



Third Grade

**Parent Guide for
Student Expectations
2008-2009**

**Third Grade Standards-Based Report Card
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The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

Key to Academic Achievement			
3 Consistently and independently achieves the standard	2 Progressing toward achievement of the standard	1 Limited or minimum progress toward achievement of the standard	X / ■ Not assessed at the time

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

Key to Initiative and Work Habits and Special Areas		
S SUCCESSFUL Student displays appropriate learner behaviors for kindergarten	P PROGRESSING Student behavior improving, but not yet displaying satisfactory behaviors	N NEEDS IMPROVEMENT Student does not display behaviors that lead to successful learning

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009
Fourth Quarter: May 29, 2009

The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently and independently:

Language Arts				
Reading	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reads and understands vocabulary in context	Reads and understands 86% or more vocabulary words in context at the appropriate third grade level.			
Compares and contrasts the elements of various texts and identifies genres	Identifies the genre and the elements of fiction (realistic, fantasy) and non-fiction.			
Demonstrates comprehension of literary text	Demonstrates comprehension of a given third grade passage.			
Demonstrates comprehension of informational text	Demonstrates comprehension of a given third grade passage.			
Applies oral reading strategies	Reads using self-correction strategies and reads with expression.			
Reads fluently	Reads DIBELS passage at target rate specified below with appropriate expression (cold read only)...			
	90+ words per minute	100+ words per minute	110+ words per minute	120+ words per minute
Identifies and infers meaning from common root words, prefixes, and suffixes	NOT ASSESSED THIS QUARTER	Identifies and infers meaning from common root words, prefixes, and suffixes.		
Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writes legibly in print and cursive	Writes readable work with appropriate letter cases, size, and spaces, with no reversals.			Writes readable work using manuscript and cursive with appropriate letter cases, size, and spaces, with no reversals.
Writes paragraphs	Identifies and writes a complete paragraph which includes a topic sentence, at least 3 supporting details, and a concluding sentence.	Produces writing with multiple paragraphs.	Produces writing with well developed, multiple paragraphs (All Genres).	
Ideas: establishes a focus and develops main points	Constructs a piece of writing that captures a reader's interest by setting a purpose and developing a point of view appropriate to the genre...			
	Genres for Quarter 1 - Informational, Narrative	Genres for Quarter 2 - Response to Literature, Persuasive	Genres for Quarter 3 - Informational, Narrative, Response to Literature, Persuasive AND prepares a writing assessment portfolio containing 1 sample of each genre	Genres for Quarter 4 - Informational, Narrative, Response to Literature, Persuasive
Organizes ideas in a clear and appropriate pattern	Clear and appropriate pattern with an introduction, body, and conclusion (beginning, middle, and end); Begins to use transitional elements to link parts of the paper (Informational, Narrative).	Clear and appropriate pattern with a strong introduction, body, and conclusion (beginning, middle, and end); Uses transitional elements to link parts of the paper (Response to Literature, Persuasive).	Clear and appropriate pattern with a strong introduction, body, and conclusion (beginning, middle, and end); Uses varied transitional elements to link parts of the paper (All Genres).	
Style: uses interesting language to capture the reader's interest	Constructs a piece of writing that captures a reader's interest by setting a purpose and developing a point of view appropriate to the genre...			
	Genres for Quarter 1 - Informational, Narrative	Genres for Quarter 2 - Response to Literature, Persuasive	Genres for Quarters 3 and 4 - Informational, Narrative, Response to Literature, Persuasive	
Uses appropriate capitalization and punctuation	Uses capital letters for proper nouns and at the beginning of sentences and applies end punctuation; Begins to use apostrophes; Uses contractions correctly and begins to use apostrophes.	Uses capital letters for proper nouns and at the beginning of sentences and applies end punctuation, apostrophes; Uses contractions correctly; Begins to use commas and quotation marks correctly.	Uses capital letters for proper nouns and at the beginning of sentences and applies ending punctuation; Uses apostrophes, commas, quotation marks, and uses contractions correctly.	
Identifies and uses appropriate parts of speech	NOT ASSESSED THIS QUARTER	Identifies and uses common and proper nouns, action verbs, and adjectives.		
Applies the rules of sentence structure	Begins to use alternate sentence structures and lengths in writing (Informational, Narrative).	Uses alternate sentence structures and lengths in writing (Response to Literature, Persuasive).	Uses varied sentence structures and lengths in all genres and content area writing.	Produces writing with a variety of sentence structures and lengths appropriate for the selected audience (all genres).
Applies spelling and phonics skills	Spells grade level words correctly.			

