

BLOOMINGTON
Grade 03 Progress Report

Attendance Summary:

| S1 | | S2 | | Total | |
|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy |
| | | | | | |

| Academic Performance Level for Elementary Grades | | | | | |
|--|----------------------|--------------------|-------------------|------------------|--------------|
| Name | Exceeds Expectations | Meets Expectations | Developing Skills | Beginning Skills | Not Assessed |
| Score | 4 | 3 | 2 | 1 | NA |

| ELEMENTARY STANDARDS | | |
|--|------|----|
| | Term | |
| | S1 | S2 |
| ENGLISH LANGUAGE ARTS | | |
| READING: LITERATURE | | |
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | |
| Describe characters in a story and explain how their actions contribute to the sequence of events. | | |
| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes. | | |
| Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | |
| Distinguish their own point of view from that of the narrator or those of the characters. | | |
| READING: INFORMATIONAL TEXT | | |
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
| Determine the main idea of a text; recount the key details and explain how they support the main idea. | | |
| 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. | | |

| ELEMENTARY STANDARDS | | |
|---|------|----|
| | Term | |
| | S1 | S2 |
| 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 text features and search tools to locate information relevant to a given topic efficiently. | | |
| Distinguish their own point of view from that of the author of a text. | | |
| Describe the logical connection between particular sentences and paragraphs in a text. | | |
| FOUNDATIONAL SKILLS | | |
| Know and apply third grade level phonics and word analysis skills in decoding words. | | |
| Read with sufficient accuracy and fluency to support comprehension at a third grade level. | | |
| WRITING | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons at a third grade level. | | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly at a third grade level. | | |
| Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences at a third grade level. | | |
| With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | | |
| LANGUAGE | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking at a third grade level. | | |

| ELEMENTARY STANDARDS | | |
|---|------|----|
| | Term | |
| | S1 | S2 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing at a third grade level. | | |
| Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | |
| MATH | | |
| GEOMETRY & MEASUREMENT | | |
| Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids. | | |
| Use half units when measuring distances. | | |
| Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. | | |
| Make change up to one dollar in several different ways, including with as few coins as possible. | | |
| NUMBER & OPERATION | | |
| Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones. | | |
| Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences. | | |
| Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms. | | |
| Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division. | | |
| Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems. | | |
| Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties. | | |
| Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line. | | |
| SOCIAL STUDIES | | |
| Social Studies Knowledge and Skills | | |
| SCIENCE | | |
| Science Knowledge and Skills | | |

| ELEMENTARY STANDARDS | | |
|--|------|----|
| | Term | |
| | S1 | S2 |
| HEALTH | | |
| Health Knowledge and Skills | | |
| ART | | |
| Knowledge and Skills in Art | | |
| Effort and Participation in Art | | |
| PHYSICAL EDUCATION | | |
| Physical Education Skills | | |
| Cooperative Participation | | |
| MUSIC | | |
| Music Skills | | |
| Music Knowledge | | |
| Music Participation | | |
| LIFE SKILLS | | |
| Handwriting | | |
| Uses time effectively | | |
| Follows directions | | |
| Organizes materials | | |
| Respects self, staff, peers and property | | |
| Works cooperatively with others | | |
| Makes appropriate behavior choices | | |
| Listens attentively | | |
| Shows effort | | |
| TEACHER NOTES | | |
| Comments | | |