

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior. (1A1a)				
I can use calming down techniques to control impulsive behavior and anger. (1A1b)				
I can recognize other people's feelings and listen to identify their feelings. (2A1a)				
I can show appropriate social and classroom behavior. (2A1b, 2C1b)				
I can identify and apply problem solving steps to resolve conflicts. (2D1a, 2D1b)				
I contribute to the well-being of my class and school by making positive choices. (3B1a)				

Classroom Teacher

Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can ask and answer questions to show that I understand the text I am reading. (RL.3.1)				
I can retell stories including the main idea and key details. (RL.3.2)				
I can describe characters and how their actions affect the story. (RL.3.3)				
I can use words like chapter, scene, and stanza when referring to a text, and explain how each part follows the previous one. (RL.3.5)				
I can find the answers to questions within the text I am reading. (RI.3.1)				
I can identify the main idea and key details of a text. (RI.3.2)				
I can describe events using time, sequence, or cause and effect terms. (RI.3.3)				
I can describe connections in texts using comparisons, cause/effect, and/or sequencing. (RI.3.8)				
I can 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). (RL.3.9)				
I can compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)				

Reading: Foundational Skills	Q1	Q2	Q3	Q4
I can apply grade-level phonics and word analysis skills to decode words. (RF.3.3)				
I can read grade level texts with accuracy and fluency to support comprehension. (RF.3.4)				

Language	Q1	Q2	Q3	Q4
I can use correct capitalization, punctuation, and spelling when I write. (L.3.2)				
I can understand words formed by adding prefixes or suffixes to known words. (L.3.4b)				

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Writing	Q1	Q2	Q3	Q4
I can write an opinion piece and support my point of view with reasons. (W.3.1)				
I can write an informative piece to explain a topic. (W.3.2)				
I can write a narrative piece that tells a real or imagined story. (W.3.3)				
I can write for a range of purposes. (W.3.10)				

Speaking and Listening	Q1	Q2	Q3	Q4
I can engage effectively in discussions by staying on topic, sharing my ideas, and building on others' ideas. (SL.3.1)				
I can use details and examples from the text to tell a story or report on a topic. (SL.3.4)				

Classroom Teacher

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can understand what it means to multiply; write multiplication story problems or describe situations to match multiplication equations. (3.OA.A.1)				
I can understand what it means to divide; write division story problems or describe situations to match division equations. (3.OA.A.2)				
I can write and solve multiplication and division equations to match story problems. (3.OA.A.3)				
I can find the missing number in a multiplication or division equation. (3.OA.A.4)				
I can use properties of operations to multiply and divide. (3.OA.B.5)				
I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (3.OA.B.6)				
I can multiply within 100. I can divide within 100. (3.OA.C.7)				
I can use addition, subtraction, multiplication, and division to solve multi-step problems. (3.OA.D.8)				
I can identify patterns in addition and subtraction facts. (3.OA.D.9a)				
I can identify patterns in multiplication and division facts. (3.OA.D.9b)				

Number and Operations in Base Ten	Q1	Q2	Q3	Q4
I can round to the nearest 10 or 100. (3.NBT.A.1)				
I can add and subtract numbers within 1000. (3.NBT.2)				
I can multiply 1-digit numbers by multiples of 10. (3.NBT.A.3)				

Fractions	Q1	Q2	Q3	Q4
I can demonstrate understanding of a unit fraction. (3.NF.A.1)				
I can locate and place fractions correctly on a number line. (3.NF.A.2)				
I can recognize and make equivalent fractions. I can compare fractions. (3.NF.A.3)				

Measurement and Data	Q1	Q2	Q3	Q4
I can tell and write time to the nearest minute. I can solve story problems involving adding or subtracting time. (3.MD.A.1)				
I can estimate and measure liquids and solids in grams, kilograms, and liters. (3.MD.A.2)				
I can construct and read bar and picture graphs. I can solve problems using information in a graph. (3.MD.B.3)				
I can construct and read line plots involving lengths measured to the nearest half or quarter inch. (3.MD.B.4)				
I can demonstrate understanding that unit squares can measure area without gaps or overlaps. (3.MD.5)				
I can find the area of a rectangle by covering it with square units, and then counting those units. (3.MD.C.6)				
I can find the area of rectangles by multiplying side lengths. (3.MD.C.7)				
I can solve area and perimeter problems. (3.MD.D.8)				

Geometry	Q1	Q2	Q3	Q4
I can identify and construct quadrilaterals. I can sort and classify shapes. (3.G.A.1)				
I can divide shapes into parts with equal areas and show those areas as fractions of the whole shape. (3.G.A.2)				

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Spanish	Q1	Q2	Q3	Q4
I can respond to a spontaneous prompt demonstrating minor inaccuracy with fluency using past, present and simple future tenses.				
I can read pattern books with some errors.				
I can demonstrate comprehension when asked what is read by answering questions.				
I can write short messages and lists based on the elements of daily life with few mistakes.				

Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can elaborate on an imaginative idea. (VACr1.1.3a)				
I can demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VACr2.2.3a)				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can demonstrate understanding of the structure in music in terms of instrument families, timbre, and solo/ensembles. (MUPr4.1.3b)				
I can read and perform rhythmic patterns and melodic phrases. (MUPr4.1.3c)				
I can describe how expressive qualities are used in performance: harmony, melody, form, dynamics. (MUPr4.1.3d)				
I can perform music with expression and technical accuracy. (MUPr6.1.3a)				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

Classroom Teacher

Science	Q1	Q2	Q3	Q4
I can explain how variations in characteristics may provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)				
I can show that some organisms can survive well, some survive less well, and some cannot survive at all in different habitats. (3-LS4-3)				
I can provide evidence of the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1)				
I can find and combine information to describe climates in different regions of the world. (3-ESS2-2)				
I can generate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)				

Classroom Teacher

Social Studies	Q1	Q2	Q3	Q4
I can develop essential questions and explain the importance of the questions to self and others. (SS.IS.1.3-5)				
I can describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. (SS.CV.1.3)				
I can compare how people adapt to the environment and culture in other place. (SS.G.2.3)				
I can compare the goods and services that people in the local community produce and those that are produced elsewhere. (SS.EC.1.3)				
I can describe how significant people and events have shaped their own community and region. (SS.H.2.3)				

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					100.0 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.