In order to receive a score of 3, a student consistently and independently:

Use the Writing Process	Begins to prewrite to generate ideas, develop a rough draft, reread to revise, and edit to correct; Publishes an edited piece of informational and narrative writing.	Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct; Publishes an edited piece of persuasive writing and a response to literature.	Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct; Publishes writing in all genres.	
Research	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses reference materials to gather information	Selects and uses a variety of resources to gather information about a topic.	Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers; Selects and uses a variety of resources to gather information about a topic.		
Applies dictionary, thesaurus, and glossary skills	Applies dictionary and glossary skills to determine word meanings in reading and writing; Begins to use thesaurus.	Applies dictionary, thesaurus, and glossary skills to determine word meanings in reading and writing.		
Listening, Speaking, & Viewing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses oral and visual strategies to communicate	Uses oral and visual strategies to acquire and relate information...			
	Strategies - summarizing, responding, recalling	Strategies - summarizing, responding, questioning, recalling	Strategies - summarizing, responding, questioning, recalling, interpreting	

Mathematics				
Number and Operations	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies and understands place value	Identifies place value from ones through ten thousands.		Identifies place value from tenths through ten thousands.	
Applies addition and subtraction skills to problem solving	Solves problems using addition and subtraction properties, mental math, and estimation strategies.			
Demonstrates fluency with multiplication facts	NOT ASSESSED THIS QUARTER	Demonstrates fluency with multiplication facts of 0, 1, 2, 5, and 10	Demonstrates fluency with multiplication facts of 0, 1, 2, 3, 4, 5, 9, and 10.	Demonstrates fluency with multiplication facts of 0-10.
Understands and applies multiplication in problem solving	NOT ASSESSED THIS QUARTER	Solves one-digit by one-digit multiplication problems using repeated addition and models.	Solves 2-digit by 1-digit multiplication problems using repeated addition and models and understands the effect on the product when multiplying by 10.	Solves multiplication problems (up to 3-digit by 1-digit) using repeated addition, models, and partial products and understands the effect on the product when multiplying by 10.
Understands and applies division in problem solving	NOT ASSESSED THIS QUARTER	Solves two digit by one digit division as repeated subtraction and using models.	Solves any two digit division as repeated subtraction and using models (Without remainders) (0-10).	Solves problems by dividing any two and three-digit by one-digit numbers with or without remainders and explains the meaning of a remainder.
Understands the meaning of common fractions and decimals in simple cases	NOT ASSESSED THIS QUARTER		Identifies fractions as part of a whole; Identifies equivalent fractions and decimals in tenths; Adds and subtracts using common denominators; Solves problems using fractions and decimals.	
Measurement	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Determines elapsed time to a full, half, and quarter hour	Determines elapsed time with full hour increments.	Determines elapsed time with full and half hour increments.	Determines elapsed time with full, half hour, and 15 minute increments.	
Estimates, measures, and compares length choosing appropriate units and tools	NOT ASSESSED THIS QUARTER		Measures length choosing appropriate units and tools, estimates length, and compares one unit to another within a single system -	
			Units - 1/2 inch, 1/4 inch	Units - 1/2 inch, 1/4 inch, millimeter
Understands and measures the perimeter of simple geometric figures	NOT ASSESSED THIS QUARTER			Understands the meaning of linear units and determines the perimeter of squares and rectangles.
Understands and measures the area of simple geometric figures	NOT ASSESSED THIS QUARTER			Understands the meaning of square unit and determines the area of squares and rectangles by tiling, counting, adding and multiplying with models.

In order to receive a score of 3, a student consistently and independently:

Geometry	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Develops understanding of geometric figures by drawing, stating, and explaining them	NOT ASSESSED THIS QUARTER			Draws/classifies geometric figures; Identifies/explains the properties of geometric figures; Examines/compares angles of geometric figures; Identifies the center, diameter, and radius of a circle.
Algebra	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses mathematical expressions to represent relationships between quantities and interprets given expressions	Describes and extends numeric and geometric patterns	Describes and extends numeric and geometric patterns and uses a symbol to represent or find the value of an unknown.	Describes and extends numeric/ geometric patterns; Uses a symbol to represent or find the value of an unknown; Describes/explains a quantitative relationship represented by a formula (i.e., perimeter, area).	
Data Analysis	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creates and interprets simple tables and graphs	NOT ASSESSED THIS QUARTER	Solves problem by organizing, displaying, and interpreting data in bar graphs and tables using scale increments of 1, 2, 5, & 10.		
Process Skills	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses mathematical language to express, connect ideas, record and solve problems	Solves problems in math and other content areas; Expresses ideas using precise mathematical language; Understands how mathematical ideas connect in other areas; Records mathematical ideas with pictures, words, models, and symbols.	Continues Quarter 1 and applies mathematical ideas in other areas.	Continues Quarter 2 and evaluates mathematical arguments.	

