



## Elementary Report Card

<b>Student Name:</b>	<b>School Name:</b>
<b>Student ID:</b>	<b>School Address:</b>
<b>Grade:</b>	<b>School Phone:</b>
<b>Teacher Name:</b>	<b>School Website:</b>
	<b>Dual Language: N/A</b>

This report card communicates the student's learning and achievement during the grading period. Washington state sets standards for what students should know and be able to do at each grade level. Scores in this report card reflect student achievement on standards that have been assessed during the grading period. Please refer to ParentVUE to see more details on your student's progress.

Attendance	Fall	Winter	Spring	Supportive Services	Yes/No
Days Absent	#			Individualized Education Plan (IEP)	
				Multilingual Learning (MLL)	
Days Tardy	#			Highly Capable Plan	
				504 Plan	

Standard Scale	Description	Modified Standard Scale	Description
<b>4</b> Exceeding	I have an extended and complex understanding of the standard.	<b>M4</b>	I have shown mastery beyond the modified standard. **Consider new modified standard or access to a grade level standard.
<b>3</b> Meeting	I have a complete and correct understanding of the standard.	<b>M3</b>	Based on a modified standard, I have a complete and correct understanding of the concept and/or the ability to perform the skill.
<b>2</b> Approaching	I am making progress toward fully understanding the standard.	<b>M2</b>	Based on a modified standard, I am making progress toward understanding the concept and/or ability to perform the skill.
<b>1</b> Beginning	I have a basic understanding of the standard.	<b>M1</b>	Based on a modified standard, I have a basic understanding of the concept and/or ability to perform the skill.

English Language Arts	F
Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	#
Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	#
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	#
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	#
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	#
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	#
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	#
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	#

<b>Math - English</b>	<b>F</b>
Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	#
Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	#
Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	#
Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)	#
<b>Music</b>	<b>F</b>
Perform music with expression and technical accuracy.	#
<b>Physical Education</b>	<b>F</b>
PE1 - Students will demonstrate competency in a variety of motor skills and movement patterns.	#

T1 Teacher Comments: Thank you for attending fall conferences.	