



Sweet Home Central School District
Grade 3 Progress Report
 2018-19 School Year

Glendale Elementary School
 Mrs. Joleen Dimitroff, Principal
 716- 250-1500

Student Name: John Doe

Teacher: Mrs. Smith

Reporting Term: 1

This report is to inform you of the progress and accomplishments of your child at meeting NYS and district learning standards. These ratings indicate a student's level of proficiency on the skills, knowledge and understandings taught so far during the reporting period. If you wish to discuss your child's progress, please contact your child's teacher.

Your Child's Attendance	T1	T2	T3
Possible Attendance Days			
Days Absent			
Days Tardy			


Attendance information is reported in this area.

Indicators of Effort, Habits and Behaviors for Success		
C	Consistent	Consistently displays skill, behavior and/or effort. <ul style="list-style-type: none"> Consistent class participation, quality and quantity of work, engagement in learning and completion of class assignments
I	Inconsistent/ Some of the Time	Inconsistently displays skill and behavior requiring some adult support <ul style="list-style-type: none"> Some effort in areas of class participation, quality and quantity of work, engagement and completion of class assignments
AC	Area of Concern	Behavior and skill impacting learning. <ul style="list-style-type: none"> Needs improvement in areas of participation and completion of classroom tasks and activities

Habits and Behaviors for Success	T1	T2	T3
Willing to take risks as a learner			
Understands and communicates feelings and needs			
Recognizes the feelings of others			
Follows expected rules and routines			
Accepts responsibility for own behavior			
Practices self-control			
Deals with conflicts constructively			
Works without disturbing others			
Cooperates with others			
Listens and follow directions			
Works independently with stamina			

This key will be used to evaluate practices, effort, habits and behaviors for success.

District Mission Statement:



*Sweet Home Schools...
 Every Student,
 One Community,
 Ready for the future.*

We empower students to be innovative, self-directed, curious, compassionate, resilient, persistent, lifelong learners.

Comments- Term 1

Blank area for Term 1 comments.

Comments- Term 2

Blank area for Term 2 comments.

This section will contain teacher comments about the individual student.

Comments- Term 3

Blank area for Term 3 comments.

Indicators of Academic Performance and Behavior		
4	Exceeding/ Distinguished	Consistently achieves beyond grade level standards and expectations
3	Secure/ Meeting	Meets and demonstrates grade level standards and expectations consistently and independently
2	Developing/ Progressing	Progressing toward grade level standards and expectations but still needs some teacher support and direction
1	Beginning/ Not Yet Demonstrating	Not yet demonstrating consistent progress toward grade level standards and expectations. Requires teacher support and direction.
NA	Not Assessed	Not assessed during this term

Indicators of Effort, Habits and Behaviors for Success		
C	Consistent	Consistently displays skill, behavior and/or effort. <ul style="list-style-type: none"> Consistent class participation, quality and quantity of work, engagement in learning and completion of class assignments
I	Inconsistent/ Some of the	Inconsistently displays skill and behavior requiring some adult support <ul style="list-style-type: none"> Some effort of class participation, quality and quantity of work, engagement and completion of class

These are the level of proficiency used to report achievement against NYS Standards.

English Language Arts (ELA)	T1	T2	T3
Overall Reading			
Effort			
Analyzes and interprets aspects of literary and informational texts.			
Knows and uses phonics skills to solve unknown words.			
Reads grade-level text with sufficient accuracy and fluency to support comprehension.			
Determines a theme or central idea and explains how it is supported by key details, summarizing portions of a text			
Monitors comprehension and applies reading strategies flexibly.			
Overall Writing			
Effort			
Writes opinion (argumentative), informational and/or narrative pieces according to grade level expectations.			
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach.			
Researches information and ideas to grow personal understanding and present knowledge to others.			
Analyzes mentor texts to enhance writing.			
Speaking and Listening	T1	T2	T3
Participates in collaborative conversations with diverse peers and adults for a variety of purposes.			
Develops questions to evaluate a speaker's point of view.			
Uses new vocabulary gained through reading texts and conversations.			
Identifies situations that call for formal and informal English language use.			
Language and Word Study	T1	T2	T3
Demonstrates command of grade level spelling skills.			
Uses knowledge of language and its conventions when writing, speaking, reading or listening.			
Reads and writes common grade level specific high frequency words.			
If this box is checked your child is receiving some level of Academic Intervention Service in ELA.			

Student achievement is reported by select standards in each domain.

An "NA" will indicate content not assessed at this time.

Mathematics	T1	T2	T3
Overall Math			
Effort			
Represents and solves problems involving multiplication and division.			
Reads and writes four-digit numbers using base ten, number names and expanded form.			
Understands properties of multiplication and division and their relationship.			
Uses place value understanding and properties of operations to solve multi-digit problems.			
Solves problems involving the four operations.			
Fluently multiplies and divides within 100			
Develops an understanding of fractions as numbers.			
Solves problems involving measurement and estimation of intervals of time, volume and mass.			
Represents and interprets data.			
Understands concepts of area and relates area to multiplication and addition.			
Understands perimeter and distinguishes between perimeter and area.	NA		
Uses shapes and their attributes to solve problems.			
Math Practices	T1	T2	T3
Tries to understand and solve math problems without giving up.			
Thinks about numbers in many ways.			
Can explain their own thinking and tries to understand other students' strategies.			
Uses math symbols and numbers to show work in different ways.			
Uses math tools, pictures, drawings and objects to solve problems.			
Works carefully and checks work.			
Uses what they know about math to solve problems.			
Solves problems by looking for rules and patterns.			
If this box is checked your child is receiving some level of Academic Intervention Service in Math.	X		

Science	T1	T2	T3
Effort			
Science Content/ Understandings			
Science Practices			

Social Studies	T1	T2	T3
Effort			
Social Studies Content/ Understandings			
Social Studies Practices			

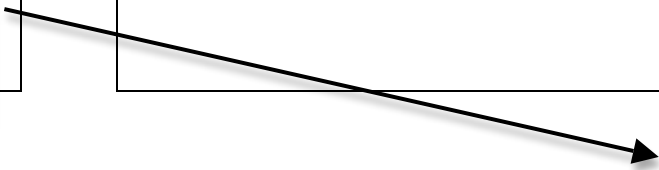
This box will be "X" if a child is receiving AIS services beyond regular classroom instruction. Parents will receive additional progress reports in focus areas between trimesters.

Unified Arts Report

Visual Arts Education	T1	T3
Uses various art materials to create quality works of art.		
Demonstrates essential understanding of art content and vocabulary.		
Participates in art discussions.		
Works with care and effort.		
Comments Term 1		
Comments Term 3		

Music Education	T1	T3
Reads, recognizes and performs melodic examples.		
Reads, recognizes and performs rhythmic examples to a steady beat.		
Sings a simple song in tune.		
Works with care and effort.		
Comments Term 1		
Comments Term 3		

Special Areas will report progress at the end of terms 1 and 3.



Physical Education	T1	T3
Demonstrates skill and fitness through a variety of activities.		
Shows respect for self, others, and equipment.		
Demonstrates responsibility and preparedness.		
Shows consistent effort.		
Comments Term 1		Comments Term 3