

Spofford Pond School

Grade 3 Report Card Guide

Understanding the Report Card

The purpose of assessment is to guide learning.

This guide has been prepared to help you understand your child's report card. It describes in detail what skills, concepts, and behaviors are expected at this grade level. Further information about curriculum specifics is available from your child's teacher. Please ask if you need further clarification.

The Key

The report card uses performance skills indicators to report progress for learner's qualities and academic progress for specific content skills. Our emphasis on evaluation is a learner-centered orientation which supports learning and enhances development. Effective evaluation shapes learning when teachers and students work together to focus on what they really value about teaching and learning. The report card makes criteria public for students, parents, and teachers and is developed from the Massachusetts State Frameworks (standards). Students can learn to analyze their own work and develop a systemic vocabulary for describing quality so they can develop their own sense of what it means to present good work. The goal is to have students know what they do well, what they need to improve upon, and what they can do to get there. Teachers may use traditional assessments, performance assessments, or portfolio assessments to evaluate student work.

Third grade is a transition year and serves as a bridge between what happens at Cole and what is developed at Spofford Pond. Traditional grades such as A, B, C, D, and F are not given in grades prek-3. Instead, the performance skills indicators are solely used as a means of giving specific feedback, rather than a grade which can sometimes be a more comparative assessment.

Special Education Students:

All students in Massachusetts are expected to be working toward the standards as outlined in the Massachusetts Frameworks. Expectations for learning are the same for all students including those who have traditionally performed at lower levels. State law requires all students receive the same report card. Modifications to grade level curriculum are detailed in the student's Individual Education Program (IEP). Teachers should not make further indications on the card for special education students. This information should be included in the narrative. Careful collaboration between the classroom teacher and special education teacher is necessary when assessing and grading students on IEPs.

The purposes of reporting progress are:

- To show fairness and accountability.
- To accurately and objectively assess a student's progress in relation to the standards.
- To be fair to the student yet communicate honestly about progress and growth.
- To capture what the student really knows.
- To adjust modifications and accommodations as needed to ensure access to the curriculum.

In addition to the report card, a detailed narrative report will be completed each trimester by the special education teacher explaining the student's progress and growth toward meeting the goals and objectives stated with the IEP.

Academics (3): Each major, academic area includes some of the more important standards that further define *what we want our students to know and be able to do*. Teachers may use them as talking points during conferences to talk about student's strengths and areas of growth. Time constraints allow teachers to talk about only a few standards in each content area for each term.

English Language Arts

Reading

- Understands and utilizes vocabulary
- Knows and applies setting & characters and theme, as well as cause/effect
- Identifies, analyzes and applies knowledge of characteristics of different genres across the curriculum
- Selects and reads literature *independently* in a variety of genres
- Uses strategies to demonstrate comprehension and convey literal meaning (basic facts and main ideas)
- Uses strategies to comprehend and convey inferential meaning (implied, not stated)
- Applies reading strategies to decode unfamiliar words
- Reads orally with fluency and expression

Writing

- Writes with clear focus, coherent organization and sufficient detail
- Expresses and develops ideas and content through various forms of writing (paragraphs, reports, poems, and stories)
- Uses the writing process (plans, drafts, edits, revises)
- Develops style through the use of rich language, sense of audience and voice
- Uses capitalization, punctuation and grammar correctly
- Applies spelling in daily work
- Legible handwriting

Oral Language

- Considers audience, purpose and conveys info in an organized fashion
- Maintains eye contact & uses appropriate volume
- Participates meaningfully in discussions

Science

- Demonstrates an understanding of scientific method
- Knows and applies concepts of the following:
 - ◇ Animal characteristics, habitats and adaptations;
 - ◇ Weather
 - ◇ Physical properties of objects (hardness, color, shape, size)
 - ◇ States of matter – liquid; gas; and solids
 - ◇ Sound: DASH
- Uses science vocabulary

Social Studies

- Knows and applies map and globe skills (Massachusetts/New England map, Local town map of Boxford)
- Interprets timelines of events for local and state history
- Interprets the influence of geography on local and state history
- Relationship between natural resources (timber, water) and the establishment of industries (Early settlements near bodies of water)
- Understands compare & contrast relationships
 - ◇ Similarities/differences between Boxford & other communities
 - ◇ Similarities/differences between life now and then in Massachusetts
- Uses social studies vocabulary

Mathematics

- Understanding numbers, ways of representing numbers, relationships among numbers, and number systems, such as:
 - ◇ Place value and the base ten number system
 - ◇ Ordering numbers
 - ◇ Knows & applies fractions and decimals
 - ◇ Uses estimation to strengthen number sense
- Understand meanings of operations and how they relate to one another, such as:
 - ◇ Chooses appropriate operations to solve problems
 - ◇ Uses strategies to compute accurately (addition, subtraction, multiplication, division)
 - ◇ Selects and uses appropriate operations (addition, subtraction multiplication, and division) to solve problems, including those involving money
 - ◇ Uses models to describe multiplication as repeated addition
 - ◇ Understands the communicative principal
 - ◇ Computes fluently and makes reasonable estimates
 - ◇ Knows multiplication facts through 10 x 10 and related division facts. Uses these facts to solve related multiplication problems and compute related problems
- Understands patterns, relations, and functions
- Recognizes & explains patterns and relationships
- Knows, applies, and analyzes geometric concepts
- Compares and analyzes attributes and other features of two- and three-dimensional geometric shapes
- Describes, models, draws, compares, and classifies two- and three-dimensional shapes
- Uses ordered pairs of numbers and/or letters to graph, locate, and identify points
- Estimates, measures & compares using appropriate tools and units (length, width, perimeter, area and/or volume)
- Applies graphing skills to coordinate points & order pairs on a grid
- Collects data to draw simple bar graphs, line graphs, and pictographs, and to compare and explain what is recorded
- Collects, organizes, displays and analyzes data to identify and classify possible outcomes and conclusions
- Constructs, draws conclusions, and makes predictions from various representations of data sets, including tables, bar graphs, pictographs, and tallies
- Applies basic concepts of probability and statistics
- Selects and communicates strategies & solutions orally & in writing (i.e. TIMS labs)

Art, Music, Physical Education, and Technology (See Report Card criteria)

Learner Qualities

Shows persistent and conscientious effort

Demonstrates responsibility for individual learning

Adjusts to transitions

- Lines up quickly and quietly
- Shifts between tasks with little or no disruptions to the learning environment

Adapts to unexpected change (substitutes, last minute adjustments to schedule, etc.)

Demonstrates organizational skills

- Gathers materials needed for a particular task
- Keeps track of and prioritizes assignments
- Keeps individual space (backpack, mailbox, cubby, etc.) and work materials (papers and folders) organized enough to be productive

Follows written and oral directions

- Follows a multi-step direction
- Attempts to read and follow directions before seeking teacher's help

Demonstrates active listening skills

- Listens attentively and respectfully to classmates and staff without interrupting

Completes assignments in timely manner

- Settles down quickly to begin assignments
- Stays on task

Works cooperatively and collaboratively in a respectful manner

- Contributes to group projects
- Skilled at solving disagreements within the group in a positive manner
- Participates without overtaking the leadership role

Accepts responsibility for own behavior

- Understands the connection between behavioral and logical consequences
- Internally monitors own behavior
- Accepts responsibility for (and works to rectify) mistakes

Works well independently

- Works for a specified time on an assignment without losing focus or interrupting others

Shows respect and consideration for people and property

- Respects and honors differences
- Is kind and considerate to all members of the school community
- Shows empathy for others' struggles and challenges
- Uses classroom materials without breaking or damaging them
- Puts materials back in their appropriate places
- Shares materials generously with others
- Cleans up work space and floor when asked

The Key

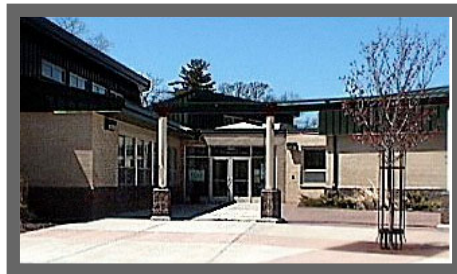
Key for Performance Skills Indicators

- 4 Demonstrates in-depth understanding of concepts; independent application of knowledge and skills
- 3 Demonstrates understanding of concepts; consistent application of knowledge and skills
- 2 Demonstrates developing or inconsistent understanding of concepts; often requires assistance
- 1 Demonstrates some understanding of concepts with significance assistance
- NA Not applicable at this time

*Please notice that the shaded levels indicate grade level performance.

Report cards represent modifications as detailed in Individual Education Plan. (IEP)

A similar *Student Progress Key* is used in the “Learner Qualities” section.



Learner Qualities

- 4 Area of Excellence
- 3 Area of Competence*
- 2 Area of Development
- 1 Area of Concern

Evaluation is indicated by 4, 3, 2, or 1. Teachers are not to add plus or minus to this evaluation. A slash means NA –not applicable. While the particular criteria may be taught, it is not an area of emphasis at this time. Specific criteria are aligned with particular units of study. Many criteria transcend several units of study and may be consistently assessed throughout the year.

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