

Understanding your child's

REPORT CARD

3rd Grade

- Top 10 tips for understanding your child's report card
- Communication between home and school
- Academic measures
- Descriptors of what your child will learn during trimester 1



Trimester 1 - 2018-2019

Prepared for by the School District of
Menomonee Falls Office of Teaching & Learning

TOP 10 TIPS

Understanding your Child's Report Card

The purpose of the report card is one component of the larger communication plan between parents and the school. The purpose is to regularly communicate how a student is progressing and where the student is performing in relation to expected targets he/she should meet at the end of each reporting period.

1. The report card is based on the standards adopted by the School District of Menomonee Falls. The standards define what all students should know and be able to do in every subject, from kindergarten through grade 5.

2. The School District of Menomonee Falls chose report "indicators" that represent the knowledge students must acquire for each reporting period.

3. Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.

4. Academic measures are as follows:

Academic Indicators	
3	Meeting Standard
2	Approaching Standard <input type="checkbox"/>
1	Below Standard
NG	Not Graded

5. Your child may not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.

6. Included in this booklet are descriptions of what your child should be able to do to meet each expectation.

7. Your child will get marks for "Learner Behavior Expectations". These marks will be:

Learner Behavior Expectations	
3	Consistently meets expectations
2	Sometimes meets expectations
1	Rarely meets expectations

8. Learner behavior expectations are important because developing good habits help your child learn.

9. The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

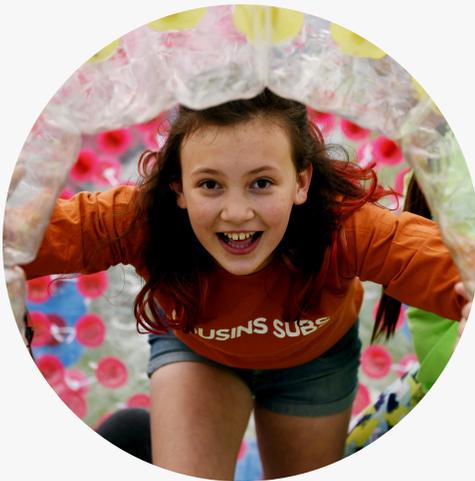
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student's learning.



Home/School Communications

We welcome your partnership in helping your child achieve success in school. Building this partnership is important to us and we are committed to two-way communication. Listed below are some of the intentional communications we built into our system. If you have questions or concerns please contact your child's teacher.

Ways we Intentionally Communicate



- Parent Information Night
- Parent/Teacher Conferences
- Trimester grade report
- Parent & Teacher notes, phone calls, emails
- Class or School newsletter
- District/school Facebook
- District school calendar
- Schoology
- District website

Get Involved

- There are many ways to support your child's learning journey. Listed below are just a few.
- Volunteer in your child's classroom or school
- Attend parent-teacher conferences
- Join the Parent Teacher Organization
- Become a Junior Achievement volunteer
- Have regular conversations with your child about homework or completed work brought home
- Use the information in this pamphlet to guide conversations about what your child is learning in school
- Contact your child's teachers with questions or concerns



Academic Measures

3 - MEETING STANDARD

Meets expectations for this reporting period. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has a proficient understanding. A "3" indicates that the student is right on track with our high academic expectations.

2 - APPROACHING STANDARD

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or partially understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is progressing toward proficiency. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW STANDARD

Does not meet expectations for this reporting period. The student seldom demonstrates the skills and/or understands concepts for this grading period. A "1" indicates the student demonstrates minimal understanding and requires extended time, support and/or practice.

NG

Progress on these indicators is not reported for this grading period. That does not, however, mean learning is not developing around the concept.

What Should My Child Be Able to Do to Meet Expectations during this Trimester?

English Language Arts

Uses a variety of strategies to read with accuracy, fluency and expression

- Read third-grade texts accurately and fluently, with expression and understanding (Reading Level M-O)

Demonstrates understanding of text through writing

- Identify a character trait and provide evidence to support it
- Make a detailed prediction from the text and give a reason for the prediction
- Write a summary that includes all the story elements (character, setting, problem, solution)
- Analyze the author's craft and explain why the author's choice is important to the story.
- Retell and summarize a text

Understands and analyzes narrative texts

- Identify a character trait and provide supporting evidence
- Make a detailed prediction from the text and give a reason for my prediction
- Write a summary that includes all the story elements (character, setting, problem, solution)
- Analyze the author's craft and explain why the author's choice is important to the story
- Retell and summarize a text

Reads grade-level text with purpose and understanding

- Read third-grade literature text accurately and fluently with expression and understanding (Reading Level M-O)

Engages in collaborative discussions

- Have on-topic discussions with others sharing his/her own ideas and building on the ideas of others

Composes a developed and organized piece about a focused topic across genres: narrative, information, and opinion

- Write a narrative about his/her real experiences
- Write a narrative with a beginning, in an order that makes sense using descriptive details, and with an ending or sense of closure

Knows and applies grade-level word analysis skills

- Sort and spell words that have short and long vowel sounds

Applies grade-level conventions and grammar

- Use known spelling patterns when writing
- Produce simple sentences using correct capital letters and punctuation



Mathematics

Operations & Algebraic Thinking

- Choose or write an equation to match a story problem
- Fluently add with sums to 20
- Fluently subtract with differences to 20
- Identify and explain patterns in basic addition facts
- Write or choose an equation or expression to match a multiplication story problem
- Use strategies to multiply fluently with products to 100
- Identify the missing number in a multiplication equation
- Identify patterns among basic multiplication facts
- Identify patterns among basic multiplication facts
- Solve multiplication story problems
- Interpret the products of whole numbers. Tell what the product means in a story problem or a situation

Number & Operations in Base Ten

- Solve addition story problems
- Solve subtraction story problems
- Add 2-digit and 3 digit numbers
- Subtract 2-digit and 3-digit numbers
- Solve story problems that require 2 or more steps to find the answer



Social Studies

Understands Social Studies Content

- Identify physical features and natural resources on a map or globe
- Identify cities, states, and borders on a map or globe
- Identify connections between communities, the United States and the World

Asks and Answers Questions About Social Studies Themes

- Generate and answer close-ended questions. This type of question is generally answered with a simple one-word answer such as yes or no.
- Students will generate and answer open-ended questions. This type of question has a meaningful answer based on a person's feelings, thoughts or knowledge.
- Use factual evidence to support an answer

Science

Communicates Scientific Ideas

- Understand what climate means and how it changes over time
- Collect and represent data to describe typical weather conditions expected during a season
- Collect information to describe climates in different regions
- Make a claim regarding a way to solve a weather-related problem
- Learn about patterns of weather and make predictions about what kind of weather might happen next
- Discuss natural hazards and how their effects can be reduced

Uses the Inquiry Process

- Collect data on weather and graph the results
- Compare and contrast different impacts of hazardous weather
 - Learn about different types of hazardous weather and hypothesize (brainstorm) ways to reduce their effects
- Learn about different types of weather and climate and use the information to help predict patterns of change over time



Physical Education

Although the skill and form remain the same, the skill maturity, intensity, equipment and area used in physical education are adjusted or modified for each grade level based on student development.

- Refines, combines and varies motor skills
- Identifies and demonstrates key elements of skill being taught
- Chooses to participate in structured and purposeful activity.
- Meets the age and gender-specific health-related fitness standards
- Follows class, activity, or game rules respectfully.
- Works independently, productively and demonstrates a willingness to challenge self.

Students in grades 3-5 will participate in the following physical education units throughout the school year.

- Game Play
- Soccer
- Football
- Basketball
- Volleyball
- Floor Hockey
- Jump Rope
- Bowling
- Cooperative Games
- Fitness Testing/Fitness Games
- Tumbling
- Rock Wall



Music

Performs grade-level music skills

- Singing
- Chanting
- Reading and writing music
- Creating and improvising music
- Playing instruments

Listens to, analyzes, and evaluates the elements of music (Rhythm, melody, harmony, timbre, form, texture, and dynamics)

- Purposefully listens to music
- Demonstrates musical qualities through movement
- Uses music vocabulary to describe music

Engages in collaborative music making

- Demonstrates flexibility, inquisitiveness, openness and respect for the ideas and work of others, responsible risk-taking, self-reflection, self-discipline, and perseverance
- Works with commitment to achieve the goals of the ensemble (grade level, whole class, or small group)
- Understands and demonstrates appropriate concert etiquette for audience and performance

Art

Uses appropriate art-related vocabulary

- Use art terms to create art independently
- Discuss art terms used in projects
- Identify many different artists and artwork

Explores the elements and principles of design

- Use elements and principles of design in artwork

Knows and makes art that communicates ideas

- Discuss what artwork means

Solves problems independently while making art

- Independently solve problems with artwork

Describes and uses grade-level skills to produce art

- Show how to use grade-level skills to create artwork
- Demonstrate craftsmanship techniques to create artwork

Uses own ideas to think creatively

- Communicate grade level thinking in artwork
- Demonstrate problem solving to improve artwork



Learner Behavior Expectations

Shows Respect

Follows school rules and expectations

Listens with empathy

Uses kind actions and words

Recognizes and shows consideration for the rights and feelings of others

Demonstrates Responsibility

Follows directions

Is accountable; stays focused on task

Demonstrates organizational skills

Manages time wisely and completes assigned work on time

Collaborates with Others

Contributes responsibly in partner and group settings

Respects and considers different opinions and ideas

Shows Persistence

Is able to continue when faced with a challenge; does not give up easily

Accurately monitors own effort toward learning goals; reflects on progress

Demonstrates Flexibility

Adapts positively to new or different situations and ideas

Makes transitions efficiently

Problem Solves

Tries a variety of approaches, strategies, or alternatives

Independently considers options and attempts solutions

Communicates with Others

Actively listens

Participates in collaborative conversations; shares ideas

Takes responsible risks in sharing learning

