

Los Gatos Union School District



Standards-Based Report Card

Third Grade

Parent Handbook 2018 - 2019

Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

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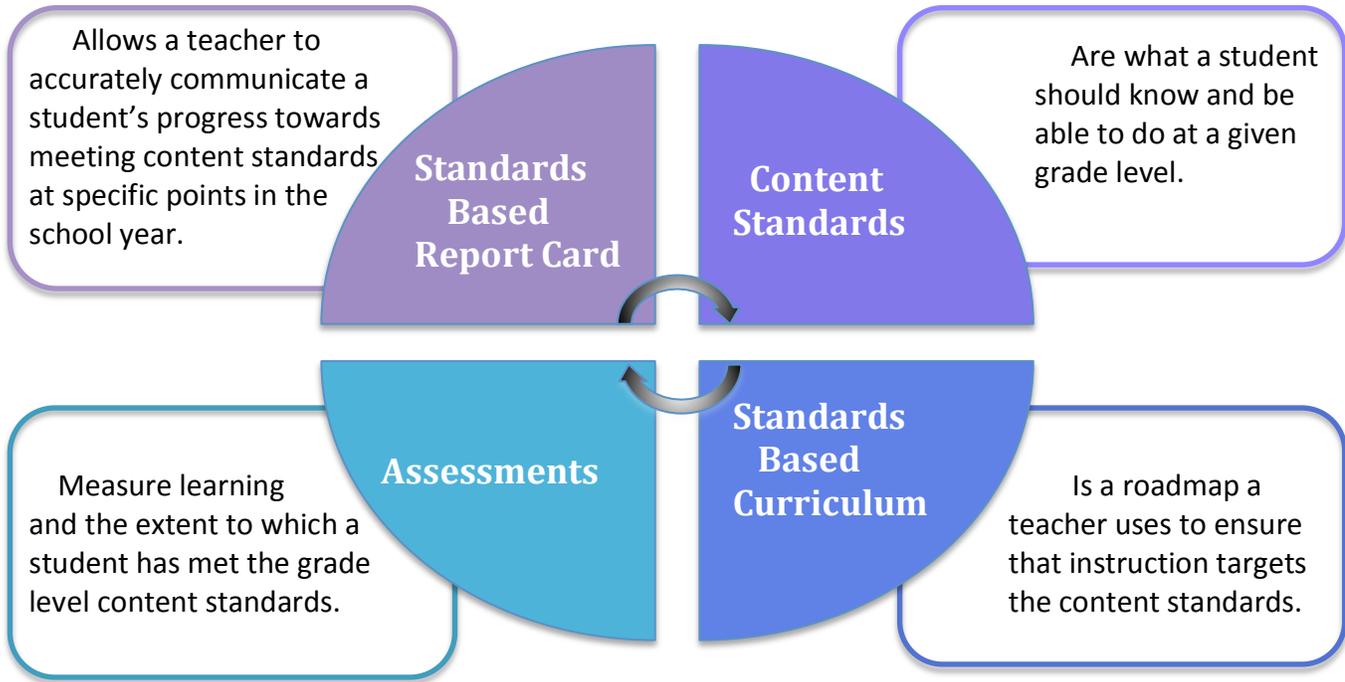
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Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> Major subjects listed by name only 	<ul style="list-style-type: none"> Content standards and grade-level indicators define major subjects
<ul style="list-style-type: none"> One grade per subject 	<ul style="list-style-type: none"> One grade for each goal within a subject area
<ul style="list-style-type: none"> Percentage system Criteria often unclear or assumed to be known 	<ul style="list-style-type: none"> Criterion-referenced standards and goals Publicly published criteria/targets
<ul style="list-style-type: none"> Uncertain mix of achievement/attitude/effort/behavior Includes group scores 	<ul style="list-style-type: none"> Achievement only Individual evidence only
<ul style="list-style-type: none"> Everything is scored and included regardless of when it was completed in the grading period 	<ul style="list-style-type: none"> Most recent evidence emphasized
<ul style="list-style-type: none"> Grades "calculated" 	<ul style="list-style-type: none"> Grades "determined" by measuring progress towards meeting standards
<ul style="list-style-type: none"> Varied quality of assessments 	<ul style="list-style-type: none"> Quality assessments only and data carefully recorded
<ul style="list-style-type: none"> Teacher decides and announces grades 	<ul style="list-style-type: none"> All aspects of grading discussed with students

Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student’s progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student’s end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

SCORING

On a Standards-Based Report Card, a mark of “3” is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of “3” and “2” both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a “3” by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

3

Adequate Understanding of Grade Level Common Core State Standards

A mark of “3” indicates that the student’s progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

2

Partial Understanding of Grade Level Common Core State Standards

A mark of “2” indicates that the student has basic understanding of, or partially meets grade-level expectations. The student’s progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

1

Minimal Understanding of Grade Level Common Core State Standards

A mark of “1” indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

Frequently Asked Questions about Standards Based Grading and Reporting

What are standards based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

How will teachers determine the grades?

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

How frequently will report cards be distributed?

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

What is the difference between Curriculum, Grading, and Reporting?

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

Prioritized Standards for Report Card (per Trimester)*Prioritized Standards are subject to changes*

Third Grade Common Core ELA Curriculum Map - Trimester 1	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
3.RL.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Standard	Reading Standards for Foundational Skills
<i>Fluency</i>	
3.RF.04a	Read on-level text with purpose and understanding.
Standard	Writing
<i>Text Types and Purposes</i>	
3.W.01a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
3.W.01b	Provide reasons that support the opinion.
3.W.01c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
3.W.01d	Provide a concluding statement or section.
Standard	Speaking and Listening
Standard	Language
<i>Conventions of Standard English</i>	
3.L.02a	Capitalize appropriate words in titles.

Third Grade Common Core Math Curriculum Map - Trimester 1	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
Standard	Number and Operations in Base Ten
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>	
3.NBT.01	Use place value understanding to round whole numbers to the nearest 10 or 100.
Standard	Number and Operations - Fractions
Standard	Measurement and Data
<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>	
3.MD.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Standard	Geometry

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Third Grade Common Core Music Curriculum Map - Trimester 1	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
<i>Read and notate music</i>	
3.AP.01.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, whole notes, and rests.
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Third Grade Common Core ELA Curriculum Map - Trimester 2	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<i>Integration of Knowledge and Ideas</i>	
3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.
<i>Range of Reading and Level of Text Complexity</i>	
3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Standard	Reading Standards for Foundational Skills
Standard	Writing
<i>Text Types and Purposes</i>	
3.W.02a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
3.W.02b	Develop the topic with facts, definitions, and details.
3.W.02c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
3.W.02d	Provide a concluding statement or section.
<i>Research to Build and Present Knowledge</i>	
3.W.07	Conduct short research projects that build knowledge about a topic.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
3.SL.01a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
3.SL.01b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3.SL.01c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.SL.01d	Explain their own ideas and understanding in light of the discussion.
<i>Conventions of Standard English</i>	
3.L.02f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Prioritized Standards for Report Card (per Trimester)

Third Grade Common Core Math Curriculum Map - Trimester 2	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Represent and solve problems involving multiplication and division.</i>	
3.OA.01	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>	
3.OA.05	Apply properties of operations as strategies to multiply and divide. ² <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>
<i>Multiply and divide within 100.</i>	
3.OA.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Standard	Number and Operations in Base Ten
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic</i>	
3.NBT.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
Standard	Number and Operations - Fractions
<i>Develop understanding of fractions as numbers.</i>	
3.NF.01	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
Standard	Measurement and Data
Standard	Geometry

² Students need not use formal terms for these properties.

Third Grade Common Core Music Curriculum Map - Trimester 2	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
<i>Read and notate music</i>	
3.AP.01.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, whole notes, and rests.
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Third Grade Common Core ELA Curriculum Map - Trimester 3	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<i>Craft and Structure</i>	
3.RI.06	Distinguish their own point of view from that of the author of a text.
Standard	Reading Standards for Foundational Skills
<i>Fluency</i>	
3.RF.04a	Read on-level text with purpose and understanding.
Standard	Writing
<i>Text Types and Purposes</i>	
3.W.03a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.W.03b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.W.03c	Use temporal words and phrases to signal event order.
3.W.03d	Provide a sense of closure.
<i>Research to Build and Present Knowledge</i>	
3.W.07	Conduct short research projects that build knowledge about a topic.
Standard	Speaking and Listening
<i>Presentation of Knowledge and Ideas</i>	
3.SL.04a	Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
Standard	Language
<i>Conventions of Standard English</i>	
3.L.02d	Form and use possessives.

Third Grade Common Core Math Curriculum Map - Trimester 3	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Represent and solve problems involving multiplication and division.</i>	
3.OA.02	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>
<i>Multiply and divide within 100.</i>	
3.OA.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Standard	Number and Operations in Base Ten
Standard	Number and Operations - Fractions
<i>Develop understanding of fractions as numbers.</i>	
3.NF.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Standard	Measurement and Data
<i>Represent and interpret data.</i>	
3.MD.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>	
3.MD.07b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
Standard	Geometry
<i>Reason with shapes and their attributes.</i>	
3.G.01	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Third Grade Common Core Music Curriculum Map - Trimester 3	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
<i>Read and notate music</i>	
3.AP.01.1	Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, whole notes, and rests.
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications