

Purpose: The report card helps parents and students gain an understanding of reading growth towards the end of the year learning standards. The indicators support district consistency across classroom and grade-level grading practices. The report card provides the learning that takes place throughout the school year. If a standard is not marked, this means that it has not yet been assessed during the Tri-Semester. All grading is end of year expectations.



3rd Grade Revised Reading Report Card



Student Name: _____

Teacher Name: _____

Standard	Meeting the Standard (M)	Progressing (P)	Reinforcing (R)		Tri 1	Tri 2	Tri 3
Demonstrates a variety of decoding strategies	Applies multiple grade level decoding strategies to problem solve unknown words (For example: chunk, prefixes/suffixes, root words, context clues, etc.)	Uses limited decoding strategies regardless of the word or its effectiveness	Does not apply grade level decoding strategies to problem solve unknown words OR Uses decoding strategies not appropriate to grade level				
Reads fluently	Accurately reads text with appropriate expression, pace, and phrasing, while attending to punctuation.	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward.	Reads primarily word-by-word, occasionally two-word or three-word phrases may occur. These are infrequent and they do not preserve meaning.				
Uses story elements to summarize events when reading	Uses story elements with main idea and some details to summarize a text	Uses most story elements to summarize a text with very few details	Unable to summarize a text using story elements				
Asks and answers questions based on character's actions	Asks questions referring to key elements in the text that further comprehension and answers questions using specific evidence within the text.	Ask questions referring to key elements in the text and answers questions but does not use specific evidence to support thinking.	Asks irrelevant questions and answers questions without specific evidence from the text.				
Describes characters and explains how their actions affect sequence of events	Analyzes how and why character traits, feelings, motives, and actions change from the beginning to the end of the story.	Describes how character traits, feelings, motives, and actions change from the beginning to the end of the story but is unable to explain why the change happened.	Identifies character traits, feelings, motives, or actions and is unable to explain how and why a character changed.				
Tri 1: Teachers Comments							
Tri 2: Teacher Comments							
Tri 3: Teacher Comments							

<p>Meets Expectation this Trimester (M)</p> <ul style="list-style-type: none"> ● Consistently demonstrates proficiency and mastery of this criterion ● Works independently and needs minimal assistance ● Works thoroughly and accurately with minimal errors ● Exhibits in-depth understanding ● Makes connections to other concepts and skills 	<p>Progressing with Expectations this Trimester (P)</p> <ul style="list-style-type: none"> ● Demonstrates steady growth towards proficiency and mastery of this criterion ● Needs some assistance and guidance ● Works towards completing work thoroughly and accurately ● Exhibits partial understanding of concepts and skills ● Connects some skills and concepts 	<p>Needs Reinforcement this Trimester (R)</p> <ul style="list-style-type: none"> ● Demonstrates minimal growth towards proficiency and mastery of this criterion ● Needs significant assistance and guidance ● Needs additional attention in completing work thoroughly and accurately ● Exhibits repeated misunderstandings of concepts and skills ● Requires assistance of make connections to concepts and skillss 	<p>Not Assessed this Trimester (NA)</p> <p>This concept, skill, or content area is not assessed during this quarter</p>
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