



...to care for our students, ensure their learning, and celebrate their graduation as citizens prepared to transform their dreams into realities.

Understanding Your Student's Proficiency Report

Reading Foundations	Reporting Period			
3a. Know and apply grade-level phonics and word analysis skills in decoding words.	2	2	3	3
3b-d. Decode common Latin suffixes, multi-syllable words/ read grade-appropriate irregularly spelled words.	1	1	2	3
4a. Read with sufficient accuracy and fluency to support comprehension.	2	2	3	3
4b. Read grade-level prose & poetry orally with accuracy, appropriate rate, and expression.	2	2	3	3
4c. Use context to confirm or self-correct; Reread as necessary				
English/Language Arts/Liberal Arts Standards	Reporting Period			
Reading Standards for Literature and Informational Text	1	2	3	4
RL&RI1. Ask and answer questions, referring explicitly to the text as the basis for the answers.	2	2	3	3
RL2. Recount fables, folktales, and myths; determine the central message, lesson or moral.	n/a	2	3	3
RL3. Describe characters in a story and explain contribution to the sequence of events.	1	2	2	3
RL4. Determine the meaning of words/phrases, distinguishing literal from non-literal language.	2	2	3	3
RL5. Refer to parts of stories, dramas, and poems when writing or speaking about a text.	2	2	3	3
RL&RI 6. Distinguish their own point of view from that of the narrator or those of the characters.	n/a	2	2	3
RL7. Explain how specific aspects of a illustrations contribute to what is conveyed by the words in a story.	2	2	3	3
RL9. Compare/contrast themes, settings, & plots of stories; most important points/key details of 2 texts.	1	2	2	3
RL 10. Read and comprehend literature and informational complex text proficiently.	2	2	3	3
RI2. Determine the main idea; recount the key details/explain how they support the main idea.	1	2	2	3

Key Terms

Content Areas:

Reading Foundations
 English/Language Arts/Liberal Arts Standards
 Mathematics Standards
 Social Studies
 Science

Special:

Social Skills and Work Habits

Big Ideas:

Core Concepts that focus on students' understanding and application of knowledge.

Mathematics Standards	Reporting Period			
Operations and Algebraic Thinking Standards	1	2	3	4
OA.A.1 Interpret products of whole numbers.	2	2	3	3
OA.A.2 Interpret whole-number quotients of whole numbers.	n/a	2	3	3
OA.A.3 Use multiplication/division within 100 to solve word problems involving equal groups, arrays, and measurement.	1	2	2	3
OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	2	2	3	3
OA.A.5 Apply properties of operations as strategies to multiply and divide.	2	2	3	3
OA.A.6 Understand division as an unknown-factor problem.	n/a	2	2	3
OA.A.7 Fluently multiply/divide within 100, using strategies such as the relationship between multiplication/division or Properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	2	2	3	3
OA.A.8 Solve two-step word problems - four operations. Represent problems using equations with a letter for the unknown.	n/a/	2	3	3
OA.A.9 Identify arithmetic patterns & explain them using properties of operations.	1	2	2	3
Numbers and Operations in Base Ten Standards				
NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	2	2	3	3
NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms.	n/a	2	2	3

1 Student receives a performance level of 4, 3, 2, or 1 for each content area and core concept that were taught each nine weeks. Performance levels are not equivalent to grades. The goal is that the student reach Level 3 performance by the end of the year in all of the standards at that grade level.

2 N/A will appear in areas that were not assessed in that reporting period.

Subject Areas/ Social Skills	Reporting Period			
	1	2	3	4
Social Studies				
History				
Geography				
Civics				
Economics				
Science				
Scientific Inquiry/Physical Science				
Scientific Inquiry/Life Science				
Scientific Inquiry/Earth Science				
Social Skills and Work Habits – S (Satisfactory) N (Needs Improvement) U (Unsatisfactory)				
Show enthusiasm for learning				

3 The big ideas in Social Studies and Science are listed as topics that are aligned to Grade Level Expectations for each grade.

4 Students also receive S, N, or U proficiency levels on Social Skills and Work Habits for each nine weeks.

Students receive performance labels based on the following rubric:

Key for Performance Levels		
4	Exemplary	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications or is performing beyond grade level.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes of the grade level standard. (Independently/Without Support)
2	Developing	Student demonstrates understanding of vocabulary and basic skills of the standard, but is not yet consistent in all of the concepts, skills, and processes at the grade level standard.
1	Emerging	Student does not demonstrate understanding or has partial understanding of concepts, skills and processes of the grade level standard.
NA	Not assessed	Not assessed this reporting period.
<p>Note: The goal is for all students to reach Level 3 (Proficient) by the end of the year. If a student reaches Level 3 (Proficient) prior to the end of the year, Level 4 (Exemplary) concepts, skills and processes should be made available through instruction.</p>		

Additional information about the student's progress is shared through the Teacher Comments