

Student Name: Adira Nader Rizek
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 5 | |

| SOCIAL STUDIES | | <i>Soto, Marcelle</i> | | |
|-------------------------|---------------------------------------|-----------------------|---|--|
| Social Studies/Sociales | Understands concepts and uses skills. | | 4 | |

| SCIENCE | | <i>Soto, Marcelle</i> | | |
|----------------|---------------------------------------|-----------------------|---|--|
| Science/Health | Understands concepts and uses skills. | | 4 | |
| | Understands the scientific process. | | 4 | |

| PHYSICAL EDUCATION / HEALTH | | <i>Burch, Jennalee Anne</i> | | |
|------------------------------------|---------------------------------------|-----------------------------|---|--|
| Physical Education | Understands concepts and uses skills. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |

| Fine Arts & Technology | | T1 | T2 | T3 | | | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|--|
| | | U | T | U | T | U | T | |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 0 | | |
| Days Tardy | 7 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Adira as a member of our class! She is a charming girl who is always helpful and respectful towards anyone she interacts with. As a student, Adira is very responsible with her work and always puts forth her best effort. She has good reading skills and is able to locate, as well as interpret information using grade-level text. When writing, she does a fine job organizing and composing her ideas. Adira also has good math skills and usually works well with the content presented. I am sure Adira will have a very gratifying year in third grade and I look forward to guiding her through it!



Student Name: Aldo Pellicce

Grade: 3

Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 4 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle | | |
|------------------------|---------------------------------------------------|----------------|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 3 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 2 | | |
| Days Tardy | 1 | | |

STANDARD KEYU = Understands concepts and uses skills.
T = Follows Tribes® Agreements.**T1 Comment**

I am delighted to have Matteo as a member of our class! He is a sweet, pleasant boy who is always respectful towards everyone he encounters. Matteo is a responsible student who consistently tries his personal best. He has good math skills and normally works very well with the content presented. As a reader, Matteo is able to read grade level text and answer questions about it. When writing, Matteo does a fine job of staying focused on an idea and provides enough supporting details to make his writing interesting. However, he still needs to continue to work on writing strong leads as well as strengthening his spelling skills. It would also be beneficial for Matteo to read daily and focus on his reading accuracy so that he can more effectively comprehend text. I am sure that Matteo will have a very positive experience in third grade and I look forward to guiding him through it!

Student Name: Andres Luna Lugo
Grade: 3
Homeroom: Soto, Marcelle



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|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
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| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Andres as a member of our class! He is a sweet, pleasant boy who is always respectful towards everyone he encounters. Andres is a responsible student who always tries his personal best. He has good math skills and normally works very well with the content presented. As a reader, Andres is able to read grade level text and answer questions about it. When writing, Andres does a fine job of staying focused on an idea and providing some supporting details. For this next trimester, I would like Andres to continue to work on adding more details to support his ideas as well as increasing his vocabulary in order convey these more effectively. I am sure that Andres will have a very positive experience in third grade and I look forward to guiding him through it!



Student Name: Edward Lennon

Grade: 3

Homeroom: Soto, Marcelle



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| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 4 | | |

ENGLISH LANGUAGE ARTS

Soto, Marcelle

| | | | |
|------------------------|---------------------------------------------------|---|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | |
| Language | Uses conventions of standard English grammar. | 3 | |
| | Acquires and uses new vocabulary. | 4 | |
| Reading | Understands key ideas and details. | 3 | |
| | Understands craft and structure of texts. | 3 | |
| | Integrates knowledge and ideas. | 3 | |
| | Applies phonics and word recognition skills. | 4 | |
| | Reads with fluency. | 3 | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | |
| | Presents knowledge and ideas. | 4 | |
| Writing | Writing ideas are clear and detailed. | 3 | |
| | Creates structured, organized writing. | 3 | |
| | Uses precise language that evokes emotion. | 3 | |
| | Conducts research effectively. | | |

MATHEMATICS

Soto, Marcelle

| | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | |
| | Recognizes perimeter. | | |
| | Reasons with shapes and their attributes. | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | |
| | Multiplies and divides within 100. | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | |
| | Develops understanding of fractions as numbers. | | |
| | Solves problems involving measurement and estimation. | | |
| | Represents and interprets data. | | |

| SPANISH LANGUAGE ARTS | | <i>Brea, Sobeya</i> | | |
|------------------------------|--------------------------------------------------|---------------------|---|--|
| Language | Acquires and uses grammar skills. | | 3 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

| SOCIAL STUDIES | | <i>Soto, Marcelle</i> | | |
|-------------------------|---------------------------------------|-----------------------|---|--|
| Social Studies/Sociales | Understands concepts and uses skills. | | 4 | |

| SCIENCE | | <i>Soto, Marcelle</i> | | |
|----------------|---------------------------------------|-----------------------|---|--|
| Science/Health | Understands concepts and uses skills. | | 4 | |
| | Understands the scientific process. | | 4 | |

| PHYSICAL EDUCATION / HEALTH | | <i>Burch, Jennalee Anne</i> | | |
|------------------------------------|---------------------------------------|-----------------------------|---|--|
| Physical Education | Understands concepts and uses skills. | | 4 | |
| | Follows Tribes® Agreements. | | 5 | |

