

# Third Grade Report Card Guide

Columbia Heights Public Schools has transitioned to a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** the shift to standards-based reporting was made, and **how** to read your student's report card.

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 may have about 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 all students should know and be able to do. Districts are required to implement these state 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 these 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

## How do I read my student's report card?

In order 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 by the end of the year**.

1	2	3	4
<p><b>Beginning</b></p> <p>The student is just starting to understand the concepts, skills, and processes the grade level standard requires.</p>	<p><b>Developing</b></p> <p>The student is gaining understanding of the concepts, skills, and processes the grade level standard requires.</p>	<p><b>Meeting</b></p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires.</p> <p><b>End of Year Goal</b></p>	<p><b>Exceeding</b></p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires and can readily apply this knowledge in a variety of settings.</p>

**Remember:** In standards-based reporting, 1s and 2s are expected and progress is celebrated!

## 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



## Literacy

Power Standard	Meeting This Standard Looks Like...
Knows and applies grade-level phonics and word analysis skills in decoding words	Applies knowledge of common prefixes, suffixes, and syllable patterns to read grade-level words with accuracy
Reads and comprehends a variety of grade level texts independently	Reads at a level O-P
Reads grade level texts with accuracy and appropriate fluency	Reads 121-151 words per minute with at least 98% accuracy
Asks and answers questions and evaluates information in a text	Independently asks and answers questions and evaluates information in a text
Uses text features to understand text	Independently uses text features to understand text
Identifies an author's purpose and support with details from the text	Independently identifies an author's purpose and supports with details from grade-level text
Uses and comprehends grade level vocabulary	Independently uses and comprehends grade level vocabulary
Writes with correct grammar, punctuation, and sentence structure	Independently writes with correct grammar and punctuation
Uses the writing process to write a variety of genres	Plans, drafts, revises, edits, and publishes writing, using self-reflection, guidance, and support from teacher and peers

## Math

Power Standard	Meeting This Standard Looks Like...
Solves basic addition and subtraction facts quickly and accurately	Accurately completes 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 reads and represents numbers up to 100,000 with pictures, manipulatives, and in written standard, word, and expanded form
Understands and uses place value to compare, order, and round numbers up to 100,000	Independently identifies the value of digits in numbers up to 100,000, compares two numbers up to 100,000, and rounds numbers to the nearest 10,000, 1,000, 100, and 10
Adds multi-digit numbers	Independently adds four digit numbers using regrouping up to four times with pictures or manipulatives
Subtracts multi-digit numbers	Independently subtracts four digit numbers using regrouping up to four times with pictures or manipulatives
Solves real-world addition and subtraction word problems	Independently solves mathematical real-world problem involving addition or subtraction
Collects, displays, and interprets data	Independently displays and interprets data when given a data set
Tells time to the minute and determines elapsed time to the minute	Independently tells time to the minute and determines elapsed time to the minute
Solves multiplication facts using a variety of approaches	Independently solves multiplication facts using a variety of approaches
Solves division facts using a variety of approaches	Solves division facts using a strategy
Solves real-world multiplication and division word problems	Independently solves mathematical real-world problem involving multiplication and division

## Science

Third grade students will have opportunities to engage in scientific inquiry throughout the year. Through their participation in science modules, students will practice the following scientific inquiry skills.

Science Module	Students Will...
Life Cycles and Survival	Develop and revise a model based on observation and learnings, and use the model to describe a scientific process
	Develop questions after reading information, performing an experiment, or observing a naturally occurring event

## Visual Arts

Power Standard	Meeting This Standard Looks Like...
Uses knowledge and understanding of the elements and principles of design to create original artwork	Creates 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	Presents and discusses artwork using art concepts and vocabulary
Demonstrates skillful use of art materials	Uses and manages art materials to produce work that is neat and complete

## Music

Power Standard	Meeting This Standard Looks Like...
Demonstrates accurate and expressive vocal skills	Tone and pitch are clear and correct most of the time within appropriate grade level repertoire
Demonstrates accurate and expressive instrumental skills	Beat is present and clear with instruments most of the time within appropriate grade level repertoire

## Physical Education

Power Standard	Meeting This Standard Looks Like...
Actively engages in required activities	Self-initiates participation in required activities
Demonstrates a variety of motor skills and movement patterns	Leaps using increased coordination. Jumps and land using increased coordination, while taking off and landing on two feet.
Applies rules, uses equipment appropriately, and works cooperatively with others	Knows, understands, and follows rules. Demonstrates respect and appropriate use of equipment. Works cooperatively with peers.
Uses feedback to improve performance	Willingly receives feedback and uses feedback to improve performance

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Columbia Heights Public Schools  
 Creating worlds of opportunity for each and every learner  
*"All Belong, All Succeed"*