

## THIRD GRADE OVERVIEW

### English Language Arts

- Can read closely for comprehension within fiction and non-fiction texts
- Can identify key components of texts including main idea, details, character, setting and events
- Can use text features to analyze literature such as: heading, sub-headings and stanzas
- Can identify author's purpose and point of view
- Can use context clues to identify unknown vocabulary
- Can produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- Can self-monitor writing for correct grammar, conventions and spelling
- Can use evidence to support claims
- Can participate effectively in a variety of conversations and collaborations
- Can present information clearly and cohesively

### Mathematics

- Can represent and solve multi-step problems involving multiplication and division within 100
- Can solve problems involving all four operations
- Can identify and explain patterns and properties in arithmetic
- Can use place value understanding and properties of operations to perform multi-digit arithmetic including rounding whole numbers
- Can add and subtract numbers within 1,000
- Can multiply single digit numbers by multiples of 10
- Can understand fractions as parts of wholes
- Can understand fractional representation on a number line, size relationships and simple equivalence
- Can solve problems involving measurement and estimation of intervals of time, volume and mass
- Can represent and interpret graphed data, area, and perimeter
- Can understand shapes and their attributes

# Elementary Standards-Based Report Card



## THIRD GRADE

## WHAT IS THE PURPOSE OF THE STANDARDS-BASED REPORT CARD?

The purpose of the standards based report card is to provide parents/guardians, teachers, and students with accurate information about students' progress toward meeting academic standards. The report card clearly explains skills children should know, and be able to do, by the end of each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether students are making progress toward mastering the skills necessary at each grade level.

## WHAT ARE ACADEMIC STANDARDS?

Academic standards are a list of grade level skills that set a roadmap for curriculum and instruction. They provide a clear and consistent focus for students, parents/guardians and teachers to follow to prepare students for college and the workforce. By using the standards as a guide we can build student knowledge and skills while setting high goals for achievement and development of critical thinking skills.

Of course, high standards are not the only thing needed for student success. Having clearly defined goals helps families and teachers work together to ensure students progress. Standards assist parents and teachers in recognizing when students would benefit from extra support or when they need to be challenged.

## HOW DOES THE REPORT CARD EVALUATE PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the New York Common Core State Standards. The following table offers an explanation of what each academic number means and outline expectations for each level. Student progress will be given a performance level of **4, 3, 2, 1** as an indicator during each marking period. Students will be given ratings of **S** or **N** in the "Qualities of a Port Pride Learner" section.

## ADDITIONAL PARENT/GUARDIAN RESOURCES

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Providing a quiet place and scheduled time for homework creates good work habits. Helpful websites are listed below.

**Compass Learning:** [www.thelearningodyssey.com](http://www.thelearningodyssey.com)

**Accelerated Reader:** [hosted32.renlearn.com/21867/](http://hosted32.renlearn.com/21867/)

The Engage New York Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. These resources may be found at [:http://www.engageny.org/parent-and-family-resources](http://www.engageny.org/parent-and-family-resources).

## ACADEMIC KEY

<b>4</b>	<b>Student Consistently Excels in Grade Level Standards</b>	<ul style="list-style-type: none"> <li>Advanced independent thinker who can produce exemplary quality work</li> <li>Demonstrates thorough knowledge and understanding of grade level material and is able to apply and extend learned concepts independently</li> <li>Uses skills and prior knowledge in new and different situations</li> <li>Demonstrates the use of creative, high level thinking skills</li> <li>Communicates clearly and thoroughly using challenging oral and written language</li> <li>Consistently performs at grade level expectations</li> </ul>
<b>3</b>	<b>Student is Meeting Grade Level Standards</b>	<ul style="list-style-type: none"> <li>Applies skills and concepts with minimal support</li> <li>Demonstrates an understanding of grade level material</li> <li>Independently completes assignments after instruction</li> <li>Routinely produces quality work without guidance or support</li> <li>Communicates clearly using grade level appropriate language and vocabulary</li> <li>Performs at grade level expectations</li> </ul>
<b>2</b>	<b>Student is Progressing Towards Grade Level Standards</b>	<ul style="list-style-type: none"> <li>Requires significant support to be successful</li> <li>Demonstrates partial understanding of grade level material</li> <li>Needs to practice and review skills and concepts frequently</li> <li>Inconsistent performance and often requires re-teaching</li> <li>Attempts to express knowledge with some success</li> <li>Inconsistent performance of grade level expectations</li> </ul>
<b>1</b>	<b>Student is Not Meeting Grade Level Standards</b>	<ul style="list-style-type: none"> <li>Requires full support and has difficulty working independently</li> <li>Demonstrates minimal or no understanding of grade level material</li> <li>Needs constant reinforcement and intensive re-teaching</li> <li>Has difficulty retaining knowledge, skills, and concepts</li> <li>Has difficulty communicating through oral and written language</li> <li>Does not meet grade level expectations at this time</li> </ul>
<b>IWS</b>		<ul style="list-style-type: none"> <li>Insufficient Work Shown</li> </ul>

## QUALITIES OF A SUCCESSFUL PORT PRIDE LEARNER

### Follows Classroom Rules and Behavior Expectations

<b>S</b>	Satisfactory
<b>N</b>	Needs Improvement