| Fine Arts & Technology | | T1 | T2 | T3 | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|
| | | U | T | U | T | U |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 17 | | |
| Days Tardy | 4 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am so delighted to have Connor as a member of our class! He is a sweet, pleasant boy who is always respectful towards everyone he encounters. Connor is a responsible student who puts forth his personal best and finishes work in a timely manner. He has good math skills and generally works very well with the content presented. When writing, Connor is able to focus on one idea and convey it using some details. He is able to read some grade level text and answer basic questions about it. However, he still needs to continue to work on reading text with fluency and accuracy, as well as to work on interpreting ideas from the text. For this next trimester, I would like Connor to continue to work on reading text thoroughly and monitor his understanding of it. I would also like Connor to work on writing strong leads and adding enough supporting details to make his writing more vivid . I am sure that Connor will have a very positive experience in Third Grade and I am looking forward to guiding him through it!

*Connor's Spanish Language Arts (SLA) grades on this report card reflect his ability to meet standards at his level of language acquisition.

Student Name: Ema Mueses Mena



Grade: 3

Homeroom: Soto, Marcelle

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| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

CONDUCT

Soto, Marcelle

| T1 | T2 | T3 |
|----|----|----|
|----|----|----|

| | | |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Tribes® Agreements | Demonstrates attentive listening. Follows directions. Respects self, others, and the environment. Engages in learning. Demonstrates responsibility. | 4 4 4 4 4 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|

ENGLISH LANGUAGE ARTS

Soto, Marcelle

| | | | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | |
| Language | Uses conventions of standard English grammar. Acquires and uses new vocabulary. | 3 4 | |
| Reading | Understands key ideas and details. Understands craft and structure of texts. Integrates knowledge and ideas. Applies phonics and word recognition skills. Reads with fluency. | 3 3 3 3 4 | |
| Speaking and Listening | Comprehends and collaborates in discussions. Presents knowledge and ideas. | 3 3 | |
| Writing | Writing ideas are clear and detailed. Creates structured, organized writing. Uses precise language that evokes emotion. Conducts research effectively. | 4 4 3 3 | |

MATHEMATICS

Soto, Marcelle

| | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Mathematics | Represent and solve problems involving multiplication and division. Recognizes perimeter. Reasons with shapes and their attributes. Solves math problems and explains thinking with appropriate representations and vocabulary. Understands properties of multiplication and the relationship between multiplication and division. Multiplies and divides within 100. Solves problems involving the four operations, and identifies and explains patterns in arithmetic. Uses place value understanding and properties of operations to perform multi-digit arithmetic. Develops understanding of fractions as numbers. Solves problems involving measurement and estimation. Represents and interprets data. | 3 3 3 3 4 3 3 3 3 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

| SOCIAL STUDIES | | <i>Soto, Marcelle</i> | | |
|-------------------------|---------------------------------------|-----------------------|---|--|
| Social Studies/Sociales | Understands concepts and uses skills. | | 4 | |

| SCIENCE | | <i>Soto, Marcelle</i> | | |
|----------------|---------------------------------------|-----------------------|---|--|
| Science/Health | Understands concepts and uses skills. | | 3 | |
| | Understands the scientific process. | | 3 | |

| PHYSICAL EDUCATION / HEALTH | | <i>Burch, Jennalee Anne</i> | | |
|------------------------------------|---------------------------------------|-----------------------------|---|--|
| Physical Education | Understands concepts and uses skills. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |

| Fine Arts & Technology | | T1 | T2 | T3 | | | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|--|
| | | U | T | U | T | U | T | |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 0 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Ema as a member of our class! She is a delightful girl who is always very helpful and caring towards her teachers and peers. Ema is very responsible and hard-working.

As a reader, Ema enjoys reading books at her level with some comprehension and accuracy. As a writer, Ema is able to stay focused on an idea and support it with details. Her math skills have steadily improved, although she continues to require extra practice to master specific skills. For this next trimester, I would like Ema to continue to work on reading text thoroughly and consistently while monitoring her understanding of it. She should also work on expressing her ideas/thoughts in a more organized, coherent manner. I would also like Ema to continue to work on her math skills and focus on digesting what she is being asked to do, as well as determining the reasonableness of her answers. Lastly, I would like for Ema to consistently approach all tasks in a confident manner and be more proactive in asking for help when she needs it. I am sure Ema will have a gratifying third grade experience and I look forward to guiding her through it!

