

Understanding Your Grade 3 Report Card



The purpose of report cards is to give students, parents and families a clear summary of each child's individual progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding of our International Baccalaureate units of inquiry, which integrate all science and social studies content. Self-management and social skills are assessed and reported separately from academics. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Content included in this Parent Guide

- **Top 10 Tips**
- **General Performance Scale Descriptions**
- **Overview of Academic Goals in each Subject Area**

IB Learner Profile Attributes

Thinkers
Knowledgeable
Principled
Open-minded
Balanced

Inquirers
Communicators
Caring
Risk-takers
Reflective



Top 10 Tips

Understanding your child's report card.

1. Report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from Kindergarten to grade 12.	6. Getting an "M" is good and should be celebrated! The Minnesota Academic Standards represent a high level of learning. Meeting expectations means students are right on track.
2. Academic scores are based only on what students demonstrate they know or are able to do. Learning habits, such as effort, participation, and social skills are marked separately.	7. Your child will not get a score for every indicator each semester. If the class did not focus on a particular strand during that particular semester, the space will be left blank or indicate N/A.
3. Teachers determine scores by reviewing all student work, including observations, practice work, tests and quizzes, and long-term projects.	8. All Science and Social Studies standards are reported through the school's International Baccalaureate Units of Inquiry. These units integrate these subject areas.
4. Scores are not based on an average of the evidence collected, but are based on the most consistent level of achievement, with an emphasis on the student's most recent performance.	9. Each semester, students have multiple opportunities to develop and demonstrate the attributes of the International Baccalaureate learner profile. A student self-reflection is included with each report card.
5. Performance indicators are as follows: ● E - Exceeds standards ● M - Meets standards ● P - Partially meets standards ● N - Does not meet standards ● N/A - Not assessed	10. The goal of the report card is to provide summary information. Please talk with your child's teacher about any questions you may have.

General Rubric and Descriptions

E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Language Arts

Literacy Outcomes

Reading

Comprehension and Response

- Summarize the text.
- Identify the main idea or argument in fables, folktales, and myths.
- Describe how story elements work together to develop the plot.
- Describe the relationship between a series of events using language that pertains to time, sequence, and cause/effect.
- Interpret ideas/information conveyed through illustrations, graphics, and other audiovisual elements.
- Compare and contrast personal perspective and identity to author's.
- Identify when the time period of publication influences meaning, content, or style.
- Identify if a text is fact or fiction and support it with evidence.
- Identify an author's argument and support with details from the text.
- Determine meaning of general academic and domain-specific vocabulary.
- Collect information from two or more sources on a topic.

Foundations of Reading

- Know and apply grade level phonics word analysis skills to decode words.
- Know and apply common prefixes and suffixes.
- Read grade-level irregularly spelled words, including high-frequency words.

Fluency

- Read grade level texts fluently (accuracy, rate, expression).

Writing

Writes to Inform

- Compare personal perspectives and identities to those of a person in an informational text.
- Select and organize relevant details.
- Ask relevant questions to distinguish fact from opinion.
- Follow a detailed research plan.
- Use and cite two or more sources on a topic
- Quote and summarize sources.

Writes to Persuade

- Provide and organize evidence for supporting points.
- Use linking words and phrases.
- Write to persuade blending opinions and facts that support the opinion.

Writes to Express Ideas

- Compare personal perspectives and identities to those of a character in a book.
- Describe thoughts and feelings to develop characters as they interact with conflict.
- Use dialogue.
- Use descriptive words.

Grammar, Conventions, and Spelling

- Use commas and apostrophes.
- Use collective and irregular plural nouns.
- Use frequently occurring adjectives and adverbs.
- Use pronouns.
- Write compound sentences.
- Spell multisyllabic words and high-frequency words.
- Spell grade level words authentically in writing.

Speaking and Listening

Exchanges ideas and communicates with others

- Review key ideas shared by others.
- Link one's own stories and experiences to the comments of others.
- Ask and answer questions to check understanding of content and viewpoints
- Use vocabulary for effect.
- Utilize the features of spoken language in social and academic situations.

