

Understanding the Third Grade Report Card

Language Arts Achievement: Language Arts Achievement indicates students' overall performance in the areas of reading and writing which include: reading accuracy, fluency, comprehension, responding to reading through writing and discussion, and performance/growth in all domains of writing. Third grade is an extended transitional year where children move from developing and applying basic literacy skills to extending these skills in multiple contexts. This transition moves from learning to read, to reading for understanding with both informational text and literature. Students also expand their experiences with writing and develop a sense of purpose for their writing and an awareness of audience. Third graders begin to use writing as a way of communicating ideas, information, and opinions, along with responding to reading, and demonstrating reading comprehension.

Instructional Reading Level –is the level of text at which the student can make progress with instructional guidance. This level text is instructional if a student reads with 95%-97% accuracy with excellent or satisfactory comprehension or 98%-100% accuracy with limited comprehension. An Instructional Reading Level text is challenging but manageable and engages the student in practices which promote growth as a reader. The instructional goal for the end of third grade is a level P.

Decoding

- Ability to apply phonetic/structural decoding strategies to identify unknown words in context

Encoding

- Ability use conventional spelling to spell sight words/trick words in all writing
- Ability use conventional spelling patterns and rules for adding suffixes to base words in all writing
- Ability to spell words drawing on common spelling patterns, conventions, and rules

Fluency

- Read with a high level of accuracy and at an appropriate rate with expression that demonstrates understanding
- Read clearly in meaningful phrases

Comprehension

- Demonstrates understanding and interpretation of what is being read (fiction & nonfiction)
- Demonstrates literal comprehension which is the ability to understand information that is explicitly stated in the text
- Demonstrates inferential comprehension which is the ability to understand ideas that are not explicitly stated in the text
- Ability to retell and summarize a text in own words
- Demonstrates understanding of new vocabulary words, meanings, and usages
- Uses comprehension strategies (visualizing, making connections, making inferences/predictions, determining main ideas & important details, questioning, monitoring understanding, synthesizing) to understand and interpret text

Written Response to Text

- Ability to write answers to questions, explain inferential thinking in writing, and cite textual evidence, as a way of responding to and demonstrating comprehension of a piece of text.

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Writing Domains are the focus areas in which students' writing is measured.

Focus/Content

- Develops topic with sufficient details
- Able to write 4 or 5 sentences related to one topic
- Writes to communicate ideas and information effectively
- Ability to identify and introduce a topic or opinion
- Ability to develop or support the topic or opinion with facts and/or definitions

Organization

- Writes with a logical structure of information with appropriate groupings, connections, and transitions
- Writes with an appropriate sequence that includes a clear conclusion or sense of closure.

Style

- Ability to use a variety of words, phrases, and sentence types for a specific purpose or effect.

Conventions

- Writes with appropriate
 - Grammar (see eligible content 3.D.1.1.1-9)
 - Capitalization (beginning of the sentence, pronoun I, dates, proper nouns)
 - Punctuation (end marks, commas in dates, series, addresses, and dialogue, apostrophes in conjunctions and possessives)
 - Spelling (see encoding)

Math Achievement: Math achievement is a measure of students' application of their understanding of key concepts and accurate use of mechanics to solve problems and apply strategies in the following reporting categories:

- **Numbers and Operations**
- **Measurement**
- **Geometry**
- **Algebraic Concepts**
- **Data Analysis and Problem Solving**

Science Achievement: Science achievement reflects students' understanding of key concepts, participation in investigations and demonstration of observational skills.

Social Studies Achievement: Social Studies performance reflects students' understanding of key concepts, participation in group discussions and production during activities.

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Learning Behaviors: Indicates the individual student's performance in the classroom setting. These learning behaviors have a direct correlation to a student's ability to achieve success, and are connected to our Responsive Classroom positive school-wide support plan C.A.R.E.S (Cooperation–Assertion–Responsibility–Empathy–self-control). These are positive behaviors that are needed as children develop, and are reflected in every aspect of their experience in school.

Achievement is reported using the following descriptors:

A = Advanced – This level reflects superior academic performance and indicates an in-depth understanding and exemplary display of the skills.

P = Proficient – This level reflects satisfactory academic performance and indicates a solid understanding and adequate display of the skills.

B = Basic – This level reflects marginal academic performance and indicates a partial understanding and limited display of the skills. This work is approaching satisfactory performance and there is a need for additional instructional opportunities.

BB = Below Basic – This level reflects inadequate academic performance and indicates little understanding and minimal display of the skills. There is a major need for additional instructional opportunities.