Student Name: Gabriel Attias Rodriguez
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | 2 | | |
| | Follows directions. | 2 | | |
| | Respects self, others, and the environment. | 3 | | |
| | Engages in learning. | 2 | | |
| | Demonstrates responsibility. | 2 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 2 | | |
| | Acquires and uses new vocabulary. | 2 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 2 | | |
| | Presents knowledge and ideas. | 2 | | |
| Writing | Writing ideas are clear and detailed. | 2 | | |
| | Creates structured, organized writing. | 2 | | |
| | Uses precise language that evokes emotion. | 2 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. Recognizes perimeter. Reasons with shapes and their attributes. Solves math problems and explains thinking with appropriate representations and vocabulary. Understands properties of multiplication and the relationship between multiplication and division. Multiplies and divides within 100. Solves problems involving the four operations, and identifies and explains patterns in arithmetic. Uses place value understanding and properties of operations to perform multi-digit arithmetic. Develops understanding of fractions as numbers. Solves problems involving measurement and estimation. Represents and interprets data. | | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 3 | |
| | Acquires and uses new vocabulary. | | 3 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 2 | |
| Writing | Applies the 6 traits of writing to compose text. | | 2 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|--|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | | | |
|-------------------------|---------------------------------------|--|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 3 | | |
| | Understands the scientific process. | 3 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 2 | | |
| | Follows Tribes® Agreements. | 4 | | |

| Fine Arts & Technology | | T1 | T2 | T3 | | | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|--|
| | | U | T | U | T | U | T | |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 3 | | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | | |
| ART | <i>Baez, Raquel</i> | 3 | 4 | | | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 22 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Gabriel as a member of our class! He is a sweet boy who is usually helpful and respectful towards teachers and peers. Before going away temporarily, Gabriel was working on approaching all tasks with a positive disposition, as well as taking a more active role in his learning by asking for help/clarification. This report card reflects the work that he was able to do during the time he was in school for trimester one. The grades are not necessarily a reflection of his true abilities, as he lacked time to practice these skills. I look forward to continuing to guide Gabriel through what I know will be a gratifying third grade experience!



Student Name: Gabriel Williams Sol
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 3 | | |
| | Demonstrates responsibility. | | 4 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle |
|------------------------|---------------------------------------------------|----------------|
| Handwriting | Uses appropriate strokes to form legible cursive. | |
| Language | Uses conventions of standard English grammar. | 3 |
| | Acquires and uses new vocabulary. | 3 |
| Reading | Understands key ideas and details. | 3 |
| | Understands craft and structure of texts. | 3 |
| | Integrates knowledge and ideas. | 3 |
| | Applies phonics and word recognition skills. | 2 |
| | Reads with fluency. | 2 |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 |
| | Presents knowledge and ideas. | 3 |
| Writing | Writing ideas are clear and detailed. | 4 |
| | Creates structured, organized writing. | 3 |
| | Uses precise language that evokes emotion. | 3 |
| | Conducts research effectively. | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 3 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 3 | |
| | Acquires and uses new vocabulary. | | 3 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 2 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 3 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 3 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 3 | | |
| Days Tardy | 1 | | |

STANDARD KEYU = Understands concepts and uses skills.
T = Follows Tribes® Agreements.**T1 Comment**

I am delighted to have Gabriel as a member of our class!! He is a charming, well-mannered boy who is always respectful towards his teachers and peers. Gabriel is a responsible, hard-working student who shows a positive disposition when challenged. His math skills are good and he generally works well with the content presented. As a writer, Gabriel is able to focus on one idea and support it with some details. This next trimester, we will continue to work on expanding on these ideas, as well as making his leads stronger. As a reader, Gabriel generally has good comprehension skills. However, comprehension is at most times affected by his reading fluency and accuracy. This next trimester, he would benefit from continuing to receive direct instruction in foundational reading skills as well as writing from Ms. Abreu. I am sure that Gabriel will have a very positive experience in third grade and I am looking forward to guiding him through it!

Student Name: Gabriela Mejia Fernandez
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | 3 | | |
| | Follows directions. | 3 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 | | |
| | Presents knowledge and ideas. | 3 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|
| Mathematics | Represent and solve problems involving multiplication and division. Recognizes perimeter. Reasons with shapes and their attributes. Solves math problems and explains thinking with appropriate representations and vocabulary. Understands properties of multiplication and the relationship between multiplication and division. Multiplies and divides within 100. Solves problems involving the four operations, and identifies and explains patterns in arithmetic. Uses place value understanding and properties of operations to perform multi-digit arithmetic. Develops understanding of fractions as numbers. Solves problems involving measurement and estimation. Represents and interprets data. | 3 | | |
| | | 4 | | |
| | | | 4 | |
| | | | 3 | |
| | | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 3 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 1 | | |
| Days Tardy | 1 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Gaby as a member of our class! She is a polite, charming girl who is always very helpful and respectful towards everyone. Gaby always puts forth her personal best and is not afraid to ask for help whenever she needs it. She enjoys reading and is able to do so with fluency and accuracy. As a writer, Gaby has great ideas and loves to add details to her writing. For this next trimester, I would like Gaby to continue to work on expressing her ideas, both oral and written, in a more organized and coherent manner. I would also like her to continue to read on a daily basis and closely monitor her understanding of the text. This constant exposure to written language will help strengthen her vocabulary skills so that she can more effectively express herself, both orally and in writing. Lastly, I would like Gaby to continue to work on staying focused during lessons and while completing tasks. I am sure Gaby will have a very positive third grade experience and I look forward to guiding her through it!



