

**Springhurst Elementary School  
Report Card Support Information for Parents**

**Grade 3**

**INTRODUCTION**

Your child's success at school depends greatly on the communication and collaboration between teachers and parents. In an effort to enhance this effort, the Springhurst faculty has created this document to assist you in understanding the various components of the Springhurst report card. By creating this document we hope to be able to provide you with greater clarity regarding the areas in which your child's progress is being assessed. It is suggested that you use this document as a resource when looking at your child's report card.

The assessment categories can be defined as follows:

**Exceeds Expectations -**

Student consistently displays a superior understanding of content, concepts, and skills.

**Meets Expectations -**

Student consistently displays a knowledge and understanding of content, concepts, and skills.

**Experiencing Difficulty -**

Student consistently displays only a limited understanding of content, concepts, and skills.

**Not Assessed This Marking Period -**

Content, concepts, and skills are not assessed during the grading term.

We have listed some examples of what might be included under each specific report card criteria for Reading, Writing, Listening/Speaking, and Mathematics. This is a sampling of topics and concepts that students learn at different points during the school year, not during every marking period. Nor is it a comprehensive list of everything students learn throughout the year. Criteria for each subject, as well as the examples that follow, have been developed to correspond to the New York State Standards for Learning, which can be viewed in their entirety at the NY State Education Department's website:  
<http://www.p12.nysed.gov/ciai/cores.html>

Should you have any questions about this document, your child's report card, or any aspect of your child's progress, please do not hesitate to contact your child's teacher.

## Reading

Chooses appropriate reading materials independently

- Students choose text that they can read fluently and with understanding (5 or fewer mistakes per page)

Uses word analysis skills effectively

- Students use knowledge of prefixes, suffixes, base words to read unknown words
- Students use context clues to determine meaning of unfamiliar words

Uses comprehension strategies effectively

- Students make use of some or all of the strategies to aid in understanding what they read:

Make logical predictions about story events

Ask questions before, during, and after reading

Reread when they don't understand

Make personal connections to themselves and other books

Get a picture in their mind based on what they read

Use clues that an author leaves to find an unwritten meaning or message (inferring)

Reads with fluency

- Students read longer, meaningful phrases and adjust his/her reading rate
- Students are attentive to punctuation as they read

Actively participates in discussions

- Students make relevant comments when talking about books in various situations: read aloud, partnership, guided reading group, and book club

Writes responses to literature using evidence from the text

- Students are able to share their thoughts about books they read in written format, citing reasons for their thinking from the text

## Writing

Chooses topics independently

- Students are able to produce written work based on the lesson taught

Organizes and develops ideas

- Students' writing has a beginning, middle, and end
- Students include supporting details to expand on their story

Spells core high-frequency words correctly

- Students spell 3<sup>rd</sup> grade core words based on the Rebecca Sitton Spelling Program

Spells correctly in written work

- Students use conventions of spelling and phonetic rules in their writing

Applies editing skills taught

- Students check their written work and correct grade-appropriate errors in capitalization, punctuation, and the spelling of high-frequency words

Utilizes revision strategies taught

- Students revise their writing using various forms of craft taught in the Writing Workshop, i.e. sentence beginnings, better word choice, zooming in, show—don't tell, stretching a moment, and using descriptive words

Writes legibly

- Students form manuscript and cursive letters correctly, with appropriate sizing and spacing using the Zaner-Bloser program

Applies grammar skills in written work

- Students apply rules for capitalization, punctuation, and word usage
- Students write in complete sentences

Applies genre-specific criteria to written pieces

- Students will use a written technique that matches the genre that is being taught, i.e. poetry, non-fiction, personal narrative, procedural writing

## **Listening and Speaking**

Responds appropriately in class discussions

- Students make relevant comments
- Students take turns speaking
- Students listen to each other

Expresses ideas clearly and effectively

- Students speak in sentences
- Students explain their thinking
- Students speak in a clear, articulate manner and use appropriate volume

## **Mathematics**

Quick Recall of Facts

- Quick Recall of Addition/Subtraction Facts to 20
- Quick Recall of Multiplication Facts involving 0, 1, 2, 5, 10, and doubles

Computes Accurately

- Uses a variety of strategies to add and subtract multi-digit numbers

Demonstrates Strong Number Sense

- Understands the place value structure of the base ten number system
- Identifies odd and even numbers
- Estimates to nearest 10 or 100
- Recognizes fractional numbers as equal parts of a whole

#### Recognizes and Understands Mathematical Patterns

- Uses the symbols  $<$ ,  $>$ ,  $=$  to compare whole numbers and unit fractions
- Uses and recognize patterns and number relations

#### Recognizes Geometric Shapes and Relationships

- Identifies and names 2 dimensional shapes (circle, triangle, square, rectangle, rhombus, trapezoid, hexagon)
- Identifies faces on a 3 dimensional shape as 2 dimensional shapes
- Identifies congruent and similar figures
- Identifies and constructs lines of symmetry

#### Uses Measuring Tools Accurately and Appropriately

- Measures to the nearest inch and  $\frac{1}{2}$  inch, foot, yard
- Identifies and measures capacity using cups, pints, quarts, and gallons
- Solves money problems accurately
- Calculates the value of bill and coin combinations
- Tells time to the nearest minute

#### Collects, Organizes, Displays, and Interprets Data

- Constructs and reads tally charts, bar graphs and tables
- Uses, interprets and summarizes data

#### Applies Problem Solving Strategies

- Identify essential information in a problem and choose appropriate strategy
- Use a variety of strategies to solve problems (i.e. manipulatives, pictures, charts, lists, etc.)
- Explains how a problem was solved giving strategies and complete process

#### Communicates Ideas Using Mathematical Language

- Communicates math ideas to others, both verbally and in written form
- Uses appropriate mathematical vocabulary and language
- Listens to solutions shared by others and asks appropriate questions