

**Student Report: Reading
Grade 3 Entry**

Student: _____

Date: _____

In accordance with Manitoba Education, Citizenship and Youth policy, the purpose of this assessment is to inform parents/guardians of their child's level of performance on identified critical competencies in Reading.

*Please sign and return this portion
of the report to school.*

Provincial Report: Reading Grade 3 Entry

| | LEVELS OF PERFORMANCE | | |
|--|---|---|---|
| READING COMPETENCIES | Needs ongoing help | Needs some help to meet expectations | Meets expectations |
| <p>Reflection Student’s ability to think about own learning as a reader.</p> | <input type="checkbox"/> Student begins to participate in guided reflection and goal setting to plan “what I can do” to be a better reader. | <input type="checkbox"/> Student participates actively in guided reflection on strategies and goal setting by talking about “what I did that helped me” be a better reader; and sets new reading goals. | <input type="checkbox"/> Student reflects on strategies and goal setting by talking about “what I did that helped me” be a better reader; and sets realistic reading goals. |
| <p>Oral Reading Skills and Strategies Student’s ability to use a variety of strategies to read.</p> | <input type="checkbox"/> Student reads below grade level text and is guided to self-correct. | <input type="checkbox"/> Student reads grade level text with some assistance to self-correct. | <input type="checkbox"/> Student reads grade level text and self-corrects when meaning is unclear. |
| <p>Reading Comprehension Student’s ability to understand and draw conclusions from text.</p> | <input type="checkbox"/> Student demonstrates limited understanding of what is read and makes some personal connections with assistance. | <input type="checkbox"/> Student demonstrates some understanding of what is read and makes some personal connections. | <input type="checkbox"/> Student demonstrates understanding of what is read and can explain personal connections. |
| <p>Comments:</p> | | | |



Reading

Teacher:

I would like to discuss your child’s performance. I will contact you to set up an appointment.

Parent/Guardian:

I would like to discuss my child’s performance.

Teacher’s Signature

Parent’s/Guardian’s Signature