

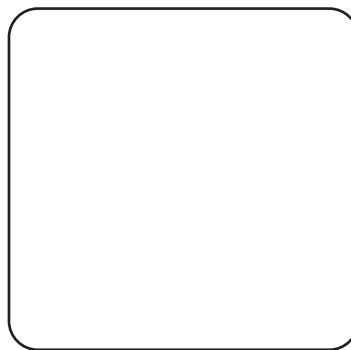


Understanding your child's **REPORT CARD**



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 second trimester
- Learning habit indicators with descriptions



Trimester 2

Prepared for 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 2)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Reads accurately and fluently

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

LITERATURE AND INFORMATIONAL

Note: Students must independently read and respond to a broad range of genres and topics at Grade 3 text complexity

Asks and answers questions using evidence from the text

- ⇒ Uses important facts and details in the text to support answers
- ⇒ Identifies the problem and the sequence of steps to solve
- ⇒ Uses words and phrases that indicate cause and effect
- ⇒ Uses key details to identify the main idea
- ⇒ Uses time-order words to identify the sequence of the order of events
- ⇒ Identifies the actions and reactions of the narrator or characters to infer their point of view

Describe character, setting, event, or overall structure using details

- ⇒ Identify details about what the characters are saying, doing, and thinking
- ⇒ Identify how cause and effect relationships are based on a character actions
- ⇒ Identify problem and solutions based on how a character's actions contribute to the sequence of events

Distinguishes personal point of view from narrator/characters

- ⇒ Identifies who is telling the story
- ⇒ Identifies details to show narrator's thoughts
- ⇒ Distinguishes own point of view from the narrator/character
- ⇒ Uses narrator/character actions/reactions to infer point of view



WRITING

Writes to communicate effectively: opinion, informational, narrative

Genre Writing

- ⇒ Informative Text: Explanatory Essay – introduces a topic; uses paragraphs; uses linking words; includes a concluding paragraph
- ⇒ Informative Text: Opinion Letter – formal letter, clearly states writer’s opinion about a topic with convincing reasons and facts; persuades reader to think a certain way/ do something; uses linking words/phrases to connect ideas; conclusion asks readers to take action
- ⇒ Informative Text: Book Review- states writer’s opinion about a book, provides short summary with clear reasons to support opinion: ends with recommendations to readers

Write to Sources

Narrative

- ⇒ Rhyming Poem/Limerick: Includes figurative language, descriptive details, and uses rhymes at the end of lines in poem

Informational

- ⇒ Informative text: Sequencing events to signal cause and effect, uses linking words; includes facts/text evidence to provide details
- ⇒ Letter – clearly states point of view using first person, uses descriptive details, and uses linking words
- ⇒ Informative text – includes main idea supported by text evidence and a strong summative conclusion
- ⇒ Informative text – includes a topic sentence with supporting details and a conclusion restating the most important idea

Opinion

- States an opinion
- Feels are expressed
- Evidence/details to support opinion
- Use formal voice
- Uses linking words to connect ideas

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

- ⇒ Investigates floods, write an essay
- ⇒ Take a Stand: Overfishing, write an essay
- ⇒ Write about: Frogs

Locates reliable resources

- ⇒ Uses the internet
- ⇒ 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

Demonstrates correct sentence types and syntax

- ⇒ Combines sentences by joining two nouns in the subject or in the predicate
- ⇒ Produces sentences with a subject and predicate

Demonstrates mechanics and usage

- ⇒ Uses a comma
 - between day and year
 - between city and state
 - between address, town, and state
 - separate words in a series
 - after name being spoken to
 - after words such as yes and no
- ⇒ Uses quotation marks, colons, capitalization in titles, punctuation in a letter
- ⇒ Uses plural possessives with singular, irregular, and plural nouns
- ⇒ Identifies and uses verbs:
 - Action verbs
 - Past-tense verbs
 - Linking verbs
- ⇒ Uses and produces contractions
- ⇒ Spell 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 -ful, -less, -er, -ment, -y, -ly, -ive, -ant, -able, -ible
- ⇒ Uses prefixes dis-, pre-, dis-, mis-, un-, non-, im-, pre-

Clarify meanings of unknown words

- ⇒ Uses/find sentence clues
- ⇒ Use context clues
- ⇒ Understands and uses synonyms
- ⇒ Use root words to figure out unknown words

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

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 clarify
- ⇒ Answers questions with complete ideas/sentences
- ⇒ Speak clearly

Listening Strategies

- ⇒ Look at the person who is speaking
- ⇒ Respect others by not interrupting
- ⇒ Repeat peers' ideas to check understanding

Understands the meanings and uses of fractions

- ⇒ Understands, reads, interprets and represents fractions with symbols and words
- ⇒ Knows that fractions can be used to represent:
 - Parts of a whole (e.g. $\frac{3}{4}$ of a pie)
 - Parts of a set or group (e.g. 3 out of 4 people)
 - Points or distances on a number line (e.g. $\frac{3}{4}$ of an inch)
- ⇒ Understands the meaning of the numerator and denominator
- ⇒ Compares and orders unit fractions (e.g. $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$) and fractions with like denominators (e.g. $\frac{2}{6}$, $\frac{4}{6}$, $\frac{6}{6}$)
- ⇒ Demonstrates an understanding that fractions have to be equal parts of the same whole
- ⇒ Places fractions in their correct positions on a number line
- ⇒ Demonstrates understanding that the greater the denominator, the smaller the size of the fraction



ALGEBRA

Creates and interprets number sentences

- ⇒ Uses number sense and multiplication and division basic facts to find values for unknowns that make number sentences true
Example: $5 \times A = 20$; $20 = B \times 4$; $20 \div K = 5$
- ⇒ Writes number sentences that represent real-world story problems involving multiplication and division basic facts and unknowns (e.g. *How many math teams are competing if there is a total of 45 students with 5 students on each team? This problem could be represented by the number sentence, $5 \times n = 45$*)

GEOMETRY AND MEASUREMENT

Uses various units to measure length and perimeter

- ⇒ Uses appropriate tools strategically
- ⇒ Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show data by marking a line plot

Uses time, money and temperature to solve problems

- ⇒ Tells and writes time to the minute, using digital and analog clocks. Determine elapsed time to the minute
- ⇒ Count, add, and subtract money amounts up to \$1.00
- ⇒ Making change up to one dollar in several different ways, including with as few coins as possible

SOCIAL STUDIES

Economics

- ⇒ Identifies possible short-term and long-term consequences of different economic choices
- ⇒ Understands the difference between income and expenditure
- ⇒ Identifies the types of resources needed to produce a product or provide a service
- ⇒ Identifies the characteristics of natural, human, and capital resources
- ⇒ Identifies reasons why it is not possible to produce an unlimited amount of a good or service
- ⇒ Develops a business plan to earn money by producing a product or providing a service
- ⇒ Identifies the needs and wants of consumers
- ⇒ Explains the relationship between producers and consumers

Ancient Civilizations

Note: Instruction begins Trimester 2 and is reported when unit is complete in Trimester 3

- ⇒ Reads timelines from ancient Egypt, China and Greece
- ⇒ Creates timelines of important events in ancient civilizations/creates timelines using different time scales (decade, century, millennium)
- ⇒ Answers questions about history using historical records
- ⇒ Compares and contrasts different ways of expressing time
- ⇒ Lists positive and negative outcomes of Chinese inventions
- ⇒ Identifies key historical figures in ancient Egypt

- ⇒ Explains why the ancient Egyptians, Chinese and Greeks settled where they did
- ⇒ Identifies landforms which are favorable or unfavorable for settlement
- ⇒ Compares methods of communication in ancient Egypt, China and Greece
- ⇒ Compare and contrasts aspects of daily life in ancient Egypt, China and Greece
- ⇒ Completes an outline map of Ancient Egypt, China and Greece using TODALS, points and color
- ⇒ Identifies physical and human boundaries/dividers in ancient Egypt, China and Greece
- ⇒ Explains how ancient Egypt, China and Greece used physical and human boundaries

SCIENCE

Earth Science

Note: Instruction begins Trimester 1 and is reported when unit is complete in Trimester 2

- ⇒ Represent data to describe typical weather conditions expected during a particular season
- ⇒ Students will understand the risks of severe weather and design a plan about how to stay safe during storms
- ⇒ Obtain and combine information to describe climates in different regions of the world



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
- ⇒ Understands the consequences of using drugs, alcohol and tobacco

ART

Understands and demonstrates pattern:

- ⇒ Identifies patterns as a predictable repetition
- ⇒ Creates pattern in their own art



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 - do'-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

- ⇒ Identifies muscular strength, endurance and flexibility and the importance of each
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill Performance

Note: Not all the skills listed below will be marked in Trimester 2

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, kicking, striking, other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities, rhythms/dance and spatial awareness*)
- ⇒ Demonstrates non locomotor skills (*may include pushing, pulling and climbing*)

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
<p>LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely</p>	