

Grade 3 Report Card Parent Guide

Dear Parents/Guardians,

As Singapore American School (SAS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as we adopt rigorous standards for what every child should know and be able to do in each subject area and grade level. These standards set high expectations for students, staff, and schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. SAS has studied the use of a standards based report card for elementary students and believes this is a positive step in better communicating grade-level expectations for student learning. The report card provides valuable information on your student's performance to the standards. The report card also provides information on your child's learning behaviors - work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SAS students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success helps ensure that your child receives additional support—at home and school—when needed.

This Parent Guide provides information about the report card, including additional background information, a description of proficiency levels, a sample report card, and further detail on the content area standards included on the report card. We hope you will find the Parent Guide and the standards based report card system helpful. Please feel free to us if you have questions or concerns.

Sincerely,

David Hoss

Elementary School Principal

Jennifer Sparrow

Executive Director of Teaching & Learning

Components of a Standards-Based System

There are four essential components of a standards-based teaching, learning, assessment, and reporting system:

The **Content Standards** describe what a student should know and be able to do at a given grade level.

A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.



The standards-based **Curriculum** is a roadmap a teacher uses to ensure that instruction targets the content standards.

The standards-based **Report Card** allows a teacher to communicate accurately a student's progress towards meeting content standards at specific points

Definitions of Proficiency Levels

Students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive "S" or "Secure" are performing at the level expected for their grade at that point in the school year.

Proficiency levels for academic standards are defined as follows:

S - SECURE- Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.

P - PROGRESSING- Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.

C - CONCERN- Student demonstrates significant difficulty in understanding the concepts and/or skill. Student is consistently below grade level expectations even with support services.

Proficiency levels for learning behaviors are defined as follows:

3 - Student meets the behavioral expectation(s).

2 - Student inconsistently meets the behavioral expectation(s).

1 - Student seldom demonstrates the behavioral expectation(s).

Proficiency levels for World Language are described in an addendum attached to your child's report card, the Interpersonal Oral and Interpretive Reading Score Descriptions.

Teachers may also indicate NA or NOT ASSESSED if the standard was not assessed during the semester.

Students Receiving ESOL, Math Resource, RLA Resource, and/or Speech and Language Therapy Services

All students are graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the Standards-based Report Card are based on expectations for that grade level. For students receiving a support service, the following applies:

- **ESOL:** ESOL teacher will complete the RLA section of the report card for assigned students and will complete an additional report.
- **RLA Resource:** Homeroom teacher, in consultation with the RLA Resource teacher, will complete the RLA section. The RLA Resource teacher will complete an additional report.
- **Math Resource, Grades 3-5:** Math Resource teacher completes the math section of the report card for assigned students and will complete an additional report.
- **GATE MATH:** GATE Math teacher will complete a separate report.
- **Speech and Language Therapy:** Homeroom teacher will complete RLA section. An additional will not be included with the report card.

Like grade level report cards, supplementary reports described above will be sent to parents by email. Each report will be delivered in a separate email message.

Sample Report Card

Scores received reflect the degree to which students met grade level expectations for that point of the year.

Students are evaluated based on expected progress at the indicated point in the school year. For example, students who receive a "5" for S1 are secure and are meeting the grade level expectations at the end of the first semester. Expectations for the second semester may be the same or may require a higher level of understanding or skill. To see the specific grade level expectations, please visit: [Http://www.sas.edu.sg](http://www.sas.edu.sg).

Comments from the Homeroom, Art, Music, Physical Education, and World Language teachers will be found on pages two and three of the report card.

Semester 1 is from August to December. Semester 2 is from January to June.

S1 = Semester 1
S2 = Semester 2

Academic Achievement Key	
S	SECURE - Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.
P	PROGRESSING - Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.
C	CONCERN - Student demonstrates significant difficulty in understanding the concepts and / or skills. Student is consistently below grade level expectations even with support services.
NA	NOT ASSESSED - Standard was not assessed during the semester.
Learning Behaviors	
3	Student meets the behavioral expectation(s).
2	Student inconsistently meets the behavioral expectation(s).
1	Student seldom demonstrates the behavioral expectation(s).

The lines shaded gray are headings and students will not receive scores on these lines.

CORE CLASSROOM		
	S1	S2
Reading Language Arts		
Reading Level		
Reading Comprehension: Literature		
Reading Comprehension: Informational Text		
Reading Foundational Skills & Reading Behaviors		
Writing Different Genres (Text Types and Purposes)		
Writing Process (Production & Distribution of Writing)		
Writing Behaviors		
Listening and Speaking Skills		
Language Skills (Conventions & Vocabulary)		
Math		
Numbers & Numeration		
Operations & Computations		
Data		
Measurement & Reference Frames		
Patterns, Function, & Algebra		
Geometry		
Math Behaviors		
Science		
Mixtures and Solutions (Physical Science)		
Nature of Science (Science Skills)		
Social Studies		
History: Applies Historical Thinking		
Geography: Applies a Spatial Perspective		
Civics: Applies Understanding of Rights and Responsibilities		
Economics: Applies Understanding of Economic Concepts		
Learning Behaviors		
Attempts what is required, even when feeling frustrated		
Remains focused during teacher- and self-directed activities		
Uses time productively when working individually or with peers		
Contributes appropriately to partner, small group, and class activities		
Uses a system for organizing papers and materials		
Completes tasks and homework on time		
Follows oral and written directions		
Uses feedback and reflection to improve		
Seeks help when necessary		

SUPPORT PROVIDED		
	S1	S2
RLA Resource*		
Math Resource*		
ESOL*		
G.A.T.E Math*		
Speech/ Language		
*Please see attached report.		
SPECIALIST CLASSES		
	S1	S2
Art (Teacher: Laurie Thompson)		
Applies Media, Techniques and Processes		
Understands Art Concepts, Elements and Principles		
Learning Behaviors		
Music (Teacher: Simon Gustafson)		
Music Skills and Techniques		
Understands Music Concepts		
Learning Behaviors		
Physical Education (Jasper Lawrence) Aquatics (Meredith Bell)		
Demonstrates Motor Skills & Movement Patterns		
Understands and Applies PE Concepts and Strategies		
Demonstrates Cooperative Skills in the PE Environment		
Learning Behaviors		
Science Lab (Teacher: John Kimzey)		
Living Systems (Life Science)	5	
Landforms (Earth Science)	NA	
Nature of Science (Science Skills)	5	
Learning Behaviors	3	
Chinese Level 1 (Teacher: Monica Finley)		
Interpersonal (oral)		
Interpretive (listening comprehension)		
Interpretive (reading comprehension)		
Presentational (Speaking)		
Presentational (writing)		
Cultural Understanding		
Learning Behaviors		

Additional reports and/or comments will be attached for students receiving RLA Resource, math Resource, ESOL, and/or GATE Math services.

Academic content will receive S, P, or C. If the standard was not assessed, teachers will put a NA. Learning Behaviors will receive 3, 2, or 1.

Grade Level Explanation

Standards are different for each content area and for each grade level. Each standard that is assigned a score on the standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child's performance. Compare each content area chart to the corresponding content area of the report card to understand your child's specific strengths and weaknesses. If you have questions specific to your child, please contact his or her teacher.

In Grade 3 reading, students continue to apply word attack and comprehension strategies to read increasingly difficult text across content areas. Key themes include Building a Reading Life, Crafting True Stories, Reading Non-Fiction Expository, Paragraph Structure & the Art of Information Writing, Following Characters in Series Book Clubs, Mostly Realistic Fiction Writing, Changing the World: Research & Persuasion, Mystery Book Clubs, Poetry Writing, Social Issue Book Clubs and Independent Writing Project Students expand their writing skills by creating a variety of writing selections and applying correct grammar and spelling. They use computers for research, and share their findings both orally and in writing. In math, students focus 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. Scientific exploration leads to a deeper understanding of scientific principles and topics related to life, physical, and earth sciences. In Social Studies, students learn that geographical location affects how people's basic needs are met, recognize their responsibility to become better global citizens, and explore the history of inventions and inventors.

Reading Language Arts	
Reading Level	<p>Reading level is determined by a student's ability to independently read grade level text. Elements assessed include accuracy, rate (speed), and literal comprehension (answering questions found in the text) and inferential comprehension ("reading between the lines").</p> <p>Note: To provide greater specificity on your child's reading ability, teachers may mark the reading standards independently of each other. If a student receives a "Progressing" or "Concern" for reading level, teachers will ask him or her to demonstrate comprehension of grade-level text through shared reading or after having a grade-level text read aloud to them. This will allow them to determine whether the struggle to read at grade level is because of difficulty with comprehension skills (Reading Comprehension: Literature and/or Reading Comprehension: Informational Text), decoding and fluency skills (Reading Foundational Skills) or both. This means that a student who receives a "P" or "C" for Reading Level might receive a "S" for Comprehension or Foundational Skills, providing you with a clearer picture of where attention and/or support needs to be given.</p>
Reading Comprehension: Literature	<p>Literature includes stories as well as poetry.</p> <ul style="list-style-type: none"> • Key ideas and details (e.g., ask and answer questions to demonstrate understanding of a text; describe characters in a story) • Craft and structure (e.g., use terms such as chapter, scene, and stanza; distinguish their own point of view from that of the narrator) • Integration of knowledge and ideas (e.g., explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story; compare and contrast themes, settings, and plots of stories written by the same author)
Reading Comprehension: Informational Text	<p>Informational text includes Literary Nonfiction and Historical, Scientific, and Technical Texts.</p> <ul style="list-style-type: none"> • Key ideas and details (e.g., determine the main idea of a