



2019-2020

St. Pius Elementary School
Components of the Third Grade Report Card

3rd

Standards-based reporting provides parents with a record of a child’s performance as he/she progresses through national and state grade level standards, age appropriate skills and developmental objectives. The information included on the report card has been compiled by the teacher through a variety of means; small group instruction (ex. Reading Workshop), classroom observations, whole group instruction, paper/pencil tasks and center activities. Individual student performance on each of these tasks is then organized onto spreadsheets. At the end of each quarter, the teacher reviews the information gathered throughout the nine-weeks. This information is transferred onto each student’s report card. Parents can utilize the information included on the report card as a guide for determining which skills to practice at home. This information can also be useful when communicating with the teacher about the student and his/her performance.

When viewing the report card, it is important to remember that children develop at varying rates. Students have until the end of the school year to master grade specific skills and reach developmental objectives, although some may demonstrate these expectations much sooner. The indicators of *proficiency* (v), *developing* (~), and *not evident* (x) assist in monitoring a child’s progress over a continuous period, until the end of the school year.

Description of Report Card Components

English Language Arts (ELA)	Mathematics
English Language Arts is divided into six standards: <i>Reading Standards for Literature; Reading Standards for Informational Text; Reading Standards- Foundational Skills; Writing; Speaking and Listening; Language.</i>	Mathematics is divided into four standards: <i>Operations and Algebraic Thinking; Number and Operations in Base Ten; Numbers and Operations- Fractions; Measurement and Data; Geometry.</i>
<p>An indicator of proficiency (v), developing (~), and not evident (x) is used to measure the student’s performance on each ELA and Math standard throughout the year. The indicator of mastery (*) is reserved until the fourth quarter. It is important to remember that students have until the end of the year to master the skills within each standard.</p> <p>Each ELA and Math standard has a corresponding list of numbered skills. Although all grade level skills will be listed, only certain skills are taught each nine weeks. Skills “spiral” throughout the year. Once a skill has been taught, it will remain a part of the curriculum and revisited periodically throughout the year. Often, skills introduced at the beginning of the year, progress to a higher criteria or serve as a pre-requisite for other skills later in the year.</p> <p>** Corresponding ELA and Math skill descriptions can be accessed on the school website. **</p>	
<p style="text-align: center;">Areas of Concern (located under each English Language Arts and Mathematics standard)</p> <p>Any skill, in which a student exhibits difficulty or inconsistent performance, is listed in <i>Areas of Concern</i>. Although these skills will be revisited in the classroom, students will also benefit from additional at home skill practice. Use the corresponding list of numbered ELA and Math skills, posted on the school website, to access specific skill descriptions.</p> <ul style="list-style-type: none"> • If a student receives a mark of “<i>proficiency</i>” (v) but has skills listed under “<i>Areas of Concern</i>”, this indicates the student is successful with most of the skills in the category, but may need to work on <u>one or two identified skills</u>. • If a student receives a mark of “<i>developing</i>” (~) but <u>does not</u> have any skills listed under “<i>Areas of Concern</i>”, then <u>all skills</u> under the category can be improved upon. 	