Mathematics

Math Outcomes

Number and Operation

- Solve real world word problems
- Read, write, represent, and understand place value of whole numbers up to 100,000
- Compare and order numbers up to 100,000
- Estimate sums and differences using rounding
- Solve problems involving addition and subtraction of multi-digit numbers
- Mastery of addition and subtraction fact fluency
- Represent multiplication and division facts using a variety of strategies
- Solve problems involving multiplication and division
- Use multiple strategies to multiply two and three-digit numbers by one digit
- Read and write fractions with words and symbols
- Order and compare unit fractions and fractions with like denominators
- Mastery of addition and subtraction fact fluency
- Build multiplication fact fluency

Algebra

- Create, describe, and apply simple input-output rules involving addition, subtraction, multiplication, and division.
- Represent, interpret, and solve number sentences involving multiplication, division, and unknowns

Geometry and Measurement

- Find the perimeter of a polygon
- Identify parallel and perpendicular lines and use them to describe and create geometric shapes
- Measure distances around objects
- Make change up to one dollar
- Sketch polygons given number of sides or vertices
- Tell time to the minute and determine elapsed time
- Understand relationships among units of time
- Use a thermometer to determine temperature
- Measure distances around objects, including to the nearest half unit

Data Analysis

- Collect, display, and interpret data using frequency tables, bar graphs, picture graphs, and number line plots having a variety of scales

Units of Inquiry

Curriculum in International Baccalaureate schools is organized through units of inquiry that integrate multiple subject areas. Under each unit of inquiry, your child's report card states the central idea that frames the focus of the unit. All social studies and science content are taught within six thematic units. The themes are:

Who we are

Where we are in place and time

How we express ourselves

How we organize ourselves

How the world works

Sharing the Planet

The big ideas in social studies are science are:

- Three branches of government
- Ways citizens engage to take action
- Civic Discourse
- Goods and services require resources
- Supply and demand
- Producers and consumers
- Time periods and timelines
- Ways historical records help us learn about the past

- Different perspectives of the same historical event
- People who have impacted the world
- Reproduction, growth, and survival
- Characteristics of plants and animals
- Inherited and acquired traits
- Habitats
- Solar System

Self-Management and Social Skills

These important skills support learning in all subject areas, and are grounded in the belief that learning how to learn and how to collaborate with others are fundamental aspects of a child's education. These skills are reported separately from academic achievement to ensure accurate reporting of learning.

Self-Management Skills

- Organization skills
 - Managing time and assignments effectively
 - Set goals that are challenging and realistic
 - Keep materials and belongings organized
- States of mind
 - Use strategies to support concentration
 - Demonstrate persistence and resilience
 - Shows commitment to learning

Social Skills

- Developing positive interpersonal relationships and collaboration skills
 - Practice empathy, care and respect for others
 - Works independently and collaboratively
 - Resolve conflicts
 - Listens and follows directions
- Developing social-emotional intelligence
 - Be aware of own and others' emotions
 - Be self and socially aware

Art

Identify and experiment with the Elements of Art using many different art media

- Line
- Shape
- Color
- Space
- Value
- Form
- Texture

Develop creative and innovative thinking

Compare and contrast art from around the world and from different time periods

Reflect on individual artwork

Use and share materials in a safe and responsible way as a part of self-management and social skills

Media Literacy

Computer Skills and Digital Citizenship

- Completes a multimedia project with limited support
- Identifies responsibilities to self and others when using the Internet
- Conducts Internet searches with support
- Identifies criteria to evaluate a website for validity

Literacy Skills and Research

- Cites sources and explains why it is important
- Evaluates the usefulness of resources
- Finds materials of interest independently
- Completes research project, writing some questions, with limited support

Music

- Steady beat in groups of 2 and 4 (simple meter) and groups of 3 (compound meter)
- Rhythm -- quarter note and rest, eighth notes, half note and rest, sixteenth notes
- Voice -- matching pitch, accessing head voice, melody (solfege and pentatonic scale, harmony (partner songs and rounds/canons), ostinato & bass line
- Listening -- describing music with appropriate terminology, instruments of the orchestra

- Identify form (ex: AB, ABA, ABCBA) and repeat sign, call & response, verse/chorus
- Movement exploration (developing artfulness and expressiveness), folk dancing
- Songs around the world/global connections, science of sound
- Composing
- Play classroom instruments -- pitched and unpitched, learning appropriate playing
- Instrument techniques, accompany songs, demonstrate musical expression

Spanish

Application Skills • Able to follow basic directions in Spanish • Create connections between mother tongue and Spanish language • Apply Spanish language skills in a visual and/or written method Speaking Skills • Use the Spanish vocabulary in each unit appropriately • Apply the vocabulary when speaking in the target language	Cultural Connections • Compare and contrast Spanish speaking locations to students' home environments • Make connections among latino traditions Spanish Units • School • Greetings • Numbers (1-100) • Dates • Weather and Seasons • Family
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Physical Education

Fitness Skills • FitnessGram • Cardiovascular • Muscle endurance • Flexibility Cooperation • Teamwork • Class rules and protocols • Etiquette Movement Strategies • Traveling in different pathways • Moving in slow and fast motion • Movement using different body parts	Safety and engagement • Actively participates in physical activity • Moves safely in personal space • Expresses enjoyment Motor skills • Throwing • Catching • Kicking • Striking Balance and Coordination • Skateboarding • Rollerblading Team Sports skills and knowledge of rules
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