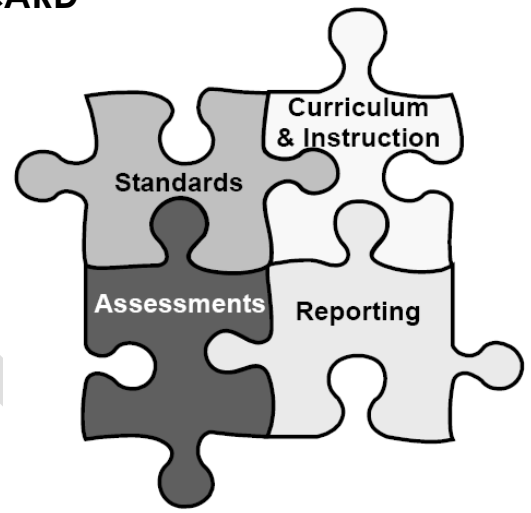
3rd GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards.
Proficiency levels are broadly defined as follows:

4- Exceeds Expectations
- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets Expectations
- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches Expectations
- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1-Does Not Meet Expectations
- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	**1**	**2**	**3**	**4**	**5**
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Grade 3 (RL)

Key Ideas and Details

Report Card Language: Comprehends grade-level literary text with supporting evidence

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

Report Card Language: Comprehends grade-level literary text with supporting evidence

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level literary text with supporting evidence

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level literary text with supporting evidence

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **(Quarter 4- End of Year)**

Reading Standards for Informational Text Grade 3 (RI)

Key Ideas and Details

Report Card Language: Comprehends grade-level informational text with supporting evidence

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

Report Card Language: Comprehends grade-level informational text with supporting evidence

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level informational text with supporting evidence

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level informational text with supporting evidence

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **(Quarter 4- End of Year)**

Reading Standards: Foundational Skills Grade 3 (RF)

Phonics and Word Recognition

Report Card Language: Reads grade-level irregularly spelled words

3. Know and apply grade-level phonics and word analysis skills in decoding words.

   d. Read grade-appropriate irregularly spelled words.

Report Card Language: Knows and applies grade-level phonics and word analysis skills to decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.

   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multisyllable words.

Fluency

Report Card Language: Reads grade-level text accurately and fluently to support comprehension

4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards Grade 3 (W)

Text Types and Purposes

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
   d. Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Production and Distribution of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)

Report Card Language: Strengthens writing as needed by planning, revising and editing

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.

Research to Build and Present Knowledge

Report Card Language: Conducts short research projects that use several sources to build knowledge about a topic

7. Conduct short research projects that build knowledge about a topic.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards Grade 3 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

    a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    b. Form and use regular and irregular plural nouns.
    c. Use abstract nouns (e.g., *childhood*).
    d. Form and use regular and irregular verbs.
    e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
    f. Ensure subject-verb and pronoun-antecedent agreement.
    g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    h. Use coordinating and subordinating conjunctions.
    i. Produce simple, compound, and complex sentences.

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

    a. Capitalize appropriate words in titles.
    b. Use commas in addresses.
    c. Use commas and quotation marks in dialogue.
    d. Form and use possessives.
    e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
    f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
    g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level content area and academic vocabulary

3. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., ag*reeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
    d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

4. Demonstrate understanding of word relationships and nuances in word meanings.

    a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
    b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
    c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, *believed, suspected, heard, wondered*).

5. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Speaking and Listening Standards Grade 3 (SL)

Comprehension and Collaboration

Report Card Language: Engages effectively in collaborative discussions

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d. Explain their own ideas and understanding in light of the discussion.

