

**Flagstaff Unified School District  
Third Grade Standards Report**

Student Name	Student ID Number	School Year
School	Teacher Name	Teacher Signature

**Progress on Arizona Academic Standards**

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Quarters
<b>English Language Arts</b>				
				Reading/analyzing literature
				Reading/analyzing informational text
				Reading foundational skills
				Writing and research
				Speaking/listening, presentation of knowledge and ideas
				Conventions of standard English, vocabulary acquisition
<b>Social Studies</b>				
				U.S. History
				World History
				Civics/Government
				Geography
				Economics

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Quarters
<b>Mathematics</b>				
				Operations and algebraic thinking
				Number and operations in base ten
				Number and operations—fractions
				Measurement and data
				Geometry
<b>Science</b>				
				Inquiry Process
				Life Science
				Physical Science
				Earth and Space Science
<b>Technology</b>				
				Digital Innovator (Empowered Learner, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator)
				Digital Citizenship

Proficiency Levels—Arizona Academic Standards		
<b>4</b>	Exemplary	<b><i>Student can teach another student.</i></b> --Demonstrates deeper understanding of grade-level standards. --Extends ideas and draws connections to real-world situations. --Demonstrates complex level of knowledge and understanding.
<b>3</b>	Proficient	<b><i>Student can explain these concepts to the teacher.</i></b> --Demonstrates proficiency of grade-level standards. --Consistently meets requirements for proficient work. --Demonstrates essential level of knowledge and understanding.
<b>2</b>	Progressing	<b><i>Student can partially explain the concept to the teacher.</i></b> --Approaching grade-level standards --Meets some requirements for proficient work. --Demonstrates some knowledge and understanding.
<b>1</b>	Struggling	<b><i>Student lacks understanding even with support.</i></b> --Significantly below grade-level standards. --Meets few requirements for proficient work. --Demonstrates little knowledge and understanding.

Other Key Designations	
<b>X</b>	Item not assessed this term.
<b>IN</b>	Incomplete
<b># M</b>	Modified Instruction
<b># A</b>	Accommodated Instruction

Attendance				
Quarter	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Days Absent				
Days Tardy				

*Report continued on reverse . . .*

Humanities & Enrichment											
Quarter				(E-S-P-N)				Quarter			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>					1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
				<b>Art</b>							
				<b>Music</b>							

Behaviors & Skills to Promote Learning											
Quarter				(E-S-P-N)				Quarter			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>					1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
				Accepts academic responsibility							
				Accepts responsibility for homework							
				Works independently							
				Participates appropriately in class							
				Participates appropriately in teams or groups							

Evaluation Key—Humanities & Enrichment and Behaviors & Skills to Promote Learning											
<b>E</b>	Excellent	Consistently meets requirements for exceptional work and behavior.									
<b>S</b>	Satisfactory	Consistently meets requirements for proficient work and behavior.									
<b>P</b>	Progressing	Meets some requirements for proficient work and behavior.									
<b>N</b>	Needs Improvement	Meets few requirements for proficient work and behavior.									

Comments—1 <sup>st</sup> Quarter
Comments—2 <sup>nd</sup> Quarter
Comments—3 <sup>rd</sup> Quarter
Comments—4 <sup>th</sup> Quarter

<p><b>Purpose of the Standards Report:</b> This report provides a snapshot of your student's current progress toward mastery of the Arizona Academic Standards that have been taught to-date. Content areas (Math, Science, etc.), are divided into standards that identify what a student is expected to know and be able to do.</p> <p>Homework completion and work habits are reported separately from academic content. (See Behaviors and Skills to Promote Learning above.)</p>	<p><b>Proficiency Levels:</b> Your student will not receive a letter grade. The four levels on this standards report are based on key assignments, observations, and tests. Levels of proficiency reflect progress over time, from one quarter to the next. Emphasis is given to the most recent demonstration of knowledge and understanding in order to provide teachers, students and parents a longitudinal pattern of academic achievement.</p>	<p>As academic expectations and the complexity of learning increases, the Standards Report will reflect the new level of mastery; consequently, your student's level of proficiency may decrease, increase or stay the same from one quarter to the next.</p> <p>Exemplary (4) is <b>not</b> the equivalent of an A. In fact, a student who achieves <b>Proficient (3) is meeting grade-level expectations</b> for that specific set of standards.</p>
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