

# COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



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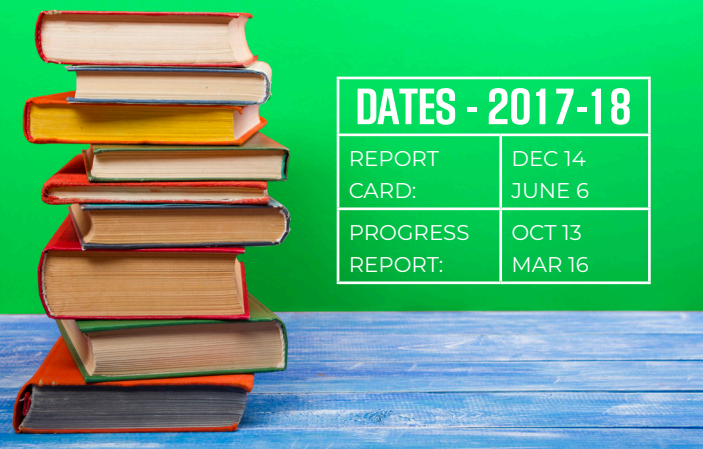
GIL DIAZ  
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# PARENT K-6 REPORT CARDS GUIDE



## GRADE 3



## DATES - 2017-18

REPORT CARD:	DEC 14 JUNE 6
PROGRESS REPORT:	OCT 13 MAR 16

# KEY FEATURES

## Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

## Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

- + = Strong Effort
- ✓ = Adequate Effort
- = Lack of Effort

## ENGLISH LANGUAGE ARTS

### STUDENTS IN GRADE 3 WILL WORK TOWARDS COMMON UNDERSTANDINGS IN THE FOLLOWING KEY AREAS:

#### READING:

- Read and comprehend grade level fiction and nonfiction (informational) texts proficiently.
- When engaging with fictional text (literature), ask and answer questions, recount stories, determine and explain the central message/moral, and describe character motivations and traits.
- Understand the ways in which authors use story structure and language to give meaning to the words of the text, and distinguish one's own point of view from that of the characters.
- When engaging with informational text, identify key details and explain how the details support the main idea of the text.
- Tell how events, ideas, or concepts are related using increasingly sophisticated language.
- Use context clues, text features, and images/illustrations to help comprehend and locate information within a text.

#### WRITING:

- Write a variety of text types, including opinions, nonfiction writing that introduces and gives facts about a topic, and narratives with increasing levels of sophistication and detail.
- Write pieces of varying length for many different purposes and audiences.
- Participate in short research and writing projects independently, gathering and organizing information from different sources.
- With support and guidance from teachers and classmates, students will strengthen their writing through revising and editing.
- Publish writing and interact with others using technology with help from adults.

#### SPEAKING & LISTENING:

- Effectively communicate with their peers and with their teacher.
- Communicate in a variety of collaborative conversations, following rules for discussions, asking questions for clarification, and explaining clearly their own ideas.
- Clearly report on a topic, tell a story, or recount an experience, and create engaging audio recordings and add visual displays to their presentations as needed.

#### LANGUAGE:

- Use grade-level appropriate grammar, conventions, and spelling.
- Develop their vocabulary through reading in context, and by using their knowledge of root words, prefixes, suffixes, and glossaries/dictionaries to determine the precise meanings of unknown words.

- Explore the real-life connections between words and their use, the literal and nonliteral meanings of words/phrases, and will distinguish the shades of meaning among closely related words.
- Use newly acquired vocabulary appropriately when speaking and writing, choosing words and phrases for effect.

## MATH

### STUDENTS IN GRADE 3 WILL WORK TOWARDS COMMON MATH UNDERSTANDINGS IN THE FOLLOWING KEY AREAS:

- Developing understanding of multiplication and division, as well as strategies for multiplication and division within 100.
- Developing understanding of fractions, especially unit fractions (fractions with a numerator of 1).
- Developing understanding of the structure of rectangular arrays and of area.
- Describing and analyzing two-dimensional shapes.
- Students also work toward fluency with addition and subtraction within 1000 and multiplication and division within 100. By the end of grade three, students know all products of two one-digit numbers from memory.



## ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: *These grades are reflective of both content standards and English Language Development Standards.*

Your student's language development may change from one marking period to the next due to their language learning progression.

#### THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.