

Student Progress Report

2024-2025 School Year

Grade: 3

Purpose Statement

The purpose of the North Kansas City Schools report card is to communicate the students progress toward learning standards and demonstrating work and life skills. This feedback will support a partnership among students, parents and teachers in setting goals and monitoring progress toward meeting the established standards.

Student's Name:

Student Number:

Homeroom:

Principal:

Web Site: <http://www.nkcschools.org/>

Explanation of Marking System

M = Mastery: Your child has independently demonstrated mastery of this objective based upon this quarter's assessments.

P = Progressing Toward Mastery: Your child has made adequate progress toward independently demonstrated mastery of this objective based upon this quarter's assessments. Your child needs additional work on this objective to reach mastery.

N = Not Making Adequate Progress: This is an area of concern. Your child has not made adequate progress toward independently demonstrated mastery of this objective based upon this quarter's assessments.

*** = Introduced but Not Assessed:** This objective has been introduced this quarter, but not yet assessed for mastery.

Not Marked: This objective was neither taught nor assessed during this quarter.

I = Incomplete: This mark, used for virtual learners only, indicates that there was little to no evidence submitted to determine if the objective was mastered.

Reading Level Expectations (based on the work of Fountas & Pinnell)

| | | | | |
|--------------------------|---------------|------------|-------------------|-----------|
| Reading Stage | Emergent = EM | Early = EA | Transitional = TR | Fluent=FL |
| Independent Level | At = | Above + | Below - | |

| Grades: | Q1 | Q2 | Q3 | Q4 |
|-----------------------|----|----|----|----|
| Language Arts | | | | |
| Mathematics | | | | |
| Social Studies | | | | |
| Science | | | | |

| English Language Arts | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| (x) Indicates Modified Curriculum | | | | |
| Student Reading Stage (EM, EA, TR, FL) | | | | |
| Independent Reading Level (+, -, =) | | | | |
| Reading: Develop/Apply Skills to the Reading Process | | | | |
| Reading: Fiction, Poetry and Drama | | | | |
| Reading: Nonfiction | | | | |
| Reading: Digital Media | | | | |
| Reading Foundations | | | | |
| Writing Process | | | | |
| Writing: Opinion, Informative, Narrative | | | | |
| Writing: Research Process | | | | |
| Language | | | | |
| Speaking and Listening | | | | |

| Mathematics | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| (x) Indicates Modified Curriculum | | | | |
| Use place value understanding, properties of operations (multi-digit arithmetic) | | | | |
| Develop understanding of fractions as numbers | | | | |
| Represent and solve problems involving multiplication and division | | | | |
| Understand properties of multiplication, relationship between multi/division | | | | |
| Multiply and divide within 100 | | | | |
| Use the four operations to solve word problems | | | | |
| Identify and explain arithmetic patterns | | | | |
| Reason with shapes and their attributes | | | | |
| Solve measurement problems (time, liquid volumes and weights of objects) | | | | |
| Understand concepts of area | | | | |
| Understand concepts of perimeter | | | | |
| Represent and analyze data | | | | |
| Science | Q1 | Q2 | Q3 | Q4 |
| (x) Indicates Modified Curriculum | | | | |
| Living Things | | | | |
| Matter | | | | |
| Weather and Climate | | | | |
| Science and Engineering Practices | | | | |
| Social Studies | Q1 | Q2 | Q3 | Q4 |
| (x) Indicates Modified Curriculum | | | | |
| Tools of Social Science Inquiry | | | | |
| Research | | | | |
| Economics | | | | |
| Expansion and Diffusion | | | | |
| Conflict and Cooperation | | | | |
| Principles of Government | | | | |
| Geographic Inquiry | | | | |

| | | | | |
|---|----|----|----|----|
| Health | Q1 | Q2 | Q3 | Q4 |
| Social and Emotional Wellbeing | | | | |
| Physical Wellness | | | | |
| Disease and Hygiene | | | | |
| Risk Assessment | | | | |
| Engages in behaviors that promote learning | | | | |
| Physical Education | Q1 | Q2 | Q3 | Q4 |
| Cooperative Learning | | | | |
| Movement Concepts | | | | |
| Manipulative Skills | | | | |
| Health-related Fitness | | | | |
| Engages in behaviors that promote learning | | | | |
| Behaviors That Promote Learning | Q1 | Q2 | Q3 | Q4 |
| Demonstrates effort and strives for quality | | | | |
| Completes assignments on time | | | | |
| Demonstrates organizational skills | | | | |
| Stays actively engaged in classroom activities | | | | |
| Participates and contributes productively in various settings | | | | |
| Follows classroom procedures and routines | | | | |
| Honors rights, property, views of others; resolves peer conflicts | | | | |
| Eager to learn, positive attitude | | | | |
| Builds relationships of trust, respect with peers and adults | | | | |
| Adapts to new situations | | | | |
| Follows oral and written directions | | | | |
| Uses supplies and equipment correctly | | | | |
| Music | Q1 | Q2 | Q3 | Q4 |
| Create | | | | |
| Perform | | | | |
| Respond | | | | |
| Connect | | | | |
| Behaviors that Promote Learning | | | | |
| Art | Q1 | Q2 | Q3 | Q4 |
| Applies visual concepts and techniques successfully | | | | |
| Perseveres in artwork through completion | | | | |
| Engages in behaviors that promote learning | | | | |

1st Quarter Teacher Comments:

2nd Quarter Teacher Comments:

3rd Quarter Teacher Comments:

4th Quarter Teacher Comments:

Teacher Signature