Student Name: Gonzalo Rojas Attias

Grade: 3

Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 3 | | |

ENGLISH LANGUAGE ARTS

Soto, Marcelle

| | | | |
|------------------------|---------------------------------------------------|---|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | |
| Language | Uses conventions of standard English grammar. | 3 | |
| | Acquires and uses new vocabulary. | 4 | |
| Reading | Understands key ideas and details. | 4 | |
| | Understands craft and structure of texts. | 4 | |
| | Integrates knowledge and ideas. | 4 | |
| | Applies phonics and word recognition skills. | 4 | |
| | Reads with fluency. | 4 | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | |
| | Presents knowledge and ideas. | 4 | |
| Writing | Writing ideas are clear and detailed. | 4 | |
| | Creates structured, organized writing. | 3 | |
| | Uses precise language that evokes emotion. | 4 | |
| | Conducts research effectively. | | |

MATHEMATICS

Soto, Marcelle

| | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | |
| | Recognizes perimeter. | | |
| | Reasons with shapes and their attributes. | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | |
| | Multiplies and divides within 100. | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | |
| | Develops understanding of fractions as numbers. | | |
| | Solves problems involving measurement and estimation. | | |
| | Represents and interprets data. | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 3 | | |

Fine Arts & Technology

| | T1 | | | T2 | T3 | |
|------------|------------------|----------|----------|-----------|-----------|----------|
| | U | T | U | T | U | T |
| TECHNOLOGY | Acosta, Nancy | 3 | 3 | | | |
| MUSIC | Almonte, Yulimer | 4 | 4 | | | |
| ART | Baez, Raquel | 4 | 3 | | | |

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 2 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Gonzalo in our class! He is a pleasant boy who is always very helpful towards teachers and peers. Gonzalo is a responsible student who finishes his work in a timely manner. He has strong math skills and has been successful with the content presented thus far. As a writer, Gonzalo is able to stay focused on an idea and support it with interesting details. As a reader, Gonzalo can read grade level text and answer questions about it. For this next trimester, I would like Gonzalo to continue to read on a daily basis, paying close attention to his fluency and accuracy, so that his level of comprehension increases. I would also like him to work on approaching all tasks in a thoughtful, motivated manner so that his work in all subject areas is a true reflection of his academic abilities. I am sure Gonzalo will have a very gratifying experience in third grade and I am looking forward to guiding him through it!

Student Name: Jose Mera Herrera
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

| Fine Arts & Technology | | T1 | T2 | T3 | | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|
| | | U | T | U | T | U | T |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 0 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Jose has been a wonderful addition to our class! He is a pleasant child who is very helpful and respectful towards teachers and peers. Jose is a responsible student who finishes his work in a timely manner. He has good math skills and usually works well with the content presented. Jose is able to read grade level text in a fluent manner, as well as comprehend it. He is also able to express his thoughts and ideas using basic sentences. This next trimester, I would like Jose to continue to work on building his English vocabulary, as well as his grammar skills so that he can more effectively communicate both orally and in writing. I would also like him to work on approaching all tasks in a thoughtful manner and reading instructions carefully so that his work in all subject areas is a reflection of his best effort and his academic abilities. I am sure Jose will have a very gratifying experience in third grade and I am looking forward to guiding him through it!

Student Name: Juan Jacobo Ramos
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 3 | | |
| | Demonstrates responsibility. | 3 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 3 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 | | |
| | Presents knowledge and ideas. | 3 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 3 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 3 | | |
| | Understands the scientific process. | 3 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 3 | | |

Fine Arts & Technology

| T1 | T2 | T3 | | | |
|----|----|----|---|---|---|
| U | T | U | T | U | T |

| | | | | | | |
|------------|-------------------------|---|---|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 3 | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | |

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 2 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Juan Pablo as a member of our class! He is a sweet boy who is always respectful towards teachers and peers. As a student, Juan Pablo is learning to consistently give his personal best as well as work more independently. His math skills are strong and he has been able to work successfully with the content presented thus far. When writing, Juan Pablo can stay focused on an idea and include some details to support it. As a reader, he is able to read with some fluency, but is currently working on self monitoring when it comes to consistently understanding the meaning of the text. For this next trimester, I would like Juan Pablo to continue to read daily and focus on his decoding skills in order to increase his understanding of the text, as well as to increase his vocabulary. In addition, he should continue to work on his spelling skills and adding details when writing. Lastly, he would benefit from consistently staying focused during lessons and discussions. Juan Pablo will undoubtedly have a very positive third grade experience and I look forward to guiding him through it!

Student Name: Mariana Cano Godina
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 1 | | |
| Days Tardy | 5 | | |

STANDARD KEYU = Understands concepts and uses skills.
T = Follows Tribes® Agreements.**T1 Comment**

I am delighted to have Mariana as a member of our class! She is a charming girl who is always helpful and respectful towards anyone she approaches. As a student, Mariana is very responsible with her work and always puts forth her best effort. She has good reading skills and is able to locate, as well as interpret information using grade-level text. When writing, she does a fine job of staying focused on an idea and presenting it in a captivating manner. Mariana has good math skills and usually works well with the content presented in this area. For this next trimester, I would like Mariana to continue to work on building her English vocabulary so that she is able to consistently convey her ideas in an effective manner, both orally and in writing. I am sure Mariana will have a very gratifying year in third grade and I look forward to guiding her through it!

Student Name: Mateo Rodriguez Perez
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | 3 | | |
| | Follows directions. | 3 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 3 | | |
| | Demonstrates responsibility. | 3 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 2 | | |
| Reading | Understands key ideas and details. | 2 | | |
| | Understands craft and structure of texts. | 2 | | |
| | Integrates knowledge and ideas. | 2 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 2 | | |
| | Presents knowledge and ideas. | 2 | | |
| Writing | Writing ideas are clear and detailed. | 3 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 2 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. Recognizes perimeter. Reasons with shapes and their attributes. Solves math problems and explains thinking with appropriate representations and vocabulary. Understands properties of multiplication and the relationship between multiplication and division. Multiplies and divides within 100. Solves problems involving the four operations, and identifies and explains patterns in arithmetic. Uses place value understanding and properties of operations to perform multi-digit arithmetic. Develops understanding of fractions as numbers. Solves problems involving measurement and estimation. Represents and interprets data. | 4 | | |
| | | 3 | | |
| | | 4 | | |
| | | | | |
| | | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 2 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 3 | | |
| | Understands the scientific process. | 3 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 3 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 4 | | |
| Days Tardy | 6 | | |

STANDARD KEYU = Understands concepts and uses skills.
T = Follows Tribes® Agreements.**T1 Comment**

I am delighted to have Mateo as a member of our class! He is a sweet boy who is always very respectful towards his teachers and peers. As a student, Mateo enjoys reading books at his level with some comprehension and fluency. As a writer, he is able to focus on one idea and add some details to support it. In math, Mateo has exhibited steady growth, although he continues to lack automaticity and consistency. For this next trimester, I would like Mateo to continue to read on a daily basis. He should work on reading text with fluency and monitor his understanding of it. In addition, I would like Mateo to take a more active role in his learning process by consistently asking for help or clarification when he needs it. I am sure Mateo will have a very positive third grade experience and I look forward to guiding him through it!



Student Name: Matias Sanchez Pou
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 3 | | |
| | Follows directions. | | 3 | | |
| | Respects self, others, and the environment. | | 3 | | |
| | Engages in learning. | | 3 | | |
| | Demonstrates responsibility. | | 3 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle |
|------------------------|---------------------------------------------------|----------------|
| Handwriting | Uses appropriate strokes to form legible cursive. | |
| Language | Uses conventions of standard English grammar. | 4 |
| | Acquires and uses new vocabulary. | 4 |
| Reading | Understands key ideas and details. | 4 |
| | Understands craft and structure of texts. | 4 |
| | Integrates knowledge and ideas. | 4 |
| | Applies phonics and word recognition skills. | 4 |
| | Reads with fluency. | 4 |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 |
| | Presents knowledge and ideas. | 3 |
| Writing | Writing ideas are clear and detailed. | 4 |
| | Creates structured, organized writing. | 4 |
| | Uses precise language that evokes emotion. | 4 |
| | Conducts research effectively. | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 3 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 3 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Matias as a member of our class! He is a polite boy who is usually helpful towards teachers and peers. As a student, Matias is hard-working and finishes tasks in a timely manner. He has good reading and writing skills. Matias' math skills are strong as well and he has worked successfully with the content presented in this subject area so far. For this next trimester, I would like Matias to continue to work on listening attentively so that he consistently knows what to do, as well be able to produce work that is a true reflection of his abilities. I am sure Matias will have a very positive experience in third grade and I look forward to guiding him through it!



Student Name: Miranda Tejera Rood
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 3 | | |
| | Follows directions. | | 3 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 3 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle | | |
|------------------------|---------------------------------------------------|----------------|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 3 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 3 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 3 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 3 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

| SOCIAL STUDIES | | <i>Soto, Marcelle</i> | | |
|-------------------------|---------------------------------------|-----------------------|---|--|
| Social Studies/Sociales | Understands concepts and uses skills. | | 4 | |

| SCIENCE | | <i>Soto, Marcelle</i> | | |
|----------------|---------------------------------------|-----------------------|---|--|
| Science/Health | Understands concepts and uses skills. | | 4 | |
| | Understands the scientific process. | | 4 | |

| PHYSICAL EDUCATION / HEALTH | | <i>Burch, Jennalee Anne</i> | | |
|------------------------------------|---------------------------------------|-----------------------------|---|--|
| Physical Education | Understands concepts and uses skills. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |

| Fine Arts & Technology | | T1 | T2 | T3 | | | | |
|-----------------------------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|--|
| | | U | T | U | T | U | T | |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | | |

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 2 | | |
| Days Tardy | 1 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Miranda as a member of our class! She is a charming, energetic girl who is usually helpful and respectful towards her teachers and peers. Miranda participates enthusiastically in our class discussions and enriches them with her thoughtful observations. She enjoys reading and can read some grade level text with accuracy. However, her skills are inconsistent when she is asked to answer questions about the text. Her math skills are generally good when she is first exposed to the concepts, but she shows inconsistency when she is asked to revisit them. For this next trimester, I would like Miranda to continue to read on a daily basis. She should work on reading text thoroughly and monitor her understanding of it. This constant exposure to written language will help her strengthen her vocabulary so that she can more effectively express herself, both orally and in writing. I would also like Miranda to work on approaching all tasks in a focused, thoughtful, unhurried manner so that her work is completed accurately and is a true reflection of her academic ability. I am sure Miranda will have a great third grade experience and I look forward to guiding her through it!