Report Card Language: Asks and answers questions appropriate to task and situation

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

Report Card Language: Speaks in complete sentences when appropriate to task and situation

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Common Core State Standards ELA link:
http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3)developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Operations and Algebraic Thinking (3.OA)

Represent and solve problems involving multiplication and division

Report Card Language: Represents and solves problems involving multiplication and division

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*

2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(See Table 2 below)*

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division

Report Card Language: Understands properties of multiplication and the relationship between multiplication and division

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property. [2] Students need not use formal terms for these properties.)*

6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 10

Report Card Language: Multiplies and divides within 100

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic

Report Card Language: Solves problems involving the four operations, and identifies and explains patterns in arithmetic

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).*

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten (3.NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic.[4] *[4](A range of algorithms may be used.)*

Report Card Language: Uses place value understanding and properties of operations to perform multi-digit arithmetic

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions.[5] (3.NF) *[5](Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)*

Develop understanding of fractions as numbers

Report Card Language: Develops understanding of fractions as numbers

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
   b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
   a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
   b. Recognize and generate simple equivalent fractions, e.g., 1/2 =2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
   c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
   d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data (3.MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

Report Card Language: Solves problems involving the measurement and estimation of intervals of time, liquid, volumes and masses of objects

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale)to represent the problem.[7]
   6 Excludes compound units such as cm3 and finding the geometric volume of a container.
   7 Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Table 2 below).

Represent and interpret data

Report Card Language: Represents and interprets data

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition

Report Card Language: Geometric measurement: understands concepts of area and relates area to multiplication and to addition

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).

7. Relate area to the operations of multiplication and addition.

   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
   b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
   d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Report Card Language: Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry (3.G)

Reason with shapes and their attributes

Report Card Language: Reasons with shapes and their attributes

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Mathematics | Standards for Mathematical Practice

Mathematical Practices (As stated in the CCSS and Report Card)	**Mathematical Practices (Student Friendly Language)**
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.)to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:
http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Table 2 Referenced Above

TABLE 2. Common multiplication and division situations.[7]

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$, and $18 \div 3 = ?$	$? \times 6 = 18$, and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

[5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?
A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?
Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?
The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?
If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?
N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?
Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?
Homework/classwork is represented as "*hands in assignments on time*" in the work habits and behaviors section.

Homework:
Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:
The purpose of homework is to support learning in one of four ways:

1. **Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
2. **Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
3. **Practice:** Reinforces acquired knowledge and skills;
4. **Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?
The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?
Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?
Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts.

PROVIDENCE SCHOOL DEPARTMENT
GRADE 03 – Report Card

Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4

Student Name:	
Teacher:	
Year:	**Student ID#:**
School:	

ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

English Language Arts				
Reading	**Q1**	**Q2**	**Q3**	**Q4**
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Comprehends grade-level literary text with supporting evidence	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10			
Comprehends grade-level informational text with supporting evidence	RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10			
Foundational Skills	**Q1**	**Q2**	**Q3**	**Q4**
Reads grade-level irregularly spelled words	RF.3.3d			
Knows and applies grade-level phonics and word analysis skills to decode words	RF.3.3a, RF.3.3b, RF.3.3c			
Reads grade-level text accurately and fluently to support comprehension	RF.3.4a, RF.3.4b, RF.3.4c			
Writing	**Q1**	**Q2**	**Q3**	**Q4**
Produces clear coherent writing appropriate to purpose & audience	W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.10			
Strengthens writing as needed by planning, revising and editing	W.3.5			
Research to Build and Present Knowledge	**Q1**	**Q2**	**Q3**	**Q4**
Conducts short research projects that use several sources to build knowledge about a topic	W.3.7, W.3.8			
Language	**Q1**	**Q2**	**Q3**	**Q4**
Acquires and uses grade-level content area and academic vocabulary	L.3.3a, L.3.3b, L.3.3c, L.3.3d, L.3.4a, L.3.4b, L.3.4c, L.3.5			
Applies grade-level grammar when writing	L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i			
Applies grade-level spelling, punctuation and capitalization when writing	L.3.2a, L.3.2b, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.2g			
Speaking / Listening	**Q1**	**Q2**	**Q3**	**Q4**
Engages effectively in collaborative discussions	SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d			
Asks and answers questions appropriate to task and situation	SL.3.1c, SL.3.3			
Speaks in complete sentences when appropriate to task and situation	SL.3.6			

