

Advantages of a Standards-Based Report Card

In addition to providing you and your student with greater detail about achievement and progress toward grade level standard, the standards-based report card has other advantages. A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do
- Make grading more clear and consistent
- Give feedback to students and parents so that students can work to improve their performance or redo an assignment
- Connect grading and reporting to district standards

The ultimate goal of all achievement reporting is the improvement of the educational and developmental experiences of all children. Our grading system will help our district accomplish this goal.

Report Card Standards vs. Benchmark Assessments

Standard scores represent a student's growth toward end-of-year standards and is based on a variety of daily assignments. **Benchmark assessment scores** represent a one time assessment score that does not necessarily show a student's complete progress towards end of year standard.

What are the Benchmark Assessments and What Do They Measure?

• **Independent Text Level**

Students demonstrate the level at which they can read and understand a book independently. The teacher, parent and/or student can use the level as a guide for choosing "just-right" books for independent reading.

• **Writing**

Students demonstrate their ability to write well in response to a writing prompt. This benchmark is given every year, Kindergarten through Fifth Grade.

• **MAC**

Students demonstrate their ability to solve mathematical problems in response to a task or situation. This benchmark is given every year, Second Grade through Fifth Grade.

Additional Content Standards

Content Standards for Science, History-Social Science, Health, Physical Education, and Visual & Performing Arts can be found at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/>

Technology Literacy Standards can be found at the International Society for Technology in Education's website:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

SANTA CLARA UNIFIED SCHOOL DISTRICT

Third Grade Standards for Grading and Reporting



"Preparing students of all ages and abilities to succeed in an ever-changing world"

Mathematics

Number Sense

Students understand the place value of whole numbers

- Identify the place value for each digit in numbers to 10,000
- Use expanded notation to represent numbers
- Round off numbers to 10,000 to the nearest ten, hundred and thousand

Students calculate and solve problems involving addition, subtraction, multiplication, and division

- Count, read and write whole numbers to 10,000
- Find the sum or difference of two whole numbers between 0 and 10,000
- Use the inverse relationship of multiplication and division to compute and check results
- Solve simple problems involving multiplication of multidigit numbers by one-digit numbers
- Solve division problems in which a multidigit number is evenly divided by a one-digit number

Students understand the relationship between whole numbers, simple fractions, and decimals

- Add and subtract simple fractions
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors

Algebra and Function

Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships

- Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities
- Solve problems involving numeric equations or inequalities
- Recognize and use the commutative and associative properties of multiplication

Students represent simple functional relationships

- Solve simple problems involving a functional relationship between two quantities

Geometry and Measurement

Students choose and use appropriate units and measurement tools to quantify the properties of objects

- Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them
- Find the perimeter of a polygon with integer sides

Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems

- Identify, describe and classify polygons
- Identify attributes of triangles
- Identify the attributes of quadrilaterals

Statistics, Data Analysis and Probability

Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions

- Record the possible outcomes for a simple event and systematically keep track of the outcomes when the event is repeated many times
- Summarize and display the results of probability experiments in a clear and organized way
- Use the results of probability experiments to predict future events

Math Reasoning

Students make decisions about how to approach problems

- Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns

Students use strategies, skills, and concepts in finding solutions

- Apply strategies and results from simpler problems to more complex problems
- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning
- Make precise calculations and check the validity of the results from the context of the problem



Language Arts

Frequency and Variety of Reading

- Reads and responds to a variety of significant children's literature
- Reads 30 chapter books a year, independently or with assistance, and regularly participates in discussions of his/her reading with another student, group or adult
- Rereads some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft
- Reads his/her own writing and the writing of classmates
- Listens to and discusses at least one chapter or chapter equivalent read daily



Literature

- Reads and is read quality literature daily to model the language and craft of good writing
- Identifies and discusses recurring themes across works
- Reads and distinguishes among a variety of genres and their features including basic plots
- Examines the reasons for a character's actions, accounting for situation and motive
- Notes and talks about author's craft
- Identifies the speaker or narrator in a selection

Listening and Speaking

- Demonstrates skill in utilizing comprehension strategies
- Restates his/her own ideas with greater clarity when a listener indicates non-comprehension
- Retells and paraphrases what has been said by the speaker
- Refers to knowledge built during discussion
- Organizes ideas chronologically or around major points of information using appropriate props when necessary
- Notes and talks about author's craft
- Makes brief narrative presentations providing context for the incident, insight into why it was memorable including well chosen details, character, setting and plot development
- Makes brief informational presentations using concrete sensory details that support a unified impression of people, places, things or experiences

Accuracy and Fluency

- Reads aloud unfamiliar Level O books with 98% accuracy or better after being given a book introduction
- Reads independently and fluently using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text
- Uses the cues of punctuation to guide him/her in getting meaning and reading fluently

