

# Reporting Student Progress

# Third Grade



## **A Message to Parents/Guardians:**

**Libertyville Elementary District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”**

**The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.**

**We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.**

# Third Grade

## Third Grade Report Card

Goal of student reporting.

Student attendance information.

Performance descriptors.

Progress toward meeting grade level standards.

**70 Libertyville District 70**

**Student Information**

Student Name: \_\_\_\_\_ Academic Year: 2012-2013

Grade: 3 School: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Student Report Card**

Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives.

Attendance	T1	T2	T3
Absent	0	0	0
Tardy	0	0	0

**Report Cards Legend for Academic Standards**

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.  
M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.  
A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.  
B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.  
NA (Not assessed at this time)

**Reading / Language Arts**

**Literature**

Use text to summarize, make inferences and predictions, and compare and contrast story elements

	NOV	MAR	JUN
<b>Informational Text</b>			
Use features of non-fiction text and information from the text to support inferences			
<b>Foundational Skills</b>			
Apply word skills to read grade-level materials with fluency and expression			
<b>Speaking &amp; Listening</b>			
Participate in discussions and present information orally			
<b>Writing</b>			
Plan, revise and edit writing for a variety of purposes			
<b>Language</b>			
Use parts of speech and vocabulary to read and write			

**Mathematics**

	NOV	MAR	JUN
<b>Operations &amp; Algebraic Thinking</b>			
Solve problems of multiplication and division using numbers and arrays, drawings or symbols			
<b>Numbers &amp; Operations: Fractions</b>			
Express and compare fractions using pictures or numbers			
<b>Numbers &amp; Operations: Base Ten</b>			
Round numbers, add and subtract without tools, and use multiples of ten			
<b>Measurement &amp; Data</b>			
Solve problems related to time, linear measurement, volume, mass, area and perimeter			
<b>Geometry</b>			
Compare and contrast shapes and use fractions to break shapes into parts			

**Science**

	NOV	MAR	JUN
<b>Scientific Inquiry</b>			
Follow the scientific method to explore scientific concepts and conduct experiments			
<b>Scientific Concepts</b>			
Demonstrate knowledge of concepts in physical, life and earth sciences			
<b>Connections of Life, Physical, Earth and Space Sciences</b>			
Relate science to real life			

**Social Science**

	NOV	MAR	JUN
<b>Principles of Government</b>			
Understand laws, leadership, and citizenship			
<b>Economics</b>			
Understand the key concepts of economy			
<b>History</b>			
Understand how historical events impact people			
<b>Geography</b>			
Understand features of geography and use map skills			
<b>Cultural Awareness</b>			
Understand and explain how immigration shaped American culture			

# Third Grade

Progress toward making grade level standards.

Physical Education			
<b>Skills Development</b> <i>Motor, manipulative, and sports skills; game concepts and rhythmic movement</i>	NOV	MAR	JUN
<b>Lifelong Wellness</b> <i>Lifelong fitness and wellness; fitness testing and daily classroom fitness</i>			
<b>Music</b>			
<b>Knowledge of Concepts</b> <i>Understand music notation, music vocabulary and qualities of expression</i>	NOV	MAR	JUN
<b>Application of Learning</b> <i>Demonstrate rhythm, melody, vocal development and recorder skills (grades 3-5)</i>			
<b>Art</b>			
<b>Knowledge of Concepts</b> <i>Identify the elements of art; identify media and tools; relates art to history, society and everyday life</i>	NOV	MAR	JUN
<b>Application of Learning</b> <i>Demonstrate knowledge of concepts through pictorial representation and classroom discussion</i>			
Report Cards Legend for Characteristics of Successful Learners			
M (Meets): Meets grade level expectations	G (Goal): Identified as a goal for improvement		
Characteristics of Successful Learners: Academics			
Come to school prepared			
Demonstrate respect			
Manage emotions and behaviors			
Cooperate with others			
Follow directions			
Listen and participate			
Work independently			
Manage time			
Produce quality work			
Seek assistance when appropriate			
Apply problem-solving skills			
Display organizational skills			
Use materials appropriately			
Seek and/or accept challenges			
Characteristics of Successful Learners: Physical Education			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate	NOV	MAR	JUN
Cooperate with others			
Come to class prepared			
Characteristics of Successful Learners: Music			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate	NOV	MAR	JUN
Uses materials appropriately			
Characteristics of Successful Learners: Art			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate	NOV	MAR	JUN
Use materials appropriately			
<b>Teacher Comment</b>			

Behaviors and work habits that support learning.

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## Third Grade

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### Reporting Student Progress for Academics

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

#### Extends

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

#### Meets

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

#### Approaching

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

#### Below

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

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### Reporting Student Progress for Behaviors and Work Habits

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

#### Meets

The student meets grade level expectations.

#### Goal for Improvement

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

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## Third Grade

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### Discussing Student Progress

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (ie. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (ie. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

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### Parent-Teacher Conferences

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the Third trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

## **Subject Area Standards**

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of Third grade. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

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### **Reading/Language Arts Learning Standards**

#### **Literature**

- Make connections to the text (text to text, text to self, text to world)
- Summarize the text
- Visualize while I read
- Make predictions while I read
- Ask questions to check for understanding
- Make inferences while reading the text
- Compare and contrast characters, settings, or events

#### **Informational Text**

- Make connections to the text (text to text, text to self, text to world)
- Summarize the text
- Visualize while I read
- Make predictions while I read
- Ask questions to check for understanding
- Make inferences while reading the text
- Use what I know and give examples from the text to support an inference
- Explain what happened, when it happened, and why
- Use text features (graphs, captions, charts, pictures and headings)

## **Foundational Skills**

- Decode multi-syllable words
- Read irregularly spelled words
- Use prefixes, suffixes, roots and bases while I read
- Read the way I talk
- Read with expression

## **Speaking & Listening**

- Share my ideas and listen to others
- Clearly present information to my classmates

## **Writing**

- Write a persuasive essay
- Write a narrative essay
- Write an expository essay
- Write an effective paragraph (topic sentence, supporting details, concluding sentence, and use transitions)
- Plan, revise, and edit my writing

## **Language**

- Write a complete sentence with correct capitalization and punctuation
- Write a sentence and the subject and verb agree
- Identify and use nouns, verbs, adjectives, adverbs, and pronouns
- Use strategies to read unknown words
- Use vocabulary from each subject area to explain what I know
- Apply word study skills to my writing

# Mathematics

## Operations & Algebraic Thinking

- Solve problems using multiplication by using numbers, arrays, drawings & symbols
- Solve problems using division by using numbers arrays, drawings & symbols
- Explain how multiplication and division are related (eg fact family)
- Solve missing factor problems
- Recall basic multiplication facts through 10
- Divide numbers by 1-10
- Solve two-step word problems using the four operations
- Identify arithmetic patterns

## Numbers & Operations: Fractions

- Show a fraction is part of a whole using a picture
- Show a fraction on a number line by writing or drawing it
- Express and compare equivalent fractions using pictures or numbers

## Numbers & Operations: Base Ten

- Round numbers to the nearest 10 or 100 without tools
- Add numbers within 1000 without tools
- Subtract numbers within 1000 without tools
- Multiply single digit numbers by multiples of ten

## Measurement & Data

- Tell and write time to the nearest minute and solve related word problems
- Measure and estimate volumes and masses of objects using grams, kilograms, and liters
- Solve volume and mass related word problems
- Create a picture graph or bar graph when given data
- Solve one-step and two-step problems using data and graphs

- Measure to the nearest  $\frac{1}{4}$  and  $\frac{1}{2}$  inch
- Measure area for squares and rectangles
- Solve word problems related to perimeter

### **Geometry**

- Draw 2-dimensional shapes (rectangles, squares, trapezoids, rhombuses)
- List the differences between quadrilaterals and non-quadrilaterals
- Break shapes into equal size parts and use fractions to describe the parts of the whole

## **Science**

### **Earth Sciences**

- Explain how water is important
- Explain how water changes form
- Explain weather patterns
- Identify different types of rocks and soil
- Explain how the rock cycle changes Earth's surface
- Explain what causes changes to the Earth's surface
- Identify renewable and nonrenewable resources
- Explain how to use natural resources responsibly

### **Physical Sciences**

- Describe the properties of matter (size, shape, color, texture, odor)
- Describe and explain a physical change
- Describe and explain a chemical change
- Explain how a force causes motion
- Explain how simple machines help get work done
- Identify the different forms of energy

Explain what causes sound

Explain how sound travels

### **Space and Technology**

Identify Earth's daily and yearly patterns

Explain why the moon appears to change shape

Identify the parts of our solar system

Compare the planets in our solar system

Give an example of technology and explain how it affects our lives

### **Scientific Inquiry**

Follow the steps in an experiment to answer a scientific question

Use observation, estimation, and measurement to collect and record data

Interpret data to draw a conclusion and report my results

### **Real World Connections of Life, Physical, Earth and Space Sciences**

Explain how my actions affect the environment

Explain how technology and science has changed

### **Social Science**

#### **Principles of Government**

Explain what laws are and why they are important

Explain the importance of government leaders

Explain my responsibilities as a citizen

#### **Economics**

Explain how prices are affected by supply and demand

Identify key concepts (goods, services, supply, demand, consumer, producer) of an economy

## **History**

- Explain how people have helped to shape our communities
- Explain how important events have affected the growth of Chicago
- Explain the four parts of the immigration experience (Why they leave, the voyage, the entrance into the US, and the challenges they face after arrival)
- Explain how people have become a part of our country in the past and present

## **Geography**

- Identify the seven continents and four oceans
- Use a compass rose to navigate maps
- Identify the equator, prime meridian, and the four hemispheres
- Locate my own continent, country, state, and community
- Identify features of geography (physical, natural resources, climate)

## **Cultural Awareness**

- Explain how immigrants' traditions have shaped America's culture