English Language Arts continued.....	Mathematics continued.....
<p>Fluency Rate- Fluent readers read with speed, accuracy and expression. To assess fluent reading, a grade level reading passage is read aloud by the student for one minute. A total word count is tallied and reading errors are noted by the teacher. This information is calculated and recorded as “words per minute” or WPM. Students who reach the end of year benchmark exhibit on-grade level fluency. Repeated readings of guided reading books and reading within the student’s recommended STAR Reading level are two ways a student can improve his/her fluency.</p>	<p>STAR Math Scaled Score (SS)- The computer-based STAR Math assessment assigns a numeric value, or scaled score, between 0-1400 to measure a student’s math achievement. Scaled score ranges are provided each quarter and can serve as a benchmark by which individual student scores can be compared. The range indicates how a student would score if he/she masters 70% of the grade level content by that point in the school year.</p>
<p>STAR Reading</p>	<p>Math Fact Fluency is the ability to accurately and quickly recall basic addition, subtraction, multiplication, division, fraction and/or decimal facts within seconds. Math fact fluency is an important foundation in order to successfully learn more complex concepts. With continued practice, students progress through various fact levels. By the end of third grade, students should fluently multiply and divide through 100. Student progress toward this goal is monitored quarterly.</p>
<ul style="list-style-type: none"> • Scaled Score (SS)- The computer-based STAR Reading assessment assigns a numeric value, or scaled score, between 0-1400 to measure a student’s reading achievement. Scaled score ranges are provided each quarter and can serve as a benchmark by which individual student scores can be compared. Scaled score ranges between 0-154 indicate a student’s level of proficiency is within the early stage of reading development. • Instructional Reading Level (IRL)- A student’s Instructional Reading Level (IRL) is based on his/her most recent STAR Reading results. The IRL is used to indicate the grade level at which the student is at least 80% proficient at recognizing words and comprehending reading material with instructional assistance, as indicated by the computer-based assessment, STAR Reading. A score of P or PP indicates a student has a basic understanding of beginning reading skills. Students who receive a score of NA are within the very early stages of literacy development. 	<p>Math Objectives/ Grade Level - Skill practice is comprised of grade level content aligned to grade specific skills. A student is assigned skills/ objectives that is most closely aligned to his/her level of performance. Students may be assigned skills/objectives from various grade levels which allows the teacher to differentiate math practice for each individual student.</p>
<p>Guided Reading Level</p>	
<p>St. Pius utilizes the Fountas and Pinnell leveling system, which assigns an A-Z level to each book, based on complexity. Guided Reading books are designed to support each student as he/she progresses through the various stages of reading development. A student receives instruction on specific skills at each level and must be able to exhibit a level of independence, in both, accuracy (small amount of errors when reading) and comprehension, before he/she can progress onto a more challenging text. A date is used to indicate the student’s instructional level during small group reading instruction.</p> <ul style="list-style-type: none"> • The date is represented with a numeric value for the <u>month</u> and <u>year</u>. (Ex. October 2019) • Students who remain in the same guided reading level for two or more marking periods will have the date range represented with a dash. (Ex. August- October 2019) 	

Objectives for Development
<p>The categories of <i>Social-Emotional</i>, <i>Physical</i>, and <i>Approaches to Learning</i> describe three major areas of growth and development. Each category includes a list of objectives, essential for school success. The objectives are based on an extensive review of current research and professional literature in the field of early childhood education. Although the objectives remain consistent from PreK- 3rd grade, the expectations for each objective vary at each grade level.</p> <p>** Descriptions of the age/ grade level specific behaviors and skill expectations for each objective can be accessed on the school website. ** Each objective is measured with an indicator of <i>proficiency</i> (v), <i>developing</i> (~), or <i>not evident</i> (x).</p> <p><u>It is important to note that the behaviors and skills described at each grade level are “end of the year” expectations. Children typically follow a similar path or trajectory when acquiring a skill or behavior; however, children develop at varying rates and may require additional time to demonstrate/acquire the described expectations. Strategies organized by category, are also available on the school website, which offer ways to support and scaffold a child’s development as it relates to a particular category.</u></p>
Curriculum Areas
<p>Religion- A mark of satisfactory (S), needs improvement (N), or unsatisfactory (U) is used to indicate a student’s performance within the areas of Church Teaching/ Scripture, Christian Mystery/ Sacraments, Christian Life and Prayer.</p>
<p>Handwriting- Satisfactory (S), needs improvement (N), or unsatisfactory (U) is used to indicate the level of handwriting skill development.</p>
<p>Science/ Social Studies- Satisfactory (S), needs improvement (N), or unsatisfactory (U) is used to indicate a student’s performance in understanding vocabulary content; applying the scientific method; locating, interpreting, organizing and recording information; asking questions; and exploring and investigating various areas of science and social studies.</p>
Conduct
<p>Student behavior documented on the daily conduct sheet is included in this area: v <i>Satisfactory</i> (0-5 clip moves), ~ <i>Needs Improvement</i> (6-10 clip moves), or x <i>Area of Concern</i> (11 or more clip moves). A number in parentheses will follow the v, ~, or x. This number provides an exact count of how often a student’s clip was moved throughout the nine weeks. { Ex. ~ (9) }</p>
Attendance
<p>The total number of absences and tardies for the quarter are listed in this area.</p>
Comments
<p>Specific student behavior and a corresponding indicator (<i>proficiency</i> v, <i>developing</i> ~, <i>not evident</i> x) are noted in this area.</p>
General Comments
<p>This area is completed at the end of the year and indicates the recommended grade level placement for the following school year.</p>

Revised: October 22, 2019