

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher				
Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development				
	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior.				
I can use calming down techniques to control impulsive behavior and anger.				
I can recognize other people's feelings and listen to identify their feelings.				
I can show appropriate social and classroom behavior.				
I can identify and apply problem solving steps to resolve conflicts.				
I contribute to the well-being of my class and school by making positive choices.				

Classroom Teacher				
Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can ask and answer questions to show that I understand the text I am reading.				
I can find the answers to questions within the text I am reading.				
I can describe characters and how their actions affect the story.				
I can compare and contrast stories written by the same author.				
I can identify the main idea and key details of a text.				
I can use text features and search tools to find information.				
I can compare and contrast the most important ideas and key details in two different texts.				
I can describe events using time, sequence or cause and effect language.				
I can determine the meaning of third grade vocabulary, including distinguishing literal from nonliteral language.				
I can distinguish my own point of view from that of the narrator or the characters.				

Reading: Foundational Skills				
	Q1	Q2	Q3	Q4
I can apply grade-level phonics and word analysis skills to decode words.				
I can read grade level texts with accuracy and fluency to support comprehension.				

Language and Writing				
	Q1	Q2	Q3	Q4
I can use words correctly when I write and speak.				
I can use correct capitalization, punctuation, and spelling when I write.				
I can write different types of writing for different purposes: to inform, to persuade, or to entertain.				
I can determine the meanings of unknown words using multiple strategies.				
I can plan, revise and edit as well as use technology to produce and publish.				
I can conduct short research projects.				

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Speaking and Listening	Q1	Q2	Q3	Q4
I can engage effectively in discussions by staying on topic, sharing my ideas, and building on others' ideas.				
I can use details and examples from the text to tell a story or report on a topic.				

Measurement and Data	Q1	Q2	Q3	Q4
I can tell and write time to the nearest minute.				
I can solve story problems about time.				
I can estimate and measure liquids and solids in grams, kilograms, and liters.				
I can construct, read and solve problems using line plots, picture graphs and bar graphs.				
I can find the area of a rectangle.				
I can find the perimeter of a plane shape.				

Classroom Teacher

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can write and solve multiplication equations to match story problems.				
I can write and solve division equations to match story problems.				
I can find the missing number in a multiplication or division equation.				
I can use properties of operations to solve multiplication problems.				
I can find the answer to a division problem by thinking of the missing factor in a multiplication problem.				
I can multiply within 100.				
I can divide within 100.				
I can use addition, subtraction, multiplication, and division to solve multi-step problems.				
I can identify patterns in addition, subtraction, and multiplication facts.				

Geometry	Q1	Q2	Q3	Q4
I can identify and construct quadrilaterals.				
I can sort and classify shapes.				
I can divide shapes into parts with equal areas and show those areas as fractions of the whole shape.				

Number and Operations in Base Ten	Q1	Q2	Q3	Q4
I can round to the nearest 10 or 100.				
I can add and subtract numbers within 1000.				

Fractions	Q1	Q2	Q3	Q4
I can locate and place fractions correctly on a number line.				
I can recognize and make equivalent fractions.				
I can compare fractions.				

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Classroom Teacher				
Art	Q1	Q2	Q3	Q4
I can elaborate on an imaginative idea.				
I can demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.				

Classroom Teacher				
Science	Q1	Q2	Q3	Q4
I can explain how variations in characteristics may provide advantages in surviving, finding mates, and reproducing.				
I can show that some organisms can survive well, some survive less well, and some cannot survive at all in different habitats.				
I can provide evidence of the effects of balanced and unbalanced forces on the motion of an object.				
I can find and combine information to describe climates in different regions of the world.				
I can generate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				

Classroom Teacher				
Music	Q1	Q2	Q3	Q4
I can describe how expressive qualities are used in performance: harmony, melody, form, dynamics.				
I can demonstrate understanding of the structure in music in terms of instrument families, timbre, and solo/ensembles.				
I can read and perform rhythmic patterns and melodic phrases.				
I can perform music with expression and technical accuracy.				

Classroom Teacher				
Social Studies	Q1	Q2	Q3	Q4
I can develop essential questions and explain the importance of the questions to self and others.				
I can describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.				
I can compare how people adapt to the environment and culture in other place.				
I can compare the goods and services that people in the local community produce and those that are produced elsewhere.				
I can describe how significant people and events have shaped their own community and region.				

Classroom Teacher				
Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					0.00 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.