

Grade 3 Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

1	2	3	4
<p>Does Not Meet Grade Level Standard</p> <p>Anything less than criteria for "In progress."</p>	<p>In Progress Toward Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.</p>	<p>Meets Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.</p> <p>End of Year Goal</p>	<p>Above Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.</p>

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control

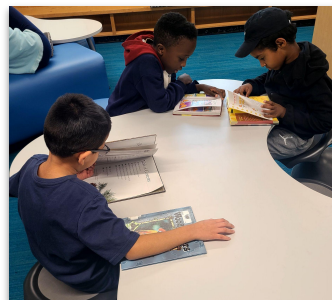


Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

Reading Standards	To meet this grade level standard, the student can...
Knows and applies grade-level phonics and word analysis skills in decoding words	<ul style="list-style-type: none"> • Identify, know the meaning of, and read words with common prefixes and suffixes. • Decode multisyllabic words. • Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
Reads grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension	Read decodable texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reads and comprehends a variety of grade-level texts independently	<ul style="list-style-type: none"> • Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels. • Select, read, and comprehend texts that address academic tasks, proficiently at grade 3 text complexity. • Locate, select, and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.

Reading Standards, continued	To meet this grade level standard, the student can...
<p>Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text referring explicitly to the texts as the basis for the answers; summarize the text. • Identify the central idea/argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details. • Describe how details about characters, setting, conflict, resolution, and events work together to develop the plot of a literary text. • Describe the relationship between a series of events, concepts, or steps in a procedure, using language that pertains to time, sequence, and cause/effect, in informational text.
<p>Applies knowledge of how fiction and non-fiction texts are organized to make meaning</p>	<ul style="list-style-type: none"> • Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems. • Use informational text features to understand information relevant to a given topic. • Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements in text.
<p>Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Compare and contrast the student's personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller's perspective and identity. • Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content, or style of the text (e.g., era-specific vocabulary or illustrations). • Identify if the text is informational or literary, and support with evidence.
<p>Explains the argument and evidence in non-fiction texts</p>	<p>Identify an author's argument and support with details from the text.</p>
<p>Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres. • Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.
<p>Accesses, gathers, and assesses relevant information from a variety of sources.</p>	<ul style="list-style-type: none"> • Collect information from two or more sources on a topic of personal interest or academic focus. • Demonstrate understanding of relevance and credibility of sources.



Writing Standards	To meet this grade level standard, the student can...
Applies rules of the written English language to express ideas in writing	<ul style="list-style-type: none"> • Use correct punctuation (including commas in series and apostrophes), spelling, capitalization, and grammar, authentically in writing. • Apply spelling patterns and rules to spell multisyllabic words, high-frequency words, authentically in writing. • Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female, and non-binary gender pronouns) in simple and compound sentences, authentically in writing.
Writes routinely for various purposes	<ul style="list-style-type: none"> • Write routinely for a range of tasks, purposes, and audiences (e.g., personal interest, enjoyment, academic tasks). • Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
Develops and strengthens writing by using a writing process	<ul style="list-style-type: none"> • Plan, draft, revise, edit and publish writing, using self-reflection, guidance and support from peers and educators. • Use words and phrases for effect, differentiating between conventions of spoken and written English.
Expresses opinions, supports claims, and persuades using reasoning and evidence through writing	<ul style="list-style-type: none"> • Write to argue, providing and organizing evidence for supporting points and using linking words and phrases. • Write to persuade, blending opinion and facts that support the opinion.
Write to inform, explain or respond to a topic, fiction text or non-fiction text	<ul style="list-style-type: none"> • Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years. • Write to respond to thoughts and feelings of characters in a literary text.
Writes narratives, poetry, and other creative texts to express ideas	<ul style="list-style-type: none"> • Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict. • Use dialogue and descriptive words, in written narratives, poetry or other creative text.
Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences	<ul style="list-style-type: none"> • Ask relevant questions to distinguish fact from opinion. • Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.
Uses and cites sources appropriately to support writing	Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.



Listening, Speaking, Viewing and Exchanging Ideas Standards	To meet this grade level standard, the student can...
<p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p>	<ul style="list-style-type: none"> • Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. • Participate as a speaker and listener, reviewing key ideas shared by others. • Express one's own ideas, stories and experiences, linking to comments of others. • Help to establish group member roles and timeline for work. • Identify and work toward a shared goal. • Follow sequence of a story or discussion or steps in a process. • Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion. • Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers' work, with guidance and support from adults.
<p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p>	<p>Use vocabulary for effect and attend to features of spoken language in communicating with others in social and academic situations (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).</p>
<p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p>	<ul style="list-style-type: none"> • Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. • Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose and audience, demonstrating understanding of digital footprint.



Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

Math Standards	To meet this grade level standard, the student can...
Solves basic addition and subtraction facts quickly and accurately	Accurately complete 80%-92% of addition and subtraction facts on a timed assessment.
Reads, writes and represents numbers up to 100,000 in a variety of ways	Independently read and represent numbers up to 100,000 with pictures, manipulatives, and in written standard, word, and expanded form.
Understands and uses place value to compare and order numbers up to 100,000	Independently identify the value of digits in numbers up to 100,000 and compares two numbers up to 100,000.
Rounds numbers to the nearest 10, 100, 1,000.	Independently round numbers to the nearest 10,000, 1,000, 100, and 10.
Adds multi-digit numbers	Independently add four digit numbers using regrouping up to 4 times with pictures or manipulatives.
Subtracts multi-digit numbers	Independently subtract four digit numbers using regrouping up to 4 times with pictures or manipulatives.
Solves real-world addition and subtraction word problems	Independently solve mathematical real-world problem involving addition or subtraction.
Collects, displays and interprets data	Independently display and interpret data when given a data set.
Tells time to the minute and determines elapsed time to the minute	Independently tell time to the minute and determine elapsed time to the minute.
Solves multiplication facts using a variety of approaches	Independently solve multiplication facts using a variety of approaches.
Solves division facts using a variety of approaches	Solve division facts using a strategy.
Solves real-world multiplication and division word problems	Independently solve mathematical real-world problems involving multiplication and division.

Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

Science Standards	To meet this grade level standard, the student can...
Develops relevant questions to design and conduct investigations	Ask meaningful questions in order to conduct investigations independently.
Records and interprets observations and data	Record and interpret observations and data independently.
Uses scientific principles and the engineering process to design reasonable solutions	Use scientific principles and the engineering process to design reasonable solutions.
Creates and communications scientific arguments using evidence	Create and communicate scientific arguments.



Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

Visual Arts Standards	To meet this grade level standard, the student can...
Uses knowledge and understanding of the elements and principles of design to create original artwork	Create artwork that demonstrates an understanding of the use of design elements and principles.
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Present and discuss artwork using art concepts and vocabulary and can describe the artistic choices that they have made independently.
Demonstrates skillful use of art materials	Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail.
Music Standards	To meet this grade level standard, the student can...
Demonstrates accurate and expressive vocal skills	Demonstrate clear and correct tone and pitch most of the time within appropriate grade level repertoire.
Demonstrates accurate and expressive instrumental skills	Demonstrate present and clear beat instruments most of the time within appropriate grade level repertoire
Physical Education Standards	To meet this grade level standard, the student can...
Actively engages in required activities	Self-initiate participation in required activities.
Demonstrates a variety of motor skills and movement patterns	Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity.
Applies rules, uses equipment appropriately, and works cooperatively with others	Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers.
Uses feedback to improve performance	Willingly receive feedback and use feedback to improve performance.