

Third Grade Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. Springfield Public Schools will communicate progress of students at your child's school by using a standards based report card. This type of report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

Advanced (4) - The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

Proficient (3) - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

Basic (2) - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

Novice (1) - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

Explanation of Report Card Statements

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are however, expectations for students to have mastered by the end of the year. This pamphlet reflects expectations in each curriculum area. The **bold print** statements reflect the statements on the report card. The ● statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter.

When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

LANGUAGE ARTS

Uses knowledge of words to comprehend selections.

- Uses word analysis skills to read age-appropriate text.
- Uses vocabulary skills to read and understand age-appropriate text.

Reads fluently.

- Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

Uses comprehension strategies.

- Uses reading strategies before, during, and after reading.
- Reads independently for 30 minutes.

Understands how authors use literary elements and techniques in literature.

- Understands how authors use elements and techniques in literature.
- Reads and interprets a variety of literary genres.

Uses correct spelling, grammar, punctuation, and capitalization.

- Writes legible letter formation without a copy.
- Uses correct spelling, grammar, punctuation, and capitalization.

Uses writing to communicate ideas.

- Writes to maintain focus.
- Writes to maintain support/elaboration.
- Writes to maintain organization.
- Writes for a variety of purposes and audiences.

Listens effectively.

- Listens for a variety of purposes.

Speaks effectively.

- Speaks for a variety of purposes.

Uses language skills to acquire and communicate information.

- Locates and organizes information to answer questions and solve problems.
- Analyzes and evaluates information acquired.
- Communicates acquired information, concepts, and ideas.

MATH

Uses knowledge of numbers and applies computation strategies.

- Extends counting patterns to larger numbers up to 100,000 using an understanding of the base ten number system.
- Estimates whether a whole number is closer to 10, 100, 1,000, or 10,000; and uses models for 1/2 as a fraction benchmark.
- Uses objects, pictures, words, and symbols to show whole numbers to 100,000 and fractions through eighths.
- Compares and orders whole numbers up to 10,000; decimals expressed in monetary units; and fractions through eighths.
- Estimates and uses addition/subtraction strategies to solve up to 3-digit (4-digit money) problems; and estimates and uses efficient multiplication/division basic facts strategies to solve problems, including real world problems.

Uses measurement tools and applies measurement strategies.

- Selects and uses customary units and tools to estimate and measure time, temperature, and length; and metric units and tools to measure length.
- Converts measurements within the customary system (time and length).
- Uses measurement strategies to solve time, perimeter, area, volume, weight, and capacity problems.

Uses number patterns and applies strategies to represent problems.

- Uses number patterns to identify a rule.
- Uses objects, pictures, words, and symbols to represent relationships in whole number problems.

Uses knowledge of geometric figures and explains similarities and differences.

- Represents/describes locations of points and characteristics of 2-/3-dimensional figures to eight sides.
- Classifies and compares the relationships among and between 2- and 3-dimensional figures to eight sides.
- Uses characteristics of 2- and 3-dimensional figures to draw conclusions.

Uses strategies to collect, organize, explain data and solves probability problems.

- Collects and organizes data using a variety of graphs; analyzes data using mode, maximum, minimum; and makes predictions based on data.
- Describes outcomes and makes predictions about a simple probability problem.

SCIENCE

Applies the processes of scientific inquiry and uses scientific data accurately.

- Describes an observed event/object.
- Uses questioning strategies.
- Uses data collection throughout investigations.
- Organizes data into logical patterns and describes the patterns.
- Identifies the scientific processes to conduct an experiment.
- Conducts the experiment using appropriate scientific tools, techniques, and measurements.
- Reports the experimental process and results.

Understands the principles of life, physical, and earth/space science.

- Identifies and describes major component parts of living things and their functions.
- Observes and describes the changes that occur as living things grow and develop.
- Categorizes living organisms using a variety of observable features.
- Knows the relationships of living things in relation to their environment.
- Describes how living things depend on other living things for survival.
- Compares/classifies properties of matter.
- Identifies and knows sources of motion.
- Identifies and knows observable forces of nature.
- Identifies and explains natural cycles of Earth's land, water, and atmospheric systems.

Uses the relationships among science, technology, and society in historical and contemporary context.

- Uses basic safety practices.
- Knows why similar results are expected when similar procedures are practiced.
- Knows how knowledge and concepts can be gained by careful observations and experimental practices.
- Knows how using measuring tools improves the accuracy of estimating.
- Describes contributions men and women have made to science and technology.

SOCIAL STUDIES

Understands political systems with an emphasis on the U.S.

- Identifies the positions of leadership in a community.
- Identifies the leadership organizations of one's community.
- Explains the role of a citizen in his or her community, including voting.
- Explains the interaction of a citizen with his or her community.
- Explains how a community is formed.
- Identifies reasons for the development of United States political and religious communities.

Understands how economic systems operate.

- Explains how salaries can be earned in exchange for work.
- Identifies the difference between goods and services.
- Identifies how communities use human and natural resources to produce goods and services.
- Gives examples of simple exchanges.
- Identifies services provided by community government.

Understands local, state, and U.S. history.

- Applies the concept of the time line to a series of events shaping the history of the United States.
- Explains why individuals and events are celebrated with local, state, national holidays.
- Explains how communities have differences.
- Explains the ways different groups celebrate their heritage to preserve traditions.

Understands geography and its effect on society.

- Explains how landforms and natural resources found in different communities in the United States are important.
- Demonstrates how to use maps and other geographic representations and instruments to gather information.
- Knows how geography affects the forming of communities.
- Identifies changes in geographic characteristics of communities.

HEALTH**Knows what to do to stay healthy.**

- Recognizes basic symptoms of and prevention strategies for common illnesses and disease.
- Recognizes responsible safety practices.

Identifies body systems and how they function.

- Identifies basic body systems and their functions.

Makes healthy decisions.

- Demonstrates positive verbal and nonverbal communication skills.
- Describes key elements of a decision-making process.
- Describes skills essential to enhancing health and avoiding dangerous situations.

PHYSICAL EDUCATION**Uses skills needed to engage in physical activity.**

- Performs locomotor and non-locomotor skills.
- Performs manipulative skills.
- Demonstrates the ability to use different movement concepts.
- Identifies and applies rules and safety procedures in physical activities.

Maintains a level of physical fitness.

- Knows the benefits of maintaining a health-enhancing level of fitness.
- Monitors individual heart rate before, during, and after physical activity.
- Sets a personal health related fitness goal.

Develops cooperation and sportsmanship by working with others.

- Follows directions and accepts responsibility for one's actions.
- Works cooperatively with a partner or small group to reach a shared goal.

Participates and applies effort in class.**VISUAL ARTS****Knows the language of the visual arts.**

- Identifies positive and negative space.
- Identifies texture as a surface quality.
- Recognizes the color wheel.
- Identifies a 3-D object.
- Describes the similarities and differences between two works of art that express the same idea.

Understands how works of visual art are produced through creating and performing.

- Identifies tools and processes to create 2-D and 3-D works of art.
- Creates 2-D and 3-D works of art.

Recognizes and identifies the function of visual arts in everyday life, past and present.

- Describes the function of visual art works in everyday life that reflect community experience.

Participates and applies effort in class.**MUSIC****Knows the language of music.**

- Discriminates between long and short sounds, changes in tempo, high/low sounds, and same/different phrases.
- Identifies vocal and instrumental tone colors.
- Recognizes contrasting qualities in works of music.

Understands how works of music are produced through creating and performing.

- Interprets rhythmic notation and musical symbols.
- Discriminates between line and space notes.
- Identifies steps, leaps, and repeated notes.
- Sings selected songs.
- Adds basic rhythmic ostinato to selected songs.

Recognizes and identifies the function of music in everyday life, past and present.

- Sings selected traditional and folk songs.
- Identifies/performs music of different cultures.
- Relates facts about selected composers.

Participates and applies effort in class.