

FREQUENTLY ASKED QUESTIONS ABOUT A COMMON CORE 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 by the end of each school year.

In 2010, California joined the majority of states to adopt a common set of national learning expectations in mathematics and language arts – the Common Core State Standards. All the standards can be found online at:

www.cde.ca.gov

WHY IS THE DISTRICT MOVING TO A NEW REPORTING SYSTEM?

The purpose of the new report card is to provide parents, teachers and students with accurate information about students’ progress toward meeting the Common Core content standards. Teachers will assess student progress throughout the year and will evaluate the results and plan instruction and interventions accordingly.

HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On a standards based report card, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate performance level score for each standard. The achievement performance level indicates a child’s progress toward meeting specific grade – level standards. The student’s effort is reported separately from his or her academic achievement.

HOW DOES THE NEW REPORT CARD MEASURE MY CHILD’S PROGRESS

The new report card will use four different performance levels to indicate a child’s progress toward meeting the end-of-year California and Common Core State Standards. The table at the right offers a detailed explanation of how each performance level indicates progress. Please note that at levels 1 and 2, your student may need intervention.

4	Demonstrates thorough understanding of grade level standard
<i>Student exceeds grade level expectations by independently applying and utilizing concepts and skills.</i>	
<ul style="list-style-type: none"> A student earning a 4 independently applies knowledge in ways that demonstrate higher thinking skills. 	
3	Demonstrates sufficient understanding of grade level standard
<i>Student demonstrates grade level expectations for concepts and skills.</i>	
<ul style="list-style-type: none"> A student earning a 3 demonstrates an understanding of grade level skills and concepts and requires minimal support. A 3 throughout the school year indicates strong work at grade level. The 3 is the goal for the grade level and should be celebrated. 	
2	Demonstrates partial understanding of grade level standard
<i>Student is progressing toward basic understanding of grade level concepts and skill with assistance.</i>	
<ul style="list-style-type: none"> A student earning a 2 has not yet met the standards but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers and parents. A 2 indicates ongoing growth. 	
1	Demonstrates minimal understanding of grade level standard
<i>Student shows an emerging awareness of concepts and skills</i>	
<ul style="list-style-type: none"> A student earning a 1 is currently not meeting the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge. Intervention is needed from teachers and parents. 	

Third Grade Overview

Mathematics

In third grade, students will:

- Memorize the times table up to 10x10.
- 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.

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.

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

Common Core Standards-Based report cards provide detailed information about how your child is doing in each content area. The report card will reflect whether students need extra assistance in certain areas or if they need to be challenged even more. These clearly defined standards allow teachers and parents to work together to ensure that students succeed.

The California Department of Education has created several resources for parents. The informational flyers give an overview of the Common Core State Standards. "The Parents' Guides to Student Success" are created by the National Parent-Teacher Association. These guides offer specific tips how to support your child's learning at in each grade level. Another valuable resource is the Road Maps developed by the Council of Great City Schools.

These resources can be found at the California Department of Education Web site, www.cde.ca.gov/re/cc/ccssresourcesparents.asp

To see all the Third Grade Common Core State Standards go to the Washington Union District Website, www.washington-union.com and open the curriculum tab for content standards.

A Parent's Guide:

Common Core Standards-Based Report Cards

Third Grade



Washington Union School District