Self Monitoring and Self Correcting Strategies

- Monitors his/her own reading, noticing when text does not make sense and uses a variety of strategies for figuring it out
- Uses syntax to figure out the meaning of new words
- Infers the meaning of words from roots, prefixes and suffixes, and contextual meaning of the text
- Analyzes the relationships among different parts of a text
- Raises questions about what the author was trying to say and uses the text to help answer these questions

Comprehension

- Makes connections, predictions and draws conclusions based on text and schema
- Determines important details and fact from opinion in a text
- Compares one text to another that has been read or heard
- Compares ideas and points of view expressed in informational text
- Explains and analyzes the motives and causes of a character's actions and discusses the sequence and result of events in the plot
- Discusses why an author might have chosen particular words
- Uses the structure of informational text to retrieve information
- Uses reasoning and information from within and outside the text to examine arguments
- Summarizes information gained from a nonfiction text and how it relates to prior knowledge
- Follows instructions or directions in more complicated functional texts

Vocabulary

- Notices and shows interest in understanding unfamiliar words in texts that are learned from his/her reading
- Talks about the meaning of most new words encountered in independent and guided reading
- Recognizes when he/she does not know what a word means and uses a variety of strategies to figure it out
- Talks about words as they relate to other words
- Knows how to talk about what nouns, verbs, and adjectives mean in terms of function
- Knows meaning of roots, prefixes and suffixes
- Uses reference tools to learn the meaning and feature of words
- Reads regular multi-syllable words
- Reads words with irregularly spelled suffixes
- Knows and uses complex word families to read unfamiliar words

Decoding/Word Recognition

- Reads regular multi-syllable words
- Reads words with irregularly spelled suffixes
- Knows and uses complex word families to read unfamiliar words

Frequency and Variety of Writing

- Writes daily
- Generates topics for writing and makes decisions about which pieces to revisit and refine
- Extends and reworks pieces of writing
- Revises, edits and proofreads work using the writing process
- Polishes 10 or 12 pieces for an audience in and beyond the classroom
- Writes for specific purposes of his/her own
- Applies commonly agreed upon criteria to self evaluate work

Sharing Events, Telling Stories: Narrative Writing

- Orients or engages the reader
- Creates a believable world through the precise choice of detail
- Creates a sequence of events which unfolds naturally and provides for appropriate pacing
- Develops a character, providing motivation for action and developing a problem
- Uses literary language
- Develops the plot or tells about the event by describing actions and emotions of main characters, including descriptive details, using dialogue and other story strategies
- Adds reflective comments
- Provides some kind of resolution

Informing Others: Informational Writing

- Introduces the topic, sometimes providing a context
- Creates an organizational structure that is useful to the reader
- Communicates the ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics, and information
- Uses diagrams, charts or illustrations as appropriate to the text
- Uses concluding sentences or sections
- Employs a straightforward tone of voice
- Uses a wide variety of research materials and understands their organizational structure

Getting Things Done: Functional Writing

- Writes personal and formal letters, thank-you notes, and invitations

Producing and Responding to Literature

- Writes stories, memoirs, songs, poems and plays conforming to the appropriate expectation for each form
- Produces a piece that incorporates elements appropriate to the genre after engaging in a genre study
- Builds on a thread of a story by extending or changing the story line
- Supports a judgment by making specific reference to the text
- Summarizes enough detail from the text so the reader can understand the interpretation

- Goes beyond retelling
- Compares two works by the same author
- Discusses several works that have a common idea or theme
- Makes connections between the text and his/her own ideas

Style and Syntax

- Uses one's own language
- Incorporates transitional words and phrases

Vocabulary

- Uses one's own language
- Uses words from speaking vocabulary in his/her writing, including words they have learned from reading and class discussions
- Makes word choices that reveal he/she has a large enough vocabulary to exercise options in word choice
- Identifies and correctly uses subject and verb agreement
- Identifies and uses pronouns, adjectives, compound words and articles
- Identifies and uses past, present and future verbs
- Takes on the language of authors
- Extends writing vocabulary by using specialized words related to the topic or setting

Spelling

- Notices when words do not look correct and uses strategies to correct the spelling
- Spells words with short vowels, common endings, blends, contractions, compounds and orthographic patterns
- Spells most inflectional endings, including plurals and verb tenses
- Uses correct spelling patterns and rules such as consonant doubling, dropping e and changing y to i
- Spells most derivational words
- Spells common homophones

Punctuation, Capitalization

- Paragraphs contain a central idea
- Uses capital and lower case letters when appropriate
- Uses periods and other end punctuation correctly nearly all the time
- Approximates the use of commas
- Uses contractions

Penmanship

- Writes neatly allowing margins and correct spacing
- Writes in cursive