Science				
Earth Science	Q1	Q2	Q3	Q4
Investigates physical attributes of rocks and soils	Compares and classifies rocks and minerals based on observed physical properties (size, shape, color, texture, hardness); Explains the difference between a rock and a mineral.			
Investigates fossils as evidence of organisms that lived long ago	Identifies fossils, how they formed, and recognizes that they are evidence of what once lived long ago			
Physical Science	Q1	Q2	Q3	Q4
Investigates production of heat, effects of heating and cooling, and relationship between heat and temperature	NOT ASSESSED THIS QUARTER	Investigates ways to produce heat (burning, rubbing, mixing), how insulation affects heating and cooling, how the sun transfers heat energy; Uses thermometers to measure changing water temperatures.		
Investigates magnets and their effects on objects	Investigates how magnets attract and repel each other and identifies common objects attracted to magnets			
Life Science	Q1	Q2	Q3	Q4
Investigates relationship of organisms and their habitats	NOT ASSESSED THIS QUARTER		Investigates the habitats of different organisms and the dependence of organisms on their habitat; Differentiates between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there; Identifies the features of green plants and animals that allow them to live and thrive in different regions of Georgia; Explains what will happen to an organism if its habitat is changed	
Recognizes the effects of pollution and humans on the environment	NOT ASSESSED THIS QUARTER		Recognizes the effects of pollution and humans on the environment; Explains the effects of pollution (such as littering) to the habitats of plants and animals; Identifies ways to protect the environment (Conservation of resources, Recycling of materials).	

In order to receive a score of 3, a student consistently and independently:

Health	Q1	Q2	Q3	Q4
Recognizes importance of cooperation and communication in the family	Recognizes the importance of cooperation and communication in the family.			
Recognizes importance of maintaining mental health	Listens well, accepts responsibility, makes positive choices, refuses assertively, and uses nonverbal communication.			
Recognizes consequences of drugs, tobacco, & alcohol	Demonstrates understanding of healthy alternatives to and the consequences of alcohol and tobacco, and applies decision making steps.			
Recognizes importance of disease prevention	NOT ASSESSED THIS QUARTER	Discusses circulatory and respiratory diseases and methods of prevention and recognizes healthy eating habits.		
Understands personal growth and development	NOT ASSESSED THIS QUARTER	Identifies the parts of the circulatory and respiratory systems and relates them to personal health choices.		
Demonstrates safety in multiple situations	NOT ASSESSED THIS QUARTER	Demonstrates knowledge of safety procedures in multiple situations.		
Applies stress management skills	NOT ASSESSED THIS QUARTER		Recognizes causes of stress and applies effective problem solving skills.	

Social Studies				
Historical Understandings	Q1	Q2	Q3	Q4
Explains political roots of our modern democracy in the US	Explains the political roots of our modern democracy in the U.S. (influence of Greek architecture, law & Olympic games on present; choosing own leaders; direct democracy vs. Representative democracy).			
Discusses the lives of Americans who expanded people's rights and freedoms	Discusses the lives of Americans who expanded people's rights and freedoms in a democracy (P. Revere, F. Douglass, SB Anthony, MM Bethune, FD Roosevelt, E. Roosevelt, T. Marxhall, LB Johnson, C. Chavez).			
Explains the obstacles the Americans who expanded people's rights and freedoms had to overcome	Explains the social barriers, restrictions, and obstacles that the historical figures above (3H2a) had to overcome and how.			
Geographical Understandings	Q1	Q2	Q3	Q4
Locates Greece and major topographical features of U. S.	Locates Greece and 9 or more major topographical features of the U.S. (Rivers: Mississippi, Ohio, Rio Grande, Colorado, Hudson; Mountains: Appalachian & Rocky; equator, prime meridian, lines of latitude & longitude).			
Describes the cultural and geographic systems associated with the Americans who expanded people's rights and freedoms	Describes the cultural and geographic systems associated with the historical figures (3H2a) above (political map; physical & human characteristics; influence of environment & region; ideas; cultural identification).			
Civic Understandings	Q1	Q2	Q3	Q4
Explains the importance of the basic principles that provide the foundation of a republican form of government	Explains the importance of basic principles that provide the foundation of a republican form of government (separation of power; 3 levels of gov't; 3 branches of gov't; names of legislative branch; responsibilities of each level & branch).			
Describes positive character traits displayed by Americans who expanded people's rights and freedoms	Describes how historical figures display positive character traits (cooperation, diligence, liberty, justice, tolerance, freedom of conscience & expression, and respect & acceptance of authority).			
Economics	Q1	Q2	Q3	Q4
Describes the four types of productive resources	Describes the 4 types of productive resources (natural, human, capital, entrepreneurship).			
Explains how taxes pay for certain types of goods and services	Explains that governments provide certain types of goods and services in a market economy and pay for these through taxes.			
Describes public services	Describes public services such as schools, libraries, roads, police/fire protection, and military.			
Identifies examples of interdependence and trade and explains how voluntary exchange benefits both parties	Gives examples of interdependence and trade and explains how voluntary exchange benefits both parties (consumers & producers; allocation of goods & services; where products are made; currency).			
Describes the costs and benefits of personal spending and saving choices	NOT ASSESSED THIS QUARTER	Describes the costs and benefits of personal spending and saving choices.		

NOTES