



Report Card Family Guide

Grade 3

Greetings, Cambrian Families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Standards-Based Report Card (SBRC) as a tool to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

This **Report Card Family Guide** has been specially designed for you to use with your child's report card. In this document you will find important learning in each content area for the grade level.

Overview of the Report Cards

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The CSD Report Cards are intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts. Students who are English Learners receive additional marks indicating their progress in learning English.

Students receive marks that show progress of current standards. Mastery of standards is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their proficiency in English related to the CA English Language Development (ELD) Standards. Refer to the first page of your child's report card to view the Proficiency Level Indicators for Content Standards and English Language Development Standards.

Cambrian Successful Learner Behaviors

Cambrian students will be prepared to contribute as global citizens by engaging in a school environment that focuses on Communication, Collaboration, Problem-Solving, and Innovation.

Third Graders will:

Communicate	Participate in activities that foster strong communication skills across multiple platforms, disciplines, and audiences.
Collaborate	Be empowered to work together effectively.
Problem Solve	Participate in a learning environment where students become confident, effective critical thinkers.
Innovate	Be inspired to introduce new ideas through creative thinking and problem-solving skills that address community needs.

Digital Literacy

Third Graders will:

Use technology responsibly to learn, create, and participate	<ul style="list-style-type: none"> Abide by the Cambrian Technology Usage Agreement, which includes using the internet safely and responsibly, demonstrating kindness and respect online, refraining from sharing personal information about themselves or others online, evaluating internet sources and information for credibility
Use technology to create and curate digital resources and digital work products	<ul style="list-style-type: none"> Independently, turn on the device, log in to Clever, and open and use Cambrian-approved applications and icons to demonstrate learning Independently, write, edit, format, and exchange ideas using age-appropriate technologies (i.e., Docs, Slides).

English Language Arts

In Grade 3, students will continue to build connections between reading, writing, and language. In reading, they strengthen their comprehension skills by asking questions, making predictions, and summarizing. They read to gather information, looking closer at the features of a text and then using this text to support their ideas and opinions. Third graders write their own stories, further developing characters and plots, and write opinions and research reports with supporting facts and details. They will present their work to an audience.

Third Graders will:

Reading	<ul style="list-style-type: none"> Explore and analyze different genres such as fables, poetry, non-fiction, biographies, and more. Determine the main idea and support that idea with key details from the text. Read for information from multiple sources, gather key details, and summarize learnings. Analyze the way authors write through point of view, word choice, plot, structure & characters. Compare and contrast two different texts. Apply strategies for understanding vocabulary and decoding new words. Strategies include identifying and understanding prefixes and suffixes, knowing irregularly spelled words, and breaking multisyllabic words into parts.
Writing	<ul style="list-style-type: none"> Write a well-structured, engaging narrative (story), an organized informative/explanatory text with supporting evidence, and a clearly stated, well-supported opinion piece. Use grade-level writing conventions, such as appropriate capitalization, correct use of commas and quotation marks in dialogue, and application of learned spelling patterns. Use technology to collaborate with others, conduct research, and produce and publish writing. Write legibly in cursive, maintaining appropriate margins and correct spacing between letters and words
Speaking & Listening	<ul style="list-style-type: none"> Retell stories orally and present on a topic to a classroom audience.

Math

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures. Children need conceptual understanding, procedural fluency, and know-how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, how your child learns about math may look different from how math was taught previously. The Common Core State Standards provide a framework for broadening what it means to do and learn math.

Mathematical Learning Behaviors

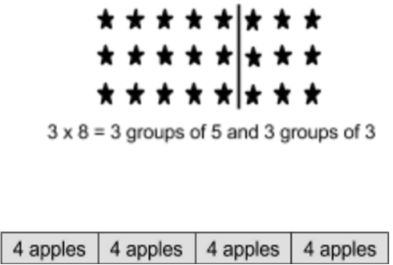
The Mathematical Learning Behaviors describe ways in which students increasingly should engage with the subject matter as they grow in mathematical maturity and expertise. They are a balanced combination of procedure and understanding.









Third Graders will:

Reason about problems, explain thinking, and consider thinking of others	<ul style="list-style-type: none"> • Students can use manipulatives, drawings, and writing to solve problems and demonstrate reasoning • Students can verbally explain their thinking and respond to the thinking of others
Generate and analyze patterns that follow a given rule	<ul style="list-style-type: none"> • Students understand that patterns occur regularly in math • Students can see and understand how numbers and shapes are organized and put together as parts and wholes • Students understand that patterns in math apply to equation (number sentences) as well • Students use this understanding of math patterns to work with repeated calculations, such as number families
Attend to precision and check for errors	<ul style="list-style-type: none"> • Students understand that math needs to be done with care and precision • Students understand that math symbols have specific meanings and appropriate math vocabulary

Grade 3 math focuses most heavily on four critical content areas:

Third Graders will:

Develop an understanding of multiplication and division and strategies for multiplication and division within 100.	<ul style="list-style-type: none"> • Understanding the properties of multiplication and the relationship between multiplication and division • Using place value understanding and properties of operations to perform multi-digit arithmetic. 	
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<p>Develop an understanding of fractions, especially unit fractions (fractions with a numerator of one).</p>	<ul style="list-style-type: none"> Developing an understanding of fractions as numbers. 					
<p>Develop an understanding of the structure of rectangular arrays and area.</p>	<ul style="list-style-type: none"> Understanding concepts of area and relating area to multiplication and to addition. Recognizing perimeter as an attribute of plane figures and distinguishing between linear and area measures. 					
<p>Describe and analyze two-dimensional shapes based on their attributes</p>	<ul style="list-style-type: none"> Recognizing shapes with their correct name Students compare and contrast different shapes to see how they are similar and how they differ. Group shapes based on shared attributes (e.g., all shapes with four sides are quadrilaterals). 	<table border="1"> <thead> <tr> <th data-bbox="1040 688 1230 743">Not Quadrilaterals</th> <th data-bbox="1230 688 1458 743">Quadrilaterals</th> </tr> </thead> <tbody> <tr> <td data-bbox="1040 743 1230 905">  </td> <td data-bbox="1230 743 1458 905">  </td> </tr> </tbody> </table>	Not Quadrilaterals	Quadrilaterals		
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Science

Cambrian continues to utilize the **Next Generation Science Standards (NGSS)**, which include a greater focus on Science and Engineering Practices: what real scientists and engineers do as part of their work. Emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

Third Graders will:

Ask Questions, Develop and Use Models, Plan and Conduct Investigations, and Design Solutions

- Ask questions that can be investigated, considering patterns such as cause-and-effect relationships.
- Plan and conduct investigations collaboratively, producing data as the basis for evidence.
- Collaboratively develop and revise scientific models that show relationships among variables.
- Use tools and materials to design or build a device that solves a specific problem and compare multiple solutions to a problem.

History/Social Studies

In third grade, students will learn about a local community within a historical and modern context. They will think deeply about how a place can change over time and how the land's resources can develop into goods and services. They will also examine the basic structure of federal, state, and local governments and how rules and laws define a community.

Third Graders will:

History	<ul style="list-style-type: none"> ● Gain a deeper understanding about the lifestyle of the First Nations (such as the Ohlone) that lived in this region and how their lives were impacted by the arrival of European settlers. ● Learn about the European explorers who visited the area and who settled locally. ● Learn by looking at primary sources (maps, photographs, letters, and oral histories) about how events such as the Gold Rush, the Chinese Exclusion Act, and the 1906 Earthquake impacted the city's history. ● Explore how and why a community uses rules and laws. ● Gain a deeper understanding of how our government works, including its three branches with an emphasis on the local level. ● Learn about some important Americans and their contribution to the country's history. ● Learn how the geographical features and landforms, such as deserts, mountains, and oceans, have created natural resources. ● Be able to read, use, and create maps and charts.
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Visual and Performing Arts

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.

Physical Education

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Students will be graded on their participation and their gross motor skills. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

English Language Development

The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge needed by students learning English.

The California ELD Standards describe a continuum of increasing language proficiency.

- **Well Developed:** Students at this level have well-developed English skills for the domain. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
- **Moderately Developed:** Students at this level have somewhat to moderately developed English skills for the domain. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.

- **Beginning to Develop:** Students at this level have minimally developed English skills for the domain. They may be able to use known words and phrases in English to communicate meaning at a basic level. They may need substantial help using English.

Summative English Language Proficiency Assessments for California (ELPAC)

What is reported on the Report Card?

The ELPAC scores apply to English Learners. There are four performance levels that a student can achieve on the Summative ELPAC: 1, 2, 3, or 4, with four being the highest. The report of results for each student gives the oral language score (a combination of listening and speaking scores), the written language score (a combination of reading and writing), and the overall score (a combination of the oral and written scores).

What is Summative ELPAC?

California law requires that school districts administer an English proficiency test annually to students who are English learners. This test is called the English Language Proficiency Assessments for California (ELPAC). The Summative ELPAC is taken each spring.

What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in Transitional Kindergarten through twelfth grade
- To check their progress in learning English each year

When do families receive the results?

Results for the spring administration of the Summative ELPAC are mailed to families each Fall. Report cards display Summative ELPAC scores from the previous school year.

For students new to California, the Initial ELPAC is administered in the fall to place them into English Language Development (ELD) classes. The initial results are given to parents in the fall, and these students will also be assessed in spring with the Summative ELPAC.

Additional Resources for Multi-lingual Learner Families

- For information about **reclassification**, go to <https://www.cambriansd.org/departments/educational-services/multilingual-learner-program>
- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep