

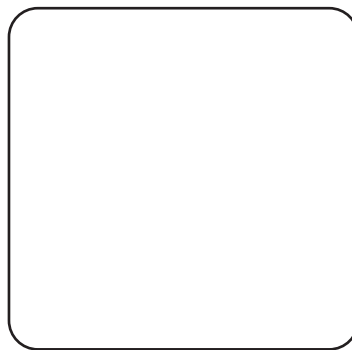


Understanding your child's **REPORT CARD**



For third grade

- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the third trimester
- Learning habit indicators with descriptions



Trimester 3

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 3)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Reads grade-level text accurately and fluently

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

LITERATURE & INFORMATIONAL

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

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

- ⇒ Uses signal words to compare how things are alike and different
- ⇒ Uses cause and effect to describe how one event leads to another
- ⇒ Identifies causes and their effects on the text to help comprehend ideas and informations

Distinguishes point of view from narrator/ characters/author

- ⇒ Uses words, phrases, or actions to identify the character's point of view



- ⇒ Identifies words and phrases to show the author's point of view
- ⇒ Distinguishes the author's point of view of a text from their own

Asks and answers questions using evidence from literary or 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

WRITING

Writes to communicate effectively: opinion, informational, narrative

Genre Writing

- ⇒ Narrative: Fictional – made up story with beginning, middle, and end; has characters, setting, and plot with a problem that is solved at end; uses dialogue and time-order words
- ⇒ Poetry – expresses feelings and ideas; uses figurative language and descriptive words; often organized into lines and stanzas; may use rhyme and rhythm
- ⇒ Informative Text: Opinion Essay – 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

Informational

- ⇒ Informative Text: Includes a strong opening, supports topics with facts and details using linking words
- ⇒ Informative Text: Uses facts/details from texts to support main idea and has a strong conclusion restating main idea

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- ⇒ Informative Text: Includes a topic sentence, uses sentences to strengthen the main idea, and has a concluding statement that supports the topic sentence
- ⇒ Informative Text: Includes a strong opening that states the topic, cites text evidence to support topic, and uses linking words to connect ideas

Narrative

- ⇒ Free verse poem: Includes figurative language, descriptive words and uses repetition
- ⇒ Narrative text: Uses dialogue to help the reader understand the topic, varying sentence structure and includes a strong conclusion
- ⇒ Narrative text: Uses text evidence to establish the setting, uses sensory language to describe and develop characters

Opinion

- States an opinion
- Uses text evidence to support opinion
- Uses linking words
- Uses different length sentences

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

- ⇒ Take a Stand: Overfishing, Write an essay
- ⇒ Write about: Frogs, Write a narrative
- ⇒ Create a list
- ⇒ Create a collage
- ⇒ Write a paragraph
- ⇒ Create a visual narrative
- ⇒ Create a Venn Diagram
- ⇒ Interview a classmate
- ⇒ Write a Summary

Locates reliable resources

- ⇒ Uses personal experiences
- ⇒ Uses print and digital resources
- ⇒ Uses audio and photos, videos, graphs and charts
- ⇒ Uses the library/media center to find resources
- ⇒ Uses print and online resources
- ⇒ Cites author, title and publication information
- ⇒ Uses reliable online sources that end in .edu, .org, or .gov
- ⇒ Interviews a reliable source

LANGUAGE

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

- ⇒ Identifies complex sentences

Demonstrates mechanics and usage

- ⇒ Uses pronoun-verb agreement
- ⇒ Uses pronouns, possessive pronouns
- ⇒ Pronoun verb contractions
- ⇒ Uses articles
- ⇒ Understands adjectives including comparative
- ⇒ Uses verbs
 - Main and helping verbs
 - Irregular verbs
- ⇒ 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 prefixes un-, non-, im-, pre-, re-, fore-
- ⇒ Uses suffixes -ous, -ment, -ful, -ly, , -able, -ness, -ion

Clarify meanings of unknown words

- ⇒ Uses/find sentence clues
- ⇒ Greek roots: -graph, tele-
- ⇒ Latin roots: aud-
- ⇒ Multiple-meaning words
- ⇒ Metaphors
- ⇒ Homographs
- ⇒ Homophones
- ⇒ 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

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Waits for a person to finish before speaking
- ⇒ 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
- ⇒ Speaks clearly

Discussion Roles

- ⇒ Questioner: Asks questions to keep everyone involved and the discussion going
- ⇒ Recorder: Takes notes on important ideas being discussed and reports to class
- ⇒ Discussion Monitor: Keeps the group on topic to makes sure everyone gets a turn to talk

Listening Strategies

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

Listens carefully for details about the story, characters, and setting

- ⇒ Pays attention to how the speaker uses rhythm in the presentation
- ⇒ Comments on what you liked about the presentation, including rhythmic scheme

Listens carefully to determine the main idea and details

- ⇒ Connect comments to similar comments
- ⇒ States why you liked the presentation

Asks appropriate and detailed questions

- ⇒ Asks speaker to elaborate on details you do not understand

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 conviction and authority, to persuade your audience
- ⇒ Uses expression in your voice
- ⇒ Uses gestures to enhance your presentation
- ⇒ Displays visuals
- ⇒ Emphasizes the story's relevant and descriptive details

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

MATHEMATICS

NUMBER AND OPERATION

Solves multi-digit +/- problems in various ways

- ⇒ Uses strategies based on place value, properties of operations, or the relationship between addition and subtraction to add and subtract fluently from numbers up to 1,000
- ⇒ Solves two-step story problems using addition and subtraction
- ⇒ Assesses the reasonableness of answers to story problems using mental math, rounding and other estimating strategies

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)
- ⇒ Understands the relationship between multiplication and division
- ⇒ Uses strategies to solve basic multiplication and division facts
- ⇒ Solves two-step story problems using addition, subtraction and multiplication
- ⇒ Solves multiplication/division story problems with solutions to 100 involving equal groups, arrays and measurement quantities

Understands the meanings and uses of fractions

- ⇒ Understands, reads, interprets and represents fractions with symbols and words

- ⇒ Divides shapes into equal parts to show a function
- ⇒ Locates and orders fractions on a number line
- ⇒ Shows a fraction on a number line by marking off equal intervals such as thirds or fourths
- ⇒ Generates and recognizes simple equivalent fractions
- ⇒ Compares fractions and explains why one fraction is greater than, less than, or equal to another fraction
- ⇒ Uses the symbols $>$, $=$, and $<$ to record comparisons of two fractions with the same numerator or the same denominator

ALGEBRA

Creates and interprets number sentences

- ⇒ Uses number sense and multiplication and division basic facts to find values for variables that make number sentences true
Examples:
 - $5 \times A = 20$; $20 = B \times 4$; $20 \div K = 5$
 - What number makes this number sentence true $3 + 5 = \underline{\quad} \times 2$?
- ⇒ 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 geometric attributes to identify, describe and create shapes

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

Uses various units to measure length and perimeter

- ⇒ Measures to the nearest half unit using inches, feet, yards, centimeters and meters
- ⇒ Finds an unknown side length of a polygon, given its perimeter and other side lengths
- ⇒ Finds the perimeter of a polygon, given its side lengths, and solve related story problems
- ⇒ Creates rectangles with the same perimeter but different areas, and rectangles with the same area but different perimeters

Uses time, money and temperature to solve problems

- ⇒ Tells and writes time to the minute, using digital and analog clocks. Determines elapsed time to the minute.

DATA ANALYSIS

Collects, displays and interprets data using tables and graphs

- ⇒ Organizes and classifies data from surveys and questionnaires using a tally chart or frequency table
- ⇒ Understands and uses scales and keys in data representation
- ⇒ Displays data using frequency tables, bar graphs, picture graphs and line plots
- ⇒ Understands that appropriate titles, labels, units and keys are needed so the information can be interpreted correctly
- ⇒ Uses the information on a graph to answer questions

SOCIAL STUDIES

Ancient Civilizations

Note: instruction begins Trimester 2 but will not be reported until the 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 (title, orientation date, author, legend and scale)
- ⇒ 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

Life Science

Note: Instruction begins in trimester 2 and reported when it is complete in trimester 3

- ⇒ Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death
- ⇒ Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing
- ⇒ Students will explore the phenomena of social interaction among animals and make a claim about how some animals form groups to survive.

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:
 - Demonstrating an understanding of individual differences
 - Knows and using conflict resolution skills
- ⇒ Knows 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 balance

- ⇒ Knows three types of balance (*symmetrical, asymmetrical and radial*)
- ⇒ Creates balance in their own work

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*) 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

- ⇒ Creates a balanced meal
- ⇒ Explains why lifelong activity is important
- ⇒ Demonstrates knowledge of rules, safety, 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

LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely