



Boyertown Area School District

Report Card Guide for Parents and Guardians

Grade Three

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.

This report card guide was written to assist you in understanding the form and the content of the elementary report card.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support.

A 3 throughout the school year indicates strong, excellent work at grade level. The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills

<i>Knows and applies grade level phonics</i>	Grade 3 students are building an understanding of decoding more complex words. Students should begin to look for common prefixes and suffixes as well as applying what they have learned in previous grades to decode other multisyllabic words.	T1 -Long Vowel Patterns; Plurals; Compound Words; Contractions T2 - Prefixes; R-controlled Vowels; Inflected Endings T3 - Prefixes; Suffixes; Vowel Teams
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Reading Level

<i>Reads grade level text with accuracy, fluency, and understanding</i>	As the year progresses, students are expected to independently read and understand increasingly complex texts. Multiple measures are used to determine if a child is advancing towards the end of year expectation.	The expectation varies throughout the year with an end of year goal of White in IRLA and/or Independent level O for Fountas and Pinnell.
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Reading Comprehension Skills

<i>Determines central message and recounts key details in text that support it</i>	In grade 3, students must refer explicitly to the text when answering questions about the text in order to begin developing support for their answers. Grade 3 students also must now increase their retelling skills to include an explanation of how key details in the text help determine a central message, lesson or moral. (Literature)	T1 - Answers questions about text; Refers to text T2 - Central message or lesson; Finds details in text to support thinking T3 - Central message or lesson; Explains how details in text support message
<i>Determines main idea of text and recounts key details that support it</i>	Grade 3 students now determine the MAIN IDEA and explain how key details support it throughout the text. Students must refer explicitly to the text when answering questions about the text in order to begin developing support for their answers. (Informational)	T1 - Answers questions about text; Refers to text T2 - Main idea; Finds details in text to support thinking T3 - Main idea; Explains how details in text support main idea

Reading Comprehension Skills (Continued)

<p><i>Describes characters and explains how their actions affect the story</i></p>	<p>In Trimester 1, students are revisiting the basic skills in understanding text. They are answering questions about character and what they notice about the main character. In Trimester 2, students will move towards telling more about main characters and their traits without specific questions. Trimester 3 has students thinking through how a characters actions affect the story. (Literature)</p>	<p>T1 -Describe main character T2 - Describe using character traits; Identify feelings and emotions of character T3 -Detailed description of character and how actions impact story</p>
<p><i>Understands meaning of words and phrases in text</i></p>	<p>Third grade standards require students to use context clues to determine the meaning of words as well as understanding the literal and figurative meaning of words and phrases.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Assessed</p>
<p><i>Explains relationship or connection between a series of events or ideas</i></p>	<p>In literature, students are expected to not only identify the overall structure of the text (plot elements, beginning, middle, end) but also refer to these structural pieces when discussing or writing about the text. Students must also begin thinking about how one part of the text connects to or build upon another part. In non-fiction, students look at the details of a text and identify how their are connected or what their relationship might be (cause/effect, problem/solution, etc.).</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Assessed</p>
<p><i>Identifies the narrator, character or author's point of view</i></p>	<p>Students consider the different points of view of the characters in a text but also include their own point of view and how it might be the same or different than the characters. In non-fiction, students focus on the purpose of the text based on the author's point of view as well as their own point of view and how that might differ from the author.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Assessed</p>
<p><i>Uses information gained from text features to understand text.</i></p>	<p>Students are expected to explain how the illustrations enhance or add to the meaning of the words in a literature text. They are also expected to use the text features and illustrations along with the words to show an understanding of the information.</p>	<p>T1 - Not Assessed T2 - Uses text features T3 - Uses text features; Explains how text features build understanding</p>
<p><i>Compares and contrasts elements of two texts on similar topic or written by same author</i></p>	<p>Third grade students look at stories written by the same author and compare the similar plots and characters in those stories. For informational texts, students extend their comparison of the facts in two texts on the same topic to compare the details in each text that support the author's main idea.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Assessed</p>

Writing

<i>Writes pieces appropriate to grade level standards</i>	Writing in grade 3 expands on the expectations from grade 2 and expects students to focus on writing a cohesive piece.	T1 - Narrative Writing T2 - Opinion Writing T3 - Informative/Explanatory Writing
<i>Uses appropriate capitalization and punctuation when writing</i>	In grade 3, students continue to learn more capitalization and punctuation rules. There is a greater focus on more advanced uses of the comma and apostrophes.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
<i>Uses appropriate grammar when writing</i>	Students are expected to be able to explain the functions of various parts of speech including nouns, pronouns, verbs, adverbs and adjectives. Students begin to use conjunctions of various types to form more complex sentences.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
<i>Uses appropriate spelling when writing</i>	Students are expected to apply what they have learned about spelling patterns and phonics to their independent writing pieces.	Assessed all three trimesters based on the amount of support needed to apply expected skills.

