



Elementary Report Card

Student Name:	School Name:
Student ID:	School Address:
Grade:	School Phone:
Teacher Name:	School Website:
	Dual Language:

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

English Language Arts	F
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.	#
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.	#
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	#
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	#
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.	#
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	#
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.	#

