

## Third Grade Overview

### Mathematics

In third grade, students will:

- memorize the times table up to 10 x 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, kilograms and liters.
- draw scaled picture and bar graphs to represent data.

To see all the third grade math standards, go to:  
[www.ode.state.or.us/teachlearn/real/documents/ccssm3.pdf](http://www.ode.state.or.us/teachlearn/real/documents/ccssm3.pdf)

### 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 editing 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 the third grade language arts standards, go to:  
[www.ode.state.or.us/teachlearn/real/documents/ccsse3.pdf](http://www.ode.state.or.us/teachlearn/real/documents/ccsse3.pdf)

### 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 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 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 on the Common Core State Standards page of the district's Web site, [www.csd509j.net](http://www.csd509j.net).

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 or suggestions for making the report easier to understand, please share them with us by calling the hotline or e-mailing the address below. Your comments will help us improve the new reporting system.

**541-757-3973**

[elementaryreportcards@corvallis.k12.or.us](mailto:elementaryreportcards@corvallis.k12.or.us)

## A Parent's Guide: Standards-Based Report Cards

**Third Grade  
2011-2012**



[www.csd509j.net](http://www.csd509j.net)  
**541-757-3973**

# FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

## WHAT ARE THE NEW COMMON CORE STATE 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 2010, Oregon joined the majority of states to adopt a shared set of national learning expectations in mathematics and language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students’ proficiency.

All the standards can be found online at: [www.ode.state.or.us/teachlearn/real/standards](http://www.ode.state.or.us/teachlearn/real/standards)

## WHY IS THE DISTRICT 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 also will 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 or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The letter grades used in traditional report cards are a more subjective reflection of individual teachers’ expectations for student effort and achievement.

## 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 Oregon 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 semester.

<b>+ Exceeds Standards</b>
<p><i>Student exceeds grade level expectations by independently applying and utilizing concepts and skills.</i></p> <ul style="list-style-type: none"> <li>• A student earning a <b>+</b> independently uses and applies knowledge in ways that demonstrate higher level thinking skills.</li> <li>• Typically, few students perform at this level.</li> </ul>
<b>= Achieving Standards</b>
<p><i>Student demonstrates grade level expectations for concepts and skills.</i></p> <ul style="list-style-type: none"> <li>• A student earning an <b>=</b> demonstrates understanding of grade level skills and concepts and requires minimal support.</li> <li>• An <b>=</b> throughout the school year indicates strong, excellent work at grade level.</li> <li>• The <b>=</b> mark is the goal for the grade level and should be celebrated.</li> </ul>
<b>^ Nearly Meets or Making Progress</b>
<p><i>Student is progressing toward basic understanding of grade level concepts and skills with assistance.</i></p> <ul style="list-style-type: none"> <li>• A student earning a <b>^</b> has not yet met the standards but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support from teachers, parents and/or peers is needed.</li> <li>• A <b>^</b> indicates ongoing growth.</li> </ul>
<b>— Not Yet Making Sufficient Progress</b>
<p><i>Student shows an emerging awareness of concepts and skills.</i></p> <ul style="list-style-type: none"> <li>• A student earning a <b>—</b> is currently not meeting the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge.</li> <li>• Intervention is needed from teachers and parents.</li> </ul>