



# **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 accomplished by the end of the year. 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
- Social Behavior and Work Habit

## Standard Scale

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

<b>4</b>	Student demonstrates <b>mastery</b> of the grade-level standard independently.
<b>3</b>	Student is <b>approaching</b> mastery of the grade-level standard <b>independently</b> .
<b>2</b>	Student is <b>progressing</b> toward the grade-level standard with <b>additional instruction and support</b> .
<b>1</b>	Student is <b>beginning</b> to progress toward the grade-level standard with <b>additional instruction and support</b> .
<b>NA</b>	Standard 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 4 in trimester 1 and trimester 2. In addition, as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. It is possible that a student who was approaching mastery in one trimester could require additional support as the content becomes more complex. This student could receive a lower numeric grade in a later trimester.

When grade-level students are working independently, some students may require **additional academic instruction and support** such as:

- Consistent need to receive additional instruction in a small group or one-to-one on independent assignments
- Require more frequent check-ins related to the content during independent work
- Require additional scaffolding and visuals in order to complete independent assignments
- Significant or frequent review or reteaching to complete independent assignments

If a student independently demonstrates understanding of a content standard, that student would be able to receive a 3 or 4 even if that student has received additional support leading up to the independent assessment. If the student continues to require this additional support on the independent assessment, that student would receive a 1 or 2. The grading scale refers to instruction and support beyond what is required by an IEP.

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.

## 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.

# 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.

## English/ Language Arts

*By the end of trimester 3, a student who has mastered year-end expectations:*

### Reading:

#### **Applies phonics and word analysis skills when reading.**

- Identifies and knows the meaning of the most common prefixes and derivational suffixes.
- Decodes multi-syllable words.
- Reads grade-appropriate irregularly spelled words.

#### **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 to determine the central message 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.

#### **Demonstrates an understanding of nonfiction text.**

- Asks and answers questions to demonstrate an understanding of the text, referring explicitly back to the text and text features as the basis for the answers.
- Determines the main idea of a text; recounts the key details and explains how they support the main idea.
- Determines the meaning of vocabulary relevant to topic or subject.

## Writing:

### **Demonstrate an understanding of conventions when writing.**

- Uses correct capitalization and end punctuation.
- Uses commas and quotation marks in dialogue.
- Spells grade level words correctly when writing.

### **Demonstrates command of standard English grammar.**

- Explains the function of nouns, verbs, adjectives, pronouns, and adverbs.
- Uses subject-verb agreement.
- Forms and uses regular and irregular plural nouns and verbs.
- Produces simple, compound, and complex sentences without fragments and run-ons.

### **Writes clear and supported opinion pieces.**

- Introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that provides reasons that support the opinion.
- Uses linking words and phrases (e.g., because therefore, since, for example) to connect opinion and reasons.
- Provides a concluding statement or section.

### **Writes sequenced and descriptive narratives.**

- Establishes a situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally.
- Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show characters' responses to situations.
- Uses sequence words and phrases to signal event order.
- Provide a sense of closure.

### **Writes structured and supported informational texts.**

- Introduces a topic and groups related information together: includes text features when useful for comprehension.
- Develops the topic with facts, definitions and details.
- Uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provides a concluding statement or section.

# Mathematics

*By the end of trimester 3, a student who has mastered year-end expectations:*

## Operations and Algebraic Thinking

### **Selects the appropriate operation to solve word problems.**

- Solves two-step word problems using the four operations.

### **Knows products through $10 \times 10$ .**

- Knows from memory all products of factors through  $10 \times 10$ .

### **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:

### **Understands fraction concepts.**

- Locates and labels fractions between 0 and 1 on a number line.
- Understands 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:**

### **Represents and interpret data.**

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

### **Calculates area and perimeter.**

- Calculates the area of a rectangle using multiplication and decomposing figures.
- Calculates the perimeter of a plane figure even if the length of a side is missing.

## **Geometry:**

### **Recognizes and categorizes the attributes of two (2) dimensional shapes.**

- Categorizes quadrilaterals according to their attributes.

# Science, Technology & Engineering

*By the end of trimester 3, a student who has mastered year-end expectations:*

## Earth and Space Science Strand

**Summarizes and makes predictions related to weather patterns and climate across regions.**

- Uses graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
- Obtains and summarizes information about the climate of different regions of the world.

## Life Science Strand

**Examines variations in and related effects on life cycles and characteristics of organisms**

- Uses simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.
- Analyzes and interprets given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.
- Uses evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.

## Physical Science Strand

**Investigates and explains the effect of forces on and between objects.**

- Provides evidence to explain the effect of multiple forces, including friction, on an object.
- Conducts an investigation to determine the nature of the forces between two magnets.

## Technology and Engineering Strand

### **Defines and evaluates solutions to a design problem.**

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

## **History and Social Sciences**

*By the end of trimester 3, a student who has mastered year-end expectations:*

### **History of Our State and Country**

**Identifies who the Pilgrims were and why they left Europe.**

**Describes the Pilgrim way of life.**

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

**Describes the Wampanoag way of life.**

**Explains important events leading to the American Revolution.**

### **Geography**

**Locates 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.