



# Parent Brochure

## Standards-Based Report Card

### Canton Public Schools

*Page 1 of 4*

#### What is a Standards-Based Report Card?

District standards are specific learning goals for skills and concepts that are organized within subject areas. Canton’s educators have mapped out a standards-based curriculum that aligns with the Massachusetts Curriculum Framework. The state continually evaluates and revises the standards; our report card will reflect these changes as they occur.

Some key ideas of a Standards-Based Report Card include:

- The standards are **end-of-year** expectations, or learning targets. These include 21st Century Social/Behavioral Skills and academic Content Standards.
- All students in a particular grade level are evaluated on their progress toward meeting the same learning targets (the standards). Parents can see where their child is on the journey toward mastery of **end-of-year** expectations.
- It is understood that most students are Approaching (A) the end of year standard as they are learning a new skill or concept. This is appropriate and expected. **Students have the entire school year to progress toward mastery of a standard.** (See the Content Proficiency Level Key on page 3)
- It is different from traditional assessment and reporting, which gives a single letter grade (typically representing an average of test scores) for broad subject categories.

<b><u>21st Century Social/Behavioral Skills Proficiency Key</u></b>	
4	Student consistently demonstrates this skill.
3	Student often demonstrates this skill.
2	Student sometimes demonstrates this skill.
1	Student requires on-going intervention to develop this skill.

#### **What are 21<sup>st</sup> Century Social/Behavioral Skills?**

21<sup>st</sup> Century Skills are the set of knowledge, skills, work habits, and character traits that are recognized as necessary for success in today’s world. These skills prepare your child to work effectively in each content area, both independently and in groups. Students practice these skills in combination with academic content. As students practice these skills, they form thinking habits. Opportunities to develop these skills are present in all curriculum areas, for all students, PreK-12.

Everyone is on a life-long journey to develop their thinking through the application of social and behavioral skills. Students have varying degrees of proficiency in applying these foundational skills for their age, but everyone is somewhere on the continuum. In schools, teachers create the conditions in which these skills develop. Each year, as your child moves to a new grade level/class, their teacher determines where they are functioning on the continuum of skills. Teachers continually assess their skills as they are a necessary component of learning, and are intertwined with a student’s capacity for acquiring academic content knowledge.

It is important to note that students may begin the year at a low rating for a particular skill. This may be developmentally appropriate. You will also notice that as your child advances through the grade levels, teachers’ conversations about your child’s work habits and thinking skills should change. This is an area of continuous growth.



**Parent Brochure**  
**Standards-Based Report Card**  
**Canton Public Schools**  
*Page 2 of 4*

**Content Standards Proficiency Level Key**

E - Exceeding	In addition to meeting the end of year standard, the student is able to self-initiate in-depth inferences and applications that extend beyond what was taught.
M - Meeting	The student meets the end of year standard consistently and independently.
A - Approaching	The student is approaching the end of year standard.
S - Supported	The student relies on support to make progress towards meeting the end of year standard.
N - Not Taught/Assessed	This standard was not taught or not assessed.

**Mathematics**

In third grade, instructional time focuses on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

The Standards for Mathematical Practice describe the ways students “do” math, as they grow in mathematical maturity. Engaging in the practices supports students’ understanding of mathematical concepts.

Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Reading/English Language Arts**

**Literature and Informational Text**

Third grade students analyze a variety of components of both literature and informational texts. Students ask and answer questions referring explicitly to the text. They determine central messages and main ideas, and describe character’s actions and relationships in text. Students also distinguish literal and figurative language and determine meanings of words and phrases. They use and explain the purpose of text features such as illustrations and captions. Additionally, students distinguish their point of view from that of the author’s. Finally, they compare and contrast themes, settings, plots, and important details across various texts.

**Foundational Skills**

Foundational reading skills include phonics, word knowledge, and fluency. In third grade,, students identify prefixes and suffixes, read multisyllable words, and read with sufficient accuracy and fluency to support comprehension.



# Parent Brochure

## Standards-Based Report Card

### Canton Public Schools

*Page 3 of 4*

#### **Writing**

By the end of third grade, students write narrative, opinion and informative pieces. Third grade students develop and strengthen their writing and expand upon their knowledge and application of grammar, spelling, and mechanics. They use technology to produce and publish their writing.

- Narrative: Students write narratives in prose or poetry form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
- Opinion: Students introduce a topic, state an opinion, create an organizational structure that lists reasons, and provide a concluding statement.
- Informative/Explanatory: Students write texts to examine a topic and convey ideas and information clearly. They introduce a topic and group-related information together and include illustrations when useful to aiding comprehension.

#### **Speaking and Listening**

Students participate in collaborative conversations about grade level topics and texts with peers and adults. These conversations provide opportunities for students to develop and refine discussion skills and express and elaborate upon thoughts. Students also have opportunities to ask and answer questions for clarification and to deepen their understanding. They create oral presentations to share knowledge and ideas using visuals to support their information.

#### **Language**

Third graders demonstrate command of standard English grammar and conventions when writing and speaking. These include the use of a variety of sentence structures and word choice. Students also learn strategies to acquire new vocabulary, and then apply this new word knowledge to all content areas.

#### **Science**

In third grade, students develop and sharpen their skills at obtaining, recording and charting, and analyzing data in order to study their environment. They use these practices to study the interactions between humans and earth systems, humans and the environment, and humans and the designed world. They learn that these entities not only interact but influence behaviors, reactions, and traits of organisms. Students analyze weather patterns and they consider humans' influence and opportunity to impact weather-related events. In life science they study the interactions between the environment and human traits and characteristics. They use the engineering design process to identify a problem and design solutions that enhance human interactions with their surroundings and to meet their needs. Students consider the interactions and consequent reactions between objects and forces, including forces that are balanced or not. Students reason and provide evidence to support arguments for the influence of humans on nature and nature on human experience.

#### **Social Studies**

In third grade, students learn to use their map skills to develop an understanding of local geography including New England and the town of Canton. They identify natural resources and how they contributed to the development of where they live. Students gain an understanding of the successes and obstacles faced by the Wampanoags, Pilgrim, and Puritan communities. They learn how the events of the American Revolution helped shaped their lives today. Students also learn who the important leaders of Early America were, and how their qualities and decisions helped shape Massachusetts.



**Parent Brochure**  
Standards-Based Report Card  
Canton Public Schools  
*Page 4 of 4*

**Music Education**

Third grade musicians will further develop their skills in creating, performing, and responding to music. Students will learn to accompany singers on xylophones. They will practice music reading and fine motor skills by playing the recorders. Students will learn characteristics of each instrument family, using this knowledge to listen and identify instruments in music.

**Visual Art Education**

Third grade artists elaborate on imaginative ideas and use a variety of art materials as they continue to develop their understanding of the Elements and Principles of Design while focusing on creativity and craftsmanship. Their work is informed by artist exemplars and cultural connections as they identify and describe processes and intent used for making art. They learn to connect their personal experiences to their work and the work of others to deepen understanding. While preparing artwork for presentation, students consider where artwork can be exhibited.

**Technology Education**

Upper elementary students learn to differentiate tasks that are best done by computing systems or digital tools and those best done by humans. Students explore a variety of computing devices and digital tools and further develop their computational thinking problem solving skills. As students progress through grades 3–5, they are able to describe and document their computational work in writing, using presentation tools and through demonstrations of their work.

**Physical Education**

In Third Grade Physical Education, students participate in a variety of skill-based games and are introduced to basic team concepts. Manipulative skills will continue to be refined and used in both game settings and skill activities. Students practice the components of fitness through station and group activities. Students learn the fitness concepts of cardiovascular endurance, muscular strength, and flexibility.

**Health Education**

In Third Grade Health Education students are introduced to the idea that they have control of their wellness decisions. For example, students will learn the difference between what's a medicine and what's not medicine and the unhealthy side effects caused by that choice. They will begin to apply this knowledge to help maintain personal health and safety.