



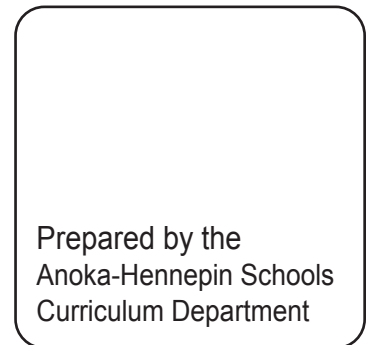
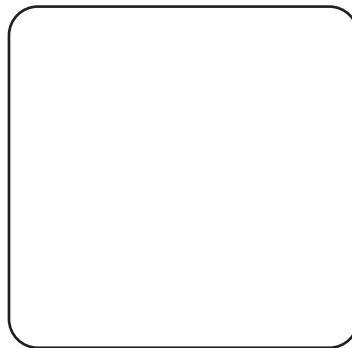
Understanding your child's **REPORT CARD**



For third grade



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



Prepared by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The 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 through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time
Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period.

A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient.

A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Reads grade-level text accurately and fluently

- ⇒ Reads with expression
- ⇒ Reads with accuracy and phrasing
- ⇒ Reads with a proper rate

LITERATURE AND INFORMATIONAL

Asks and answers questions using evidence from the text literature and informational text

- ⇒ Uses important facts and details in the text to support answers
- ⇒ Uses details in the text to explain how things are alike and different
- ⇒ Uses details in the text to understand causes and their effects
- ⇒ Identifies details in the text that give clues about the theme
- ⇒ Uses the characters words, phrases, and actions to infer his or her point of view

Describe characters setting event or overall structure using details from the text

- ⇒ Identifies how a character's action contribute to the sequence of events
- ⇒ Identifies actions of a character based on the wants, needs, feelings and character traits
- ⇒ Uses time order words to understand the order of events
- ⇒ Identifies the cause and its effects to understand how and why things happen



Explains central message, lesson, moral, or main idea using main details

- ⇒ Identifies key details from the actions and words of the characters to determine theme
- ⇒ Uses the details to determine the author's message
- ⇒ Identifies the key details to determine the main idea of a text

WRITING

Writes to communicate effectively: opinion, informational and narrative

Genre Writing

- ⇒ Narrative: Personal narrative – tells a true story from the writer's life in first person; has a beginning, middle, and end; uses time order words; includes dialogue; shares the writer's feeling about an experience
- ⇒ Informative Text: Explanatory essay – the writer shares facts, definitions and details about a topic; used a topic sentence, paragraphs, linking words and a concluding statement

Write to Sources

Narrative

- ⇒ Describes characters, details, and focuses on an event
- ⇒ Uses details, interesting words, shows character's point of view, and order of events (beginning, middle, end)
- ⇒ Uses details to show what characters feel/think; uses linking words and phrases to connect ideas; writes a strong conclusion

Informational

- ⇒ Informative narrative: Uses a topic sentence, sequencing words, and concluding statement
- ⇒ Informative text: Uses a topic sentence, supporting details, and time order words

Opinion

- states an opinion
- different sentence types to increase interest
- details to support opinion
- evidence/reasons support opinion
- uses precise nouns
- closing statement

Uses the writing process to develop and strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewrite
 - Draft
 - Revise
 - Proofread
 - Edit and Publish
 - Evaluate

Demonstrates keyboarding skills

Note: Only marked during one trimester (as determined by building)

- ⇒ Applies proper posture, correct fingering technique and accuracy to produce and publish writing

Conducts short research projects using notes from sources

Projects

- ⇒ Creates a story map
- ⇒ Creates a web
- ⇒ Creates a travel Brochure
- ⇒ Creates an action plan
- ⇒ Writes an informative report
- ⇒ Investigates floods

Locates reliable resources:

- ⇒ Uses the library/media center to find resources
- ⇒ Uses weekly selection text
- ⇒ Uses newspapers
- ⇒ Uses the internet
- ⇒ Uses brochures
- ⇒ Uses personal experiences
- ⇒ Uses print and digital resources
- ⇒ Uses audio and photos, videos, graphs, and charts

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Completes sentences
- ⇒ Simple and complex sentences
- ⇒ Separates run-on sentences
- ⇒ Compound sentences coordinating conjunctions
- ⇒ Combines sentences by joining two predicate nouns

Demonstrates mechanics and usage

- ⇒ Commas, semicolons, ending punctuation, capitalization
- ⇒ Uses and spells inflectional endings correctly
- ⇒ Singular and plural verbs
- ⇒ Uses nouns: common, proper, irregular plural and collective
- ⇒ Uses plural possessives with singular and plural nouns
- ⇒ Spells untaught words phonetically
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (spelling and high-frequency words)

Applies strategies to understand or clarify the meaning of new words*

- ⇒ Uses suffixes -tion,
- ⇒ Uses prefixes re-, un-, dis-, mis-
- ⇒ Similes

Clarify meanings of unknown words

- ⇒ Uses/find sentence clues
- ⇒ Use context clues
- ⇒ Multiple-meaning words
- ⇒ Understands and uses synonyms
- ⇒ Understands and uses antonyms

Expanding vocabulary

- ⇒ Inflectional endings
- ⇒ Applies strategies to understand or clarify the meaning of new or multiple meaning words they encounter when reading and listening to grade 3 content

SPEAKING, LISTENING, AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Waits for a person to finish before speaking
- ⇒ Waits after asking a question to give others a chance to think
- ⇒ Asks others to share their ideas and opinions
- ⇒ Stays on topic
- ⇒ Speaks in complete sentences when asked for more details or clarity
- ⇒ Asks and answers questions to connect ideas or personal experiences
- ⇒ All ideas, questions, or comments should be heard
- ⇒ Asks questions for clarity
- ⇒ Answers questions with complete ideas/sentences

Listening Strategies

- ⇒ Looks at the person who is speaking
- ⇒ Respects others by not interrupting them
- ⇒ Repeats peers' ideas to check understanding

Listen to determine the main idea and details

- ⇒ Be attentive to the visuals in the presentation

Connect comments to similar comments

- ⇒ States why you liked the presentation

Asks an appropriate and detailed question

Presents information and ideas effectively

Speaking Strategies

- ⇒ Looks at the audience
- ⇒ Uses complete sentences
- ⇒ Speaks at an understandable pace, loud enough so everyone can hear
- ⇒ Speaks with appropriate emotion
- ⇒ Uses gestures to enhance your presentation
- ⇒ Displays visuals



*A "4" is not reported for this indicator.

MATHEMATICS

NUMBER AND OPERATION

Understands place value

- ⇒ Reads, writes, and compares whole numbers to 100,000
- ⇒ Uses strategies to solve addition and subtraction problems
- ⇒ Assesses the reasonableness of answers using mental math, rounding, and other estimating strategies
- ⇒ Rounds whole numbers to the nearest 10, nearest 100, and nearest 1,000

Solves multi-digit +/- problems in various ways

- ⇒ Uses strategies to add and subtract fluently within 1,000
- ⇒ Writes equations to represent two-step story problems
- ⇒ Solves multi-step problems involving addition and subtraction of up to 3-digit numbers

Solves \times/\div problems in various ways

- ⇒ Represents \times/\div facts using a variety of ways (e.g. arrays, repeated addition, distributive property, doubling and halving)
- ⇒ Uses strategies to solve basic multiplication facts
- ⇒ Understands the relationship between multiplication and division
- ⇒ Solves multiplication problems with solutions to 100

ALGEBRA

Creates, describes and applies rules to solve unknowns

- ⇒ Solves multiplication story problems with solutions to 100
- ⇒ Identifies patterns among basic multiplication facts

Creates and interprets number sentences

- ⇒ Solves for the unknown in a multiplication or division equation involving 3 whole numbers

GEOMETRY AND MEASUREMENT

Uses geometric attributes to identify, describe and create shapes

- ⇒ Identifies parallel, perpendicular, and intersecting lines
- ⇒ *Identifies 4-sided shapes*

DATA ANALYSIS

Collects, displays and interprets data using tables and graphs

- ⇒ Displays data using a variety of graphs
- ⇒ Uses the information on a graph to answer questions

SOCIAL STUDIES

Government

- ⇒ Explains the importance of the election process
- ⇒ Identifies ways they can make a difference in their community
- ⇒ Identifies services provided by the government that are funded through taxes
- ⇒ Identifies the responsibilities of the three branches of government

- ⇒ Provides an example of majority rule and minority rights
- ⇒ Compares and contrasts two different accounts of an event

Geography

- ⇒ Describes the location of places using relative location words, and cardinal and intermediate directions
- ⇒ Interprets simple maps using TODALS (*title, orientation/compass rose, date, author, legend/key, scale*)
- ⇒ Creates simple maps using TODALS
- ⇒ Uses points, lines and color to display spatial information on a map
- ⇒ Understands the world is unevenly populated
- ⇒ Explains reasons to live by certain physical features
- ⇒ Identifies physical and human boundaries
- ⇒ Explains why people have made or used boundaries

SCIENCE

Physical Science

- ⇒ Students will plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- ⇒ Demonstrates an understanding of the cause and effect relationships of electric or magnetic interactions between two objects and can identify patterns within them.
- ⇒ Students will work within the given constraints and provide a design solution that meets the specific criteria for a ride in the Ultimate Playground.

HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Recognizes emotions and expresses them in a healthy way by:
 - Demonstrates an understanding of individual differences
 - Knows and uses conflict resolution skills
- ⇒ Identifies age-appropriate personal safety strategies for:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety
 - How to make healthy food choices
- ⇒ The consequences of using drugs, alcohol and tobacco

ART

Understands and demonstrates art elements

- ⇒ Knows the elements of art (*line, shape, color, value, texture, space and form*)
- ⇒ Uses a variety of techniques that artists use to create art form

MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Sings melodic passages in an established range (*sometimes using solfège - la-sol-mi-re-do*) while maintaining correct vocal technique

Plays/improvises on instruments

- ⇒ Plays melodies while maintaining a steady beat
- ⇒ Plays rhythmic/melodic patterns
- ⇒ Uses proper playing technique

Reads notation/demonstrates concepts

- ⇒ Interprets known and new rhythmic (*compound and simple*) and melodic symbols into sound
- ⇒ Creates using the elements of music
- ⇒ Identifies the elements of music while listening to a variety of music

PHYSICAL EDUCATION

Understands concepts

- ⇒ Organizes activities that raise/lower intensity of heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill performance

Note: Not all the skills listed below will be part of the skill performance indicator in Trimester 1

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking, other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates
LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely	