



Third Grade

Raymore-Peculiar School District
Accredited with Distinction

Mission: Preparing each Student for a Successful and Meaningful Life



Standards-Referenced Report Card Parent Guide 2013-14



Greetings,

A reporting system's purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child's teacher or your school's principal.

Sincerely,
Academic Services

Ray-Pec Administration

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Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?

- The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.
- SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.
- SRRCs highlight **Power Standards**. There are many standards to teach and learn. **Power Standards** identify which are most important standards for students to know.
- SRRCs provide more continuity across grades. For example with SRRCs, the 3rd grade teacher will know what **learning targets** were taught the previous year.
- Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.
- SRRCs help teachers focus upon what to emphasize.
- Students know what is expected in his or her learning.
- SRRCs help make scoring and reporting more uniform throughout the district.
- SRRCs help parents better understand what their children know and need to learn

Information on the Report Card

1. Student Information

General information about a student.

2. Attendance

Days a student is enrolled, absent or tardy.

3. Quarters

Four quarters during the school year. Quarterly reporting is on the progress of *Learning Targets*. Final report of the year will measure understanding of Learning Targets and *Power Standards*. Art, Music, and Physical Education will report on a semester basis (2nd quarter and 4th quarter). Technology skills are a part of how students learn in the 21st Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

4. Student Learning Attributes

Effort

Perseveres and attempts quality work

Engagement

Actively participates and listens; shows interest

Responsibility

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

Respectfulness

Respects people, property, and uses network etiquette when online, cooperates with others

Preparedness

Prepares and organizes for learning with positive attitude and needed materials

5. Academic Descriptors

4=Learning and performing beyond grade-level or course standards

3=Meeting grade-level or course standards independently; thoroughly; and accurately

2=Progressing toward grade-level or course standards with some additional help and support

1=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

IE=Insufficient Evidence

NA=Not assessed at this time

M=Modified Standard

The markings show how your student's performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

4 =Learning and performing exceeds grade-level or course standards

The student's academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

3=Meeting grade-level or course standards independently; thoroughly; and accurately

The student's academic performance consistently demonstrates knowledge and application of grade level standards.

2 =Progressing toward grade-level or course standards with some additional help and support

The student's academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

The student's academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

IE=Insufficient Evidence

There is not enough evidence at this time to determine level of understanding.

NA=Not Assessed at this Time

Student progress has not been measured at this time.

M=Modification of Standard

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student's present level of academic performance.

THIRD GRADE

Power Standards and Learning Targets

English Language Arts

Power Standard

The student will be able to read and comprehend within the grade 2-3 level text complexity range proficiently and independently.

Learning Targets

- I can compare the integration of my knowledge and ideas in genres/media.
- I can explain key ideas and details
- I can explain the craft and structure of literature.

Power Standard

The student will be able to connect reading foundational skills.

Learning Targets

- I can apply phonics and word recognition skills.

Power Standard

The student will be able to evaluate a range of writings in discipline specific tasks, purposes, and audiences.

Learning Targets

- I can conduct research to build and present knowledge.
 - I can develop text types with a purpose.
 - I can produce writing with guidance and support.
- Introduction level

Power Standard

The student will be able to justify their thinking through collaborative discussions.

Learning Targets

- I can engage in comprehension discussions through collaboration.
- I can explain my knowledge and ideas through presentations.

Power Standard

The student will be able to critique their use of the English language when reading, writing, speaking and listening.

Learning Targets

- I can acquire and use grade appropriate vocabulary.
- I can demonstrate conventions of Standard English.
- I can use my knowledge of language when writing, speaking, reading or listening.

Math

Power Standard

The student will be able to apply the use of operations and algebraic thinking

Learning Targets

- I can multiply and divide within 100.
- I can represent and solve problems involving multiplication and division.

- I can solve problems involving the four operations and explain patterns in arithmetic.
- I can understand properties of multiplication and the relationship between multiplication and division.

Power Standard

The student will be able to apply knowledge of number and operations in base ten.

Learning Targets

- I can use place value understanding and properties of operations to perform multi-digit arithmetic.

Power Standard

The student will be able to apply understanding of number and operations in fractions.

Learning Targets

- I can develop understanding of fractions as numbers.

Power Standard

The student will be able to compare measurement and data.

Learning Targets

- I can recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- I can represent and interpret data.
- I can solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- I can understand concepts of area and relate area to multiplication and to addition.

Power Standard

The student will be able to analyze geometry.

Learning Targets

- I can reason with shapes and their attributes.

Science

Power Standard

The student will be able to interpret forces and interactions.

Learning Targets

- I can determine cause and effect relationships of electric or magnetic interactions.
- I can provide evidence of the effects of forces on the motion of an object.

Power Standard

The student will be able to analyze interdependent relationships in ecosystems.

Learning Targets

- I can support evidence of organisms, interactions, and their survival in their ecosystems.

Science Cont:

Power Standard

The student will be able to construct an explanation of inheritance and variation of traits: Life Cycles and Traits.

Learning Targets

- I can describe how plants and animals have unique and diverse life cycles.
- I can provide evidence that plants and animals have traits inherited from their parents and influenced by their environments.

Power Standard

The student will be able to defend a claim on weather and climate.

Learning Targets

- I can describe typical weather conditions and climate in different regions of the world.

Social Studies

Power Standard

The student will be able to summarize the principles expressed in documents shaping constitutional democracy in the United States.

Learning Targets

- I can identify the principles of the constitution democracy in the United States.
- I can apply the role of citizens and governments in carrying out constitutional principles.
- I can define the purpose of the United States documents.
- I can explain the symbols of our nation.

Power Standard

The student will be able to analyze the principles and processes of governance system.

Learning Targets

- I can analyze principles and purposes of government.
- I can describe the process of the governmental systems.

Power Standard

The student will be able to analyze the economic concepts and principles.

Learning Targets

- I can explain the basic concepts of economic and their historical and current events.
- I can explain the interdependence of households businesses, and governments.
- I can explain various types of taxes and their purposes.
- I can interpret the consequences of personal and public economic decisions.

Art

Power Standard

The student will be able to develop works of art through the application of art materials, techniques, and processes.

Learning Targets

- I can construct a form using a slab.
- I can create a weaving using a loom.
- I can create color value.
- I can differentiate between foreground and background.
- I can differentiate between shape and form.
- I can identify multiple techniques in drawing/painting.

Power Standard

The student will be able to explore visual arts to communicate a variety of creative ideas, feelings, and experiences.

Learning Targets

- I can identify multiple solutions for my artwork.

Music

Power Standard

The student will be able to demonstrate music literacy.

Learning Targets

- I can read and play rhythms including quarter notes, eighth note pairs, quarter rests, and sixteenth notes.
- I can decode and perform melodies using do-re-mi-so-la.
- I can use my "musical road signs" to navigate music. (D.C. al fine, D.S. al fine, al Coda)

Power Standard

The student will be able to sing tunefully and with expression.

Learning Targets

- I can sing third grade songs with a light, tuneful voice.
- I can interpret my teacher's conducting to sing or play faster and slower.

Physical Education

Power Standard

The student will be able to demonstrate a variety of manipulative skills and movement patterns for lifetime wellness.

Learning Targets

- I rank in the healthy zone on the Fitness Gram. (15m = 17 girls, 26 boys)
- I can throw to targets at different distances.
- I can dribble in the ready position with each hand.
- I can demonstrate various jump roping styles continuously.
- I can demonstrate bilateral skills.
- I can strike to a target with a racket.
- I can pass a soccer ball to targets at different distances.