 |
| English Literacy and Language Arts - Modified Curriculum | | | |
| Literature and Informational Text | | | |
| Asks and answers questions to show understanding of a text. Refers directly to the text as the basis for answers. | | | |
| Determines the main idea or central message of a text and recounts and explains how key details support the main idea or message. | | | |
| Describes the relationship between a series of events, ideas, concepts, or steps in an informational text using language that pertains to time, sequence, and cause/effect. Distinguishes own point of view from the author's point of view. | | | |
| Describes characters in a story and explains how their actions contribute to the events in the story. | | | |
| Compares and contrasts themes, settings, plots of stories with similar characters, or important points and key details in informational text. | | | |
| By the end of the year, reads and comprehends grade level informational texts (history/social studies, science, and technical texts) and literature (stories and poetry). | | | |
| Writing | | | |
| Writes narratives to explain real or imagined events using an introduction, series of events, dialogue and description, and a closing. | | | |
| Writes informative/explanatory texts to clearly examine and develop a topic with facts, definitions, and details, organizing information using linking words and phrases, and providing a conclusion. | | | |
| Writes opinion pieces on topics and texts that explain opinions using organized reasons, linking words and phrases, and a conclusion. | | | |
| With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing using technology to produce and publish writing and collaborate with others. | | | |
| Language | | | |
| Demonstrates command of capitalization, punctuation, grammar, and spelling when writing and speaking. | | | |
| Speaking and Listening | | | |
| Engages effectively in one-on-one, group, and teacher-led conversations with a variety of people about grade 3 topics and texts, building on others' ideas and expressing their own. | | | |

Teacher: XXXXXX

| Math | | | |
|---|----|----|----|
| | T1 | T2 | T3 |
| Mathematics - Modified Curriculum | | | |
| Operations and Algebraic Thinking | | | |
| Represents and solves problems using multiplication and division. | | | |



| Math (Continued) | T1 | T2 | T3 |
|---|-----------|-----------|-----------|
| Represents and solves problems using a combination of addition, subtraction, multiplication and division. | | | |
| Number and Operations in Base Ten | | | |
| Uses understanding of place value to round whole numbers, to multiply by multiples of 10, and to fluently add and subtract numbers within 1000. | | | |
| Number and Operations - Fractions | | | |
| Represents and compares fractions using multiple methods. | | | |
| Measurement and Data | | | |
| Solves problems that involve mass, volume, and/or telling time to the nearest minute. | | | |
| Understands and applies the concept of area. | | | |
| Geometry | | | |
| Categorizes objects as rhombuses, rectangles, squares and/or quadrilaterals. | | | |
| Mathematical Practices | | | |
| Expresses mathematical thinking with clarity and precision and builds upon others' thinking. | | | |
| Uses patterns, tools, logic or prior learning to construct mathematical meaning, and persevere to solve problems rather than simply being fast and/or memorizing without understanding. | | | |
| Uses models and appropriate tools to describe mathematical meaning. | | | |

| Teacher: | | | |
|---|-----------|-----------|-----------|
| Science | T1 | T2 | T3 |
| Science - Modified Curriculum | | | |
| Weather & Climate: Investigates and explains how we can prevent a weather-related hazard from becoming a disaster using science/engineering practices and concepts. | | | |
| Survival: Investigates and explains how an environment that changes over time can affect an organism's ability to survive using science/engineering practices and concepts. | | | |

| Teacher: | | | |
|--|-----------|-----------|-----------|
| Social Studies | T1 | T2 | T3 |
| Social Studies - Modified Curriculum | | | |
| Demonstrates an understanding of social sciences content and concepts. | | | |
| Applies problem solving skills to develop and justify explanations. | | | |
| Applies the ideas of identity, diversity, justice and action in social science learning. | | | |

| Teacher: | | | |
|---|-----------|-----------|-----------|
| Drama | T1 | T2 | T3 |
| Drama - Modified Curriculum | | | |
| Create | | | |
| Contributes to collaborative decision-making about artistic choices in drama. | | | |
| Perform | | | |
| Uses actor's tools of body, voice and imagination to communicate character traits, ideas and stories. | | | |
| Respond/Connect | | | |
| Reflects upon drama experiences. | | | |

| Teacher: | | | |
|--|-----------|-----------|-----------|
| Music | T1 | T2 | T3 |
| Music - Modified Curriculum | | | |
| Respond and Connect | | | |
| Chooses music appropriate for a specific purpose or context. | | | |
| Perform | | | |
| Performs selected music with expression and accuracy. | | | |
| Create | | | |
| Generates musical ideas for defined purposes and contexts. | | | |

| Teacher: | | | |
|--|-----------|-----------|-----------|
| Physical Education | T1 | T2 | T3 |
| PE - Modified Curriculum | | | |
| Contributes to a positive and safe learning environment by demonstrating knowledge of classroom protocols and expectations. | | | |
| Demonstrates the relationship between movement, good health, and health-related and skill-related fitness activities. | | | |
| Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | | | |
| Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns. | | | |

| Teacher: | | | |
|---|-----------|-----------|-----------|
| Visual Arts | T1 | T2 | T3 |
| Visual Art - Modified Curriculum | | | |
| Create | | | |
| Brainstorms ideas and investigates materials to create purposeful artwork. | | | |
| Present/Produce | | | |
| Develops and refines artistic techniques and artwork for presentation. | | | |
| Respond/Connect | | | |
| Describes messages communicated in an image by discussing the artistic process. | | | |