Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Third Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?
Standards are written benchmarks for students that explicitly state what the students need to have <u>accomplished by the end of the year</u>. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?
On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System

Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Trimester benchmarks
- Social Behavior and Work Habit

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4 Exceeds the Standard	The student demonstrates in-depth understanding of essential skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
3 Masters the Standard	The student demonstrates proficiency in essential skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
2.5	The student demonstrates skill and understanding of the essential skills and concepts independently, but may or may not be consistent in application.
2 Progression toward the Standard	The student demonstrates progress toward an understanding of the essential skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
1.5	With help, the student demonstrates limited progress toward an understanding of the essential skills and concepts.
1 Guided Progression toward the Standard	With significant help, the student demonstrates limited progress toward an understanding of the essentials skills and concepts. Performance is characterized by inconsistent demonstration of the essential skills.
NY Not Yet Progressing toward the Standard	Student does not yet demonstrate understanding or skill at this time.
NA Not Assessed	Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 3 or 4 in trimester 1 and trimester 2.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas.   This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

*As a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

Progress Scale

The progress scale indicates whether or not a student has met the trimester benchmark for that standard. The progress scale includes:

+   Student has met trimester benchmark
-   Student has not met trimester benchmark

The progress scale is a very important tool to reference when looking at the specific standards on the report cards. For each standard, the parent will see their child's standard scale score (NA, NY, 1, 1.5, 2, 2.5, 3, 4), with an accompanying progress scale (+ or -). This progress scale allows them to see if a student is on or is not on target to receive a score of 3 or 4 by the end of trimester 3.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

M   Meets expectations
I   Inconsistently meets expectations
S   Seldom meets expectations

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:
  ● Speech, Listening, and Language
  ● Reading
  ● Writing
  ● Mathematics
  ● Science, Technology, and Engineering
  ● History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Additional Information

This section applies when a student is on an IEP or 504 plan.

* **Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

** **Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3. Progression towards mastery would be shown in trimester 1 and trimester 2 with a (+), using the progress scale, indicating that the student has met the corresponding trimester benchmark.

English/ Language Arts

By the end of term 3, a proficient student is able to:

Speech, Listening, and Language:

Engage in collaborative conversations
- Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Report on a topic or text.
- Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

Demonstrate command of the conventions of standard English grammar when speaking.
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Reading:

Read grade-level text with sufficient accuracy and fluency
- Read with sufficient accuracy and fluency to support comprehension.

Know and apply grade-level phonics and word analysis skills in decoding words

Use strategies to determine the meaning of words
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Demonstrates an understanding of fictional text.
- Asks and answers questions to demonstrate an understanding of the text, referring explicitly back to the text and illustrations as the basis for the answers.
- Recounts stories, **including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**
- Describes characters in a story and explains how their actions contribute to the sequence of events.
- Compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Demonstrates an understanding of nonfiction text.
- Asks and answers questions to demonstrate an understanding of the text, referring explicitly back to the text and illustrations as the basis for the answers.
- Uses text features and search tools to locate information.
- Determines the main idea of a text; recounts the key details and explains how they support the main idea.
- Determines the meaning of grade 3 vocabulary relevant to topic or subject.
- Uses text features and search tools to locate information.
- Compares and contrasts the most important points and key details presented in two texts on the same topic.

Writing:

Demonstrate proper use of capitalization and punctuation.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Form and use possessives.

Demonstrate command of standard English grammar.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Spell grade-level words correctly.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use conventional spelling for high frequency and other studies words and for adding endings to base words.
  - Use spelling patterns and generalizations in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use the writing process to develop and strengthen writing
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Write clear and supported opinion pieces.
- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

Write sequenced and descriptive narratives.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Write informative/explanatory texts to convey information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Mathematics

By the end of term 3, a proficient student is able to:

Operations and Algebraic Thinking

Select the appropriate operation to solve word problems.
- Solves two-step word problems using the four operations.

Knows products through 10 x 10.
- Knows from memory all products of factors through 10 x 10.

Uses grade-level strategies to multiply within 100.
- Uses the properties of operations to accurately multiply within 100.
  NOTE: It is not expected that grade 3 use algorithms to multiply.

Number and Operation in Base Ten:

Adds to within 1,000.
- Adds within 1,000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  NOTE: It is not expected that grade 3 use algorithms to add.

Subtracts to within 1,000.
- Subtracts within 1,000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  NOTE: It is not expected that grade 3 use algorithms to subtract.

Number and Operation - Fractions:

Understand fraction concepts.
- Locates and labels fractions between 0 and 1 on a number line.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Explains why two fractions are equivalent.

Measurement and Data:

Represent and interpret data.
- Represents and interprets data on graphs, tables, line plots, and tally charts.

Calculate area and perimeter.
- Calculates the area of a rectangle using multiplication and decomposing figures.·
- Is able to calculate the perimeter of a plane figure even if the length of a side is missing.

Geometry:

Recognize and categorize the attributes of two (2) dimensional shapes.
- Categorizes quadrilaterals according to their attributes.

Science, Technology & Engineering

By the end of term 3, a proficient student is able to:

Earth and Space Science Strand

Summarizes and makes predictions related to weather patterns and climate across regions.
- Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
- Obtain and summarize information about the climate of different regions of the world.

Life Science Strand

Classify plants according to shared physical properties and life cycles.
Classify animals according to shared physical properties and life cycles.

Physical Science Strand

Investigates and explains the effect of forces on and between objects.
- Provide evidence to explain the effect of multiple forces, including friction, on an object.
- Conduct an investigation to determine the nature of the forces between two magnets.

Technology and Engineering Strand

Defines and evaluates solutions to a design problem.
- Define a simple design problem that reflects a need or a want.
- Define a simple design problem that can be solved by using interactions between magnets.
- Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem.
- Evaluate the merit of a design solution that reduces the damage caused by weather.

History and Social Sciences

By the end of term 3, a proficient student is able to:

History of Our State and Country

Identify who the Pilgrims were and why they left Europe.

Describe the Pilgrim way of life.

Identify the Wampanoag and their leaders at the time of the Pilgrims' arrival.

Describe the Wampanoag way of life.

Explain important events leading to the American Revolution.

Geography

Locate the New England states and major geographical features of Massachusetts and his/her own town on a map.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy,** and **self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the "Works collaboratively with others" section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more "personal" level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child's teacher. Thank you and enjoy the standards-based reporting tool.