Math

<i>Fluently multiplies and divides within 100</i>	Students demonstrate the ability to solve basic \times and \div facts accurately and fluently. Fluency is a mixture of just knowing some answers, knowing some answers from patterns (doubles pattern), and knowing some answers from the use of strategies. By the end of grade 3, students are working towards knowing most single-digit products from memory as a result of the growing understanding of patterns and reasoning with numbers.	T1 - 2 Patterns: 2s and 5s T2 - 4 Patterns: 3s, 4s, 0s, 1s T3 - 3 patterns: 9s, Leftovers (6s, 7s, 8s), 10s
<i>Fluently adds and subtracts within 1000</i>	Students are expected to add and subtract within 1000 in second grade but they are not yet fluent and also have the assistance of concrete models or drawings. For this third-grade target standard, students are expected to fluently add/subtract within 1000 without the use of manipulatives and use an algorithm based on place value.	T1 - Assessed T2 - Not Assessed T3 - Not Assessed
<i>Understands place value to 1000</i>	In this target standard, students are also required to round numbers to the nearest 10 or 100 using their understanding of place value.	T1 - Rounds 2 and 3-digit numbers T2 - Not Assessed T3 - Not Assessed

Math (Continued)

<i>Develops understanding of multiplication and division</i>	The standards in this domain focus on building students' conceptual understanding of the relationship between multiplication and division. Students begin the year using manipulatives, drawings, and equations to represent multiplication and division. Students also must explain the relationship between division problems and multiplication problems. In Trimester 2, students use a symbol to represent the unknown in X and \div problems. They are expected to apply the commutative, associative, and distributive properties but do not need to name these properties.	T1 - Assessed T2 - Assessed T3 - Not Assessed
<i>Measures, estimates, and solves problems using length, volume and mass</i>	In third grade, students are expected to measure, estimate, and solve short word problems about volume and mass when given the same units.	T1 - Liquid volume (liters) and mass (grams) T2 - Not Assessed T3 - Lengths to nearest $\frac{1}{4}$ in
<i>Develops understanding of fractions</i>	In the third grade, students are introduced to fractions and build the foundations of their future work with fractions. Students must understand what fractions are and how they fit on a number line. Students must also compare the sizes of fractions and begin to conceptualize the equivalence of fractions.	T1 - Not Assessed T2 - Assessed T3 - Not Assessed
<i>Compares fractions and understands equivalent fractions</i>	Once a basic understanding of fractions has been developed, students must also compare the sizes of fractions and begin to conceptualize the equivalence of fractions.	T1 - Not Assessed T2 - Assessed T3 - Not Assessed
<i>Finds area and perimeter of shapes</i>	In third grade, students tile areas of rectangles, determine the area, record the length and width of the rectangle, investigate the patterns in the numbers, and discover that the area is the length times the width. Students develop an understanding of the concept of perimeter. They find the perimeter of objects; use addition to find perimeters; and recognize the patterns that exist when finding the sum of the lengths and widths of rectangles. Students then apply their understanding of both concepts to solve more challenging problems comparing area to perimeter.	T1 - Not Assessed T2 - Area T3 - Perimeter
<i>Reasons with shapes and their attributes</i>	Third graders further investigate quadrilaterals by examining the properties of the geometric figures and recognizing shapes that are and are not quadrilaterals. They understand that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. They sort geometric figures and identify squares, rectangles, and rhombuses as quadrilaterals.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
<i>Determines value of coins and bills and makes change</i>	Students should work with various coins and bills as they calculate the value of a collection of money and compare it with other combinations of money. Students must also practice making change and rounding. Students can use their understanding of place value to help them calculate change but must also understand how to represent the amount of change with coins and bills.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
<i>Tells time to minute and calculates elapsed time</i>	Students must tell time to the nearest minute while also being able to measure time intervals in word problems.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed

Math (Continued)

<i>Solves word problems involving all four operations.</i>	Students are required to solve two-step word problems using variables for unknown values. Students are also asked to explain and assess their answers.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
<i>Represents and interprets data</i>	The target standard sets the expectation that students draw scaled picture graphs and scaled bar graphs and also solve problems related to the information shown on these graphs. Third grade is the first time that graphs are scaled in anything other than single units and is also the first time that there is no present maximum for the number of categories shown in the data set. This standard also requires students to answer both one-and two-step addition and subtraction problems relating to the information shown on the graphs.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed