

# **DAKOTA VALLEY ELEMENTARY SCHOOL 3<sup>RD</sup> GRADE REPORT CARD INFORMATION**



Dear DVES Families,

We have put together this informational flip book to help us better share information about your child's report card (progress report) with you. The elementary school uses a Standards-Based Progress Report to provide parents/guardians information about their child's progress in meeting grade-level expectations of the SD State Standards. If you have any questions about the report card, please contact your child's teacher or Mrs. Maloney.

*The Mission of the Dakota Valley School District is to ensure all students receive an enriched educational experience in a safe environment.*

**What does a Standards-Based Progress Report tell us?** DVE utilizes four **performance indicators/letters** to mark a student's progress towards proficiency of the overall learning standard. These indicators each represent a different step in the learning process, however, each step also correlates to the time of year expectation. Each learning standard is tied directly to the SD Content Standards.

**Why does DVE use a Standards-Based Progress Report?**

DVE places a strong value on home-school partnerships, and we view the progress report as an important tool in furthering our shared understanding about your child's growth in both academics and social behaviors, as well as focusing all parties on the desired outcomes for **year-end learning goals**.

**Who determines what performance indicator is marked on a Standards-Based Progress Report?** Teachers assess student performance against agreed upon learning standards identified by the state of South Dakota as well as the Dakota Valley School District local curriculum.

**When is the Standards-Based Progress Report completed?**

The elementary teachers will complete the progress report at the end of each trimester after assessments have been completed.

# REPORT CARD FAQs

### Needs support (N)

Student is demonstrating mastery of grade-level expectations less than 50% of the time, or, demonstrating mastery of less than 50% of the grade-level expectations.

An “N” indicates that a student is not yet demonstrating adequate progress towards the grade-level standard, and ,may still be acquiring the prerequisite skills needed for growth in the given standard.

### Beginning (B) (First Trimester Expectation)

Student is demonstrating mastery of grade-level expectations between 50-74% of the time, or, demonstrating mastery of 50-74% of the grade-level expectations.

A “B” indicates that the student is beginning to gain understanding and skills that should result in proficiency of the grade-level standards, given additional time and practice opportunities.

### Progressing (P) (Second Trimester Expectation)

Student is demonstrating mastery of grade-level expectations between 75-89% of the time, or, demonstrating mastery of 75-89% of the grade-level expectations.

A “P” indicates that a student is developing consistent and independent ability towards proficiency in the grade-level standards.

### Meets Grade Level standard (M) (Third Trimester Expectation)

Student is demonstrating mastery of grade-level expectations more than 90% of the time.

An “M” indicates that a student consistently and independently demonstrates proficiency of the grade-level standards.

# WHAT DO THE LETTERS MEAN?

# Social & Academic Behavior Power Standards and Grade-Level Expectations

## **1. Is Proactive**

- Does the right thing, even without an adult present
- Demonstrates self-control
- Follows directions in classroom, hallway, restroom, etc.

## **2. Begins with the end in mind**

- Sets goals for growth with teacher direction
- Shows work ethic by completing work, doing work neatly, handling mistakes, etc.
- Shows effort and produces quality work

## **3. Puts first things first**

- Shows responsibility
- Completes work on time
- Follows classroom procedures and rules

## **4. Thinks win-win**

- Finds ways for everyone to get along
- Respects others
- Be empathetic towards others' opinions

## **5. Seeks first to understand, and then to be understood**

- Participates appropriately in class discussions
- Does not interrupt or shout out
- Listens to others' thoughts and opinions

## **6. Synergizes**

- Gets along with others
- Works well in a group (cooperatively)
- Solves problems independently and with ideas from others

# **SOCIAL & ACADEMIC BEHAVIORS**

# Science & Social Studies Power Standards and Grade-Level Expectations

## Science

1. Knows, understands, and appropriately uses vocabulary specific to the content
2. Uses evidence and content knowledge to demonstrate understanding of the big ideas in each unit

## Social Studies

1. Knows, understands, and appropriately uses vocabulary specific to the content
2. Uses evidence and content knowledge to demonstrate understanding of the big ideas in each unit

# SCIENCE & SOCIAL STUDIES STANDARDS

# Writing & Language Power Standards and Grade-Level Expectations

## **1. Composes and organizes writing based on purpose and genre**

- composes opinion pieces
- composes informative texts
- gains ideas from short research projects, recalling information from experiences, and/or taking brief notes from research
- composes real or make-believe multi-event narratives

## **2. Develops quality writing based on purpose and genre**

- in opinion pieces, introduces or states an opinion, supplies three reasons, and provides a concluding statement or section
- in informative pieces, introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section
- in narrative pieces, recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts or feelings, and provides a sense of closure
- uses grade-level appropriate linking or temporal words or phrases to connect ideas in writing
- revises and edits writing based on feedback

## **3. Applies rules of language conventions**

- prints letters correctly and fluently using spacing to ensure writing is read easily by others
- uses frequently occurring irregular plural nouns
- uses the past tense of frequently occurring irregular verbs
- uses adjectives and adverbs to correctly modify nouns and verbs
- produces, expands, and rearranges complete simple and compound sentences
- capitalizes holidays, product names, and geographic names
- uses commas in greetings and closings of letters
- uses commas to separate single words in a series
- uses an apostrophe to form contractions and singular possessives
- spells grade-appropriate high frequency words correctly
- use reference materials to check and correct spelling
- uses formal and informal English appropriately in speaking and writing

## **4. Determines the meaning of unknown words and understands word relationships**

- uses sentence-level context as a clue to the meaning of a word or phrase
- determines the meaning of word when a prefix is added
- uses a known root word as a clue to the meaning of an unknown word with the same root
- uses individual words to predict the meaning of compound words
- identifies real-life connections between words and their use
- distinguish subtle differences among closely related verbs and adjectives
- uses knowledge of vocabulary and word meaning to convey ideas precisely

# **WRITING & LANGUAGE STANDARDS**

# Reading Standards and Grade-Level Expectations

## **1. Demonstrates active word solving while reading**

- identifies and knows the meaning of the most common prefixes/suffixes
- decodes words with common Latin suffixes
- decodes multi-syllable words
- reads grade-appropriate high frequency words

## **2. Demonstrates appropriate oral reading skills**

- following punctuation
- Phrasing
- using expression (character voices and tone)
- appropriate rate of speed
- self-correcting errors and rereading as necessary

## **3. Reads and comprehends grade level literature**

- reads literature texts at an independent level 0 or above
- asks/answers questions to demonstrate understanding of key details in a text, referring explicitly to the text as the basis for answers
- retells stories and determines their central message/theme, lesson, or moral and explains how it is conveyed through the text
- describes characters in a story and explains how their actions contribute to the sequence of events
- determines the meaning of words and phrases as they are used in a text; distinguishing literal from nonliteral language
- explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
- distinguishes their point of view from the narrator or the characters
- expresses differences in the points of view of characters
- compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters
- with support and guidance, chooses literature for personal enjoyment

## **4. Reads and comprehends grade level informational text**

- reads informational texts at an independent level 0 or above
- asks /answers questions to demonstrate understanding about key details in text, referring explicitly to the text as the basis for the answers
- determines the main idea of a text and recounts/explains how key details support the main idea
- describes connection between two main components of an informational text using language that pertains to time, sequence, and cause/effect
- determines the meaning of general academic and domain-specific words and phrases within a text relevant to 3<sup>rd</sup> grade
- uses various text features and search tools to locate key facts or information in a text efficiently
- identifies the author's point of view based on text evidence
- distinguishes their personal point of view from that of the author
- uses information gained from specific images and words in a text to demonstrate understanding
- describes the logical connection between particular sentences and paragraphs in a text to support particular points the author makes
- compares and contrasts the main idea and key details in two texts on the same topic
- with guidance and support, chooses informational texts based on personal interest and academic tasks

# READING STANDARDS

## Math Standards and Grade-Level Expectations

### **1. Represents and solves problems involving multiplication and division**

- interprets products of whole numbers as the total number of objects in groups of objects
- interprets whole-number quotients as the number of objects in each share when a number of objects is partitioned equally
- uses multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
- determines the unknown whole number in a multiplication/division equation

### **2. Multiplies and divides within 100**

- fluently multiply and divide within 100 using effective strategies
- carries out procedures flexibly, appropriately, efficiently, and accurately for all products of two one-digit numbers
- applies properties of operations as strategies to multiply and divide
- understands division as an unknown-factor problem

### **3. Solves problems involving the four operations**

- solves two-step word problems using the four operations
- represents problems using equations with a letter for an unknown quantity
- identify arithmetic patterns & explain them using properties of operations
- solve word problems with addition/subtraction of time intervals in minutes
- add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units

### **4. Uses place value understanding and properties of operation to perform multi-digit arithmetic**

- uses place value to round whole numbers to the nearest 10 or 100
- fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, or the relationship between addition and subtraction
- multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations

### **5. Understands the foundational concepts of fractions as numbers**

- understands that a fraction is the part of the whole split into equal parts
- understands a fraction as a number on the number line by placing a fraction on a number line from 0 to 1
- understand two fractions as equivalent if they are the same size or the same point on a number line
- generates equivalent fractions and explain why they are equivalent
- express whole numbers as fractions
- compares two fractions with the same numerator or same denominator by reasoning about their size
- recognizes that comparisons are only valid when the two fractions refer to the same whole
- uses the greater than, less than, and equal to symbols correctly when comparing fractions
- partition shapes into parts with equal areas
- express the area of each part as a unit fraction of the whole
- generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch
- show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters
- understand that the digits to the right of the decimal represent parts of a whole dollar when counting collections of coins

### **6. Understands concepts of area and relates area to multiplication and addition**

- recognizes area as an attribute of a plane figure and understands concepts of area measurement
- measures area by counting units
- finds the area of a rectangle by tiling it
- multiply side lengths to find area of rectangles in real-world and mathematical problems
- represents whole number products as rectangular areas in mathematical reasoning
- uses area models to represent the distributive property of multiplication
- recognizes areas as additive
- solves real world and mathematical problems involving perimeters of polygons

# MATH STANDARDS