Student Name: Oriana Abreo Salcedo
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 5 | | |
| | Demonstrates responsibility. | | 4 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle |
|------------------------|---------------------------------------------------|----------------|
| Handwriting | Uses appropriate strokes to form legible cursive. | |
| Language | Uses conventions of standard English grammar. | 4 |
| | Acquires and uses new vocabulary. | 4 |
| Reading | Understands key ideas and details. | 4 |
| | Understands craft and structure of texts. | 4 |
| | Integrates knowledge and ideas. | 4 |
| | Applies phonics and word recognition skills. | 4 |
| | Reads with fluency. | 4 |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 |
| | Presents knowledge and ideas. | 4 |
| Writing | Writing ideas are clear and detailed. | 4 |
| | Creates structured, organized writing. | 4 |
| | Uses precise language that evokes emotion. | 4 |
| | Conducts research effectively. | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 1 | | |
| Days Tardy | 8 | | |

STANDARD KEYU = Understands concepts and uses skills.
T = Follows Tribes® Agreements.**T1 Comment**

I am delighted to have Oriana as a member of our class! She is a vivacious girl who is usually very helpful and respectful towards everyone. As a student, Oriana is responsible and always eager to learn. She is an avid reader with strong skills, and a magnificent writer who always expresses her ideas in a captivating manner. Oriana's math skills are solid as well and she has worked successfully with all of the content presented in this area thus far. For this next trimester, I would like Oriana to continue to consistently approach all tasks in a thoughtful manner. This way, her performance in all areas will always be an accurate reflection of her skills. I am sure Oriana will have a very gratifying experience in third grade and I am looking forward to guiding her through it!

Student Name: Pablo Urgal Acra
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 3 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 5 | | |

Fine Arts & Technology

| T1 | T2 | T3 | | | |
|----|----|----|---|---|---|
| U | T | U | T | U | T |

| | | | | | | |
|------------|-------------------------|---|---|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | |

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 2 | | |
| Days Tardy | 1 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Pablo as a member of our class! He is a charming boy who is always respectful towards teachers and peers. As a student, Pablo is hard-working and always finishes tasks in a timely manner. Pablo has good reading and writing skills. His math skills are solid as well and he has been successful with the content presented in this subject area. For this next trimester, I would like Pablo to continue to work on expressing his thoughts/ideas in a focused and detailed manner. I would also like Pablo to work on approaching tasks in an unhurried, confident manner so that his work is a true reflection of his abilities. I am sure Pablo will have a very positive experience in third grade and I look forward to guiding him through it!



Student Name: Paula Tejada Aybar
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 4 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle | | |
|------------------------|---------------------------------------------------|----------------|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 4 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 4 | | |
| | Understands craft and structure of texts. | 4 | | |
| | Integrates knowledge and ideas. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology**T1 T2 T3****U T U T U T**

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 3 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 4 | | |
| Days Tardy | 0 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Paula as a member of our class! She is a sweet, thoughtful child, who is always helpful and respectful towards everyone. Paula is also a very hard-working student. She approaches all tasks with enthusiasm and determination. Paula has great math skills and is a strong reader as well. She does a fine job organizing and composing her ideas as well as adding details to support these. For this next trimester, I would like Paula to continue to work on approaching all tasks in a confident manner so that her performance is always a true reflection of her academic ability. I am sure Paula will have a great third grade experience and I look forward to guiding her through it!



Student Name: Rocio Vela Seliman
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 4 | | |
| | Follows directions. | | 4 | | |
| | Respects self, others, and the environment. | | 4 | | |
| | Engages in learning. | | 4 | | |
| | Demonstrates responsibility. | | 4 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle |
|------------------------|---------------------------------------------------|----------------|
| Handwriting | Uses appropriate strokes to form legible cursive. | |
| Language | Uses conventions of standard English grammar. | 4 |
| | Acquires and uses new vocabulary. | 4 |
| Reading | Understands key ideas and details. | 4 |
| | Understands craft and structure of texts. | 4 |
| | Integrates knowledge and ideas. | 4 |
| | Applies phonics and word recognition skills. | 3 |
| | Reads with fluency. | 4 |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 |
| | Presents knowledge and ideas. | 4 |
| Writing | Writing ideas are clear and detailed. | 4 |
| | Creates structured, organized writing. | 4 |
| | Uses precise language that evokes emotion. | 4 |
| | Conducts research effectively. | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 4 | | |
| | Follows Tribes® Agreements. | 5 | | |

Fine Arts & Technology

| | T1 | | | T2 | T3 | |
|------------|------------------|----------|----------|-----------|-----------|----------|
| | U | T | U | T | U | T |
| TECHNOLOGY | Acosta, Nancy | 4 | 4 | | | |
| MUSIC | Almonte, Yulimer | 4 | 4 | | | |
| ART | Baez, Raquel | 4 | 4 | | | |

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 1 | | |
| Days Tardy | 1 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Rocio as a member of our class! She is a charismatic girl who is generally helpful and respectful towards anyone she approaches. As a student, Rocio is very responsible with her work and always puts forth her best effort. She is an avid reader with great reading skills and is able to locate as well as interpret information using grade-level text. When writing, she does a fine job of focusing on one idea and organizing her thoughts in a coherent manner. Rocio has great math skills and has worked well with the content presented in this area thus far. For this next trimester, I would like Rocio to continue to work on her reading skills, most particularly her reading accuracy. It would be beneficial for her to slow down as she is reading, so that she can accurately decode words and better comprehend the text. I am sure Rocio will have a very gratifying year in third grade and I look forward to guiding her through it!

Student Name: Rodrigo Alfonso Gutierrez
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 3 | | |
| | Respects self, others, and the environment. | 2 | | |
| | Engages in learning. | 4 | | |
| | Demonstrates responsibility. | 3 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 | | |
| | Presents knowledge and ideas. | 3 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 4 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 4 | |
| Writing | Applies the 6 traits of writing to compose text. | | 4 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 5 | | |
| | Follows Tribes® Agreements. | 4 | | |

Fine Arts & Technology

| | | T1 | T2 | T3 | | | |
|--|--|-----------|-----------|-----------|----------|----------|----------|
| | | U | T | U | T | U | T |

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 3 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Rodrigo as a member of our class!! He is a well-mannered boy and hard-working student. His math skills are strong and he has worked successfully with the content presented thus far. As a writer, Rodrigo is able to focus on one idea and support it with many details. This next trimester, we will continue to work on organizing these ideas and thoughts in a more coherent manner. As a reader, Rodrigo generally has good comprehension skills and is able to answer questions about books at his level. For this next trimester, I would like Rodrigo to continue to read daily. This constant exposure to written language will undoubtedly help to strengthen his reading and writing skills, as well as increase his English vocabulary so that he is able to express himself more efficiently, both orally and in writing. I would also like him to work on consistently reading and following instructions, so that his work is a genuine reflection of his abilities. Lastly, I would like Rodrigo to work on having respectful interactions at all times, with peers as well as teachers. I am sure Rodrigo will have a gratifying third grade experience and I look forward to guiding him through it!



Student Name: Santiago Martinez Ortiz
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | | Soto, Marcelle | T1 | T2 | T3 |
|--------------------|---------------------------------------------|----------------|----|----|----|
| Tribes® Agreements | Demonstrates attentive listening. | | 3 | | |
| | Follows directions. | | 3 | | |
| | Respects self, others, and the environment. | | 3 | | |
| | Engages in learning. | | 3 | | |
| | Demonstrates responsibility. | | 3 | | |

| ENGLISH LANGUAGE ARTS | | Soto, Marcelle | | |
|------------------------|---------------------------------------------------|----------------|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 4 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 4 | | |
| | Presents knowledge and ideas. | 4 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 4 | | |
| | Conducts research effectively. | | | |

| MATHEMATICS | | Soto, Marcelle | | |
|-------------|----------------------------------------------------------------------------------------------------|----------------|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 3 | |
| | Acquires and uses new vocabulary. | | 3 | |
| | Follows Tribes® Agreements. | | 3 | |
| Reading | Understands key ideas and details. | | 4 | |
| | Applies phonics and word recognition skills. | | 4 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 3 | | |
| | Understands the scientific process. | 3 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 3 | | |
| | Follows Tribes® Agreements. | 3 | | |

Fine Arts & Technology

| | | T1 | T2 | T3 | | | |
|--|--|-----------|-----------|-----------|----------|----------|----------|
| | | U | T | U | T | U | T |

| | | | | | | | |
|------------|-------------------------|---|---|--|--|--|--|
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 3 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 3 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 3 | | | | |

ATTENDANCE

| T1 | T2 | T3 |
|-----------|-----------|-----------|
|-----------|-----------|-----------|

| | | | |
|-------------|---|--|--|
| Days Absent | 3 | | |
| Days Tardy | 2 | | |

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

It is great to have Santiago as a member of our class! He is an energetic child with a friendly disposition. Santiago is responsible with his work and finishes in a timely manner. He is currently working on consistently making appropriate choices for himself regarding his behavior. When writing, Santiago is able to use basic sentences to express his thoughts and ideas. He has good math skills and has been able to work well with most of the content presented in this subject area. For this next trimester, I would like Santiago to continue to work on expressing his ideas, both oral and written, in a more focused and detailed manner. I would also like him to continue to read on a daily basis, paying close attention to his fluency and accuracy, as well as monitoring his understanding of the text. Lastly, I would like Santiago to continue to work on staying focused during lessons, as well as consistently taking an active role in his learning. I am sure Santiago will have a very positive third grade experience and I look forward to guiding him through it!

Student Name: Valeria Del Toro Castillo
Grade: 3
Homeroom: Soto, Marcelle



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

| Code | Achievement Descriptors | Behavioral Descriptors |
|-------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 5 | Meets Trimester Standard with Distinction | The student takes understandings and learning beyond trimester benchmark consistently. |
| 4 | Meets Trimester Standard | The student knows and/or is able to do trimester benchmark consistently |
| 3 | Nearly Meets Trimester Standard | The student knows and/or is able to do trimester benchmark, but not consistently |
| 2 | Below Trimester Standard | The student does not know and/or unable to do trimester benchmark, but shows beginning understandings. |
| 1 | Far Below Trimester Standard | The student does not know and/or is unable to do trimester benchmark. |
| -- | Not Assessed This Trimester | The student was not assessed on this benchmark this trimester. |
| * | Based on Modified Expectations | The student was assessed based on his/her individualized educational goals. |

| CONDUCT | <i>Soto, Marcelle</i> | T1 | T2 | T3 |
|--------------------|---------------------------------------------|-----------|-----------|-----------|
| Tribes® Agreements | Demonstrates attentive listening. | 4 | | |
| | Follows directions. | 4 | | |
| | Respects self, others, and the environment. | 3 | | |
| | Engages in learning. | 3 | | |
| | Demonstrates responsibility. | 4 | | |

ENGLISH LANGUAGE ARTS *Soto, Marcelle*

| | | | | |
|------------------------|---------------------------------------------------|---|--|--|
| Handwriting | Uses appropriate strokes to form legible cursive. | | | |
| Language | Uses conventions of standard English grammar. | 3 | | |
| | Acquires and uses new vocabulary. | 4 | | |
| Reading | Understands key ideas and details. | 3 | | |
| | Understands craft and structure of texts. | 3 | | |
| | Integrates knowledge and ideas. | 3 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Reads with fluency. | 3 | | |
| Speaking and Listening | Comprehends and collaborates in discussions. | 3 | | |
| | Presents knowledge and ideas. | 3 | | |
| Writing | Writing ideas are clear and detailed. | 4 | | |
| | Creates structured, organized writing. | 3 | | |
| | Uses precise language that evokes emotion. | 3 | | |
| | Conducts research effectively. | | | |

MATHEMATICS *Soto, Marcelle*

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------|---|--|--|
| Mathematics | Represent and solve problems involving multiplication and division. | 4 | | |
| | Recognizes perimeter. | | | |
| | Reasons with shapes and their attributes. | | | |
| | Solves math problems and explains thinking with appropriate representations and vocabulary. | | | |
| | Understands properties of multiplication and the relationship between multiplication and division. | 4 | | |
| | Multiplies and divides within 100. | | | |
| | Solves problems involving the four operations, and identifies and explains patterns in arithmetic. | 4 | | |
| | Uses place value understanding and properties of operations to perform multi-digit arithmetic. | 4 | | |
| | Develops understanding of fractions as numbers. | | | |
| | Solves problems involving measurement and estimation. | | | |
| | Represents and interprets data. | | | |

| SPANISH LANGUAGE ARTS | | <i>Bulos, Nicole</i> | | |
|------------------------------|--------------------------------------------------|----------------------|---|--|
| Language | Acquires and uses grammar skills. | | 4 | |
| | Acquires and uses new vocabulary. | | 4 | |
| | Follows Tribes® Agreements. | | 4 | |
| Reading | Understands key ideas and details. | | 3 | |
| | Applies phonics and word recognition skills. | | 3 | |
| | Reads with fluency. | | 3 | |
| Writing | Applies the 6 traits of writing to compose text. | | 3 | |

SOCIAL STUDIES *Soto, Marcelle*

| | | | | |
|-------------------------|---------------------------------------|---|--|--|
| Social Studies/Sociales | Understands concepts and uses skills. | 4 | | |
|-------------------------|---------------------------------------|---|--|--|

SCIENCE *Soto, Marcelle*

| | | | | |
|----------------|---------------------------------------|---|--|--|
| Science/Health | Understands concepts and uses skills. | 4 | | |
| | Understands the scientific process. | 4 | | |

PHYSICAL EDUCATION / HEALTH *Burch, Jennalee Anne*

| | | | | |
|--------------------|---------------------------------------|---|--|--|
| Physical Education | Understands concepts and uses skills. | 3 | | |
| | Follows Tribes® Agreements. | 3 | | |

Fine Arts & Technology

| | | T1 | T2 | T3 | | | |
|------------|-------------------------|-----------|-----------|-----------|----------|----------|----------|
| | | U | T | U | T | U | T |
| TECHNOLOGY | <i>Acosta, Nancy</i> | 4 | 4 | | | | |
| MUSIC | <i>Almonte, Yulimer</i> | 4 | 4 | | | | |
| ART | <i>Baez, Raquel</i> | 4 | 4 | | | | |

ATTENDANCE**T1 T2 T3**

| | | | |
|-------------|---|--|--|
| Days Absent | 2 | | |
| Days Tardy | 1 | | |

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

I am delighted to have Valeria as a member of our class! She is a sweet girl who is working on consistently giving her personal best as a student. As a reader, she is able to read some grade level text and can answer questions about it. When writing, Valeria is able to focus on one idea and support it with some details. Her math skills are strong and she has worked comfortably with the content presented in this area. For this next trimester, I would like Valeria to continue to read on a daily basis and consistently monitor her understanding of the texts. I would also like for Valeria to continue to work on approaching all tasks in a thoughtful and confident manner so that her performance is a true reflection of her academic ability. Valeria will undoubtedly have a very positive third grade experience and I look forward to guiding her through it!