

Third Grade Overview

MATHEMATICS

In Third Grade, students will:

- Memorize the times table up to 10×10 .
- Develop an understanding of multiplication and division and learn to fluently multiply and divide within 100.
- Be introduced to fractions with an emphasis on understanding fractions as numbers with relative sizes to the whole.
- Learn the concepts of area and perimeter.
- Measure and estimate liquid volumes and masses of objects using standard units of grams, kilo grams, and liters.
- Draw scaled pictures and bar graphs to represent data.

To see all of the Third Grade Math standards, go to:

<http://www.corestandards.org/Math/>

LANGUAGE ARTS

In Third Grade, students will:

- Be able to describe a story's characters and explain how their actions contribute to the story's sequence of events.
- Discuss their point of view about a text and compare it with the perspective of the author or characters within the text.
- Learn to distinguish between literal and non-literal language in a text.
- Produce focused, organized, and edited pieces of writing.
- Know when and how to include charts or graphs, and supply facts when writing informational pieces.
- Conduct independent research projects.

To see all of the Third Grade Language Arts standards, go to:

<http://www.corestandards.org/ELA-Literacy/>

HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed. During your parent teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside of the classroom to encourage his or her progress.

The National Parent-Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home. These guides are available at [www](http://www.nptta.org).

Report Cards are designed to communicate with parents – they should be helpful and easy to understand. If you have questions or concerns about your school's report card, please share them with us by emailing or calling the number below. Your comments will help us improve the new reporting system.

510-233-3080
www.st-paulschool.org

A Parent's Guide: Standards- Based Report Cards Third Grade

Diocese of Oakland
Catholic Schools



CATHOLIC SCHOOLS
DIOCESE OF OAKLAND

WHAT ARE THE NEW COMMON CORE STANDARDS

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. In 2012, the Diocese of Oakland adopted the Common Core Standards for English Language Arts and Mathematics. All standards can be found online at www.cde.ca.gov/re/cc/.

WHY IS THE DIOCESE OF OAKLAND MOVING TO A NEW REPORTING SYSTEM?

The purpose of the new reporting system is to provide parents, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are being exposed to the same curriculum and learning what they should in each grade.

The new system should help us close the gap in achievement among different groups of students. Parents will also be more aware of what their children should know and be able to do by the end of each grade level



HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL 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.

The achievement marks indicate a child's progress toward meeting specific grade level-standards. The student's proficiency is reported separately from his/her effort.

HOW DOES THE NEW REPORT CARD MEASURE MY CHILD'S PROGRESS?

The new report card will use four different symbols to indicate a child's progress toward meeting the end-of-year Diocesan and Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

At mid-year, students also may receive a n/a mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the first trimester.

STANDARDS MARKING SYSTEM

SBS Grading Scale

4 = **Advanced/Exceeds Mastery** – The student exceeds learning target by performing at exemplary levels. In addition to exhibiting standard mastery, student applies conceptual understanding to new situations, shows mastery of next vertical standard, offers alternative perspectives, and/or applies higher order thinking skills. These are not just harder tasks, but learning that requires deeper or more rigorous thinking.

3 = **Proficient/Mastery** –The student meets the learning target as exhibited in performances on recall, basic application, strategic and extended thinking activities. This level is the focus for the entire proficiency scale. **This is the expected level of performance for all students.** This level includes essential outcomes, common core and diocesan standards, and related skills and practices. The student exhibits mastery on assessment tasks involving fact and vocabulary recall, conceptual application, and strategic and extended reasoning, such as modeling and problem solving.

2 = **Developing/Approaching Mastery** –The student is approaching an understanding of the learning target as exhibited in performances on recall, basic application, strategic and extended thinking activities. This level is the basic learning necessary and serves as the foundation for the higher levels of learning including recall questions, fact-based skills, and basic applications. The student occasionally meets standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.

1 = **Needs Support/Below Basic** –The student exhibits limited skills necessary to meet the learning targets as shown in performances on recall, basic application, strategic and extended thinking activities. Student requires more time and experiences; shows limited achievement of the standard(s).

N/A = Standard Not Assessed — Standard has not been taught and/or measured to date.