Evaluation Key
4 – Exceeds the Standard
3 – Meets the Standard
2 – Approaches the Standard
1 – Does Not Meet the Standard
N/A – Not Assessed at this Time

For SY_____
Student will be:
Promoted ☐
Retained ☐

Mathematics				
Operations and Algebraic Thinking	**Q1**	**Q2**	**Q3**	**Q4**
Represents and solves problems involving multiplication and division	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4			
Understands properties of multiplication and the relationship between multiplication and division	3.OA.5, 3.OA.6			
Multiplies and divides within 100	3.OA.7			
Solves problems involving the four operations, and identifies and explains patterns in arithmetic	3.OA.8, 3.OA.9			
Number and Operations in Base Ten	**Q1**	**Q2**	**Q3**	**Q4**
Uses place value understanding and properties of operations to perform multi-digit arithmetic	3.NBT.1, 3.NBT.2, 3.NBT.3			
Number and Operations – Fractions	**Q1**	**Q2**	**Q3**	**Q4**
Develops understanding of fractions as numbers	3.NF.1, 3.NF.2a, 3.NF.2b, 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d			
Measurement and Data	**Q1**	**Q2**	**Q3**	**Q4**
Solves problems involving the measurement and estimation of intervals of time, liquid, volumes and masses of objects	3.MD.1, 3.MD.2			
Represents and interprets data	3.MD.3, 3.MD.4			
Geometric measurement: understands concepts of area and relates area to multiplication and to addition	3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d			
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures	3.MD.8			
Geometry	**Q1**	**Q2**	**Q3**	**Q4**
Reasons with shapes and their attributes	3.G.1, 3.G.2			
Mathematical Practices	**Q1**	**Q2**	**Q3**	**Q4**
Makes sense of problems and perseveres in solving them	See the Standards for Mathematical Practice above or within the CCSS using the link below http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf			
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity in repeated reasoning				

Science	Q1	Q2	Q3	Q4
Gathers, observes, analyzes and interprets data using content area and academic vocabulary				
Draws conclusions based on relevant information and evidence				
Uses appropriate tools strategically				
Demonstrates effective use of the scientist notebook				

http://www1.providenceschools.org/curriculum/sciences

Technology	Q1	Q2	Q3	Q4
Demonstrates understanding of basic technology operations and concepts				
Locates, evaluates, and collects information from a variety of sources				

W.3.6

RI.3.5, W.3.8

Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills				

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts				
Demonstrates knowledge and skill of media, tools, techniques and processes				

http://www1.providenceschools.org/curriculum/fine-arts

Music	Q1	Q2	Q3	Q4
Demonstrates evidence of music literacy (reading and understanding sound symbols), analyzing and describing music				
Demonstrates knowledge of music concepts in playing and singing (able to perform with correct pitch, rhythm, pleasant tone, and steady beat)				

http://www1.providenceschools.org/curriculum/fine-arts

Physical Education	Q1	Q2	Q3	Q4
Uses mature form in combination gross motor movement				
Applies fundamental combinations of movement skills				

http://www1.providenceschools.org/curriculum/health--pe--

Health Education	Q1	Q2	Q3	Q4
Identifies and describes examples of emotional, intellectual, physical and social health				
Describes ways to prevent injuries and health problems				

http://www1.providenceschools.org/curriculum/health--pe--

Progress Monitoring Check box when additional information is attached	Q1	Q2	Q3	Q4

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors Evaluation Key

4 – Exceeds the Expectation
3 – Meets the Expectation
2 – Working Towards the Expectation
1 – Does Not Meet the Expectation
N/A – Not Applicable

Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort				
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				

A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

Quarter 1

If additional space is needed for comments please attach teacher comment sheet to the report card.

Quarter 2

Quarter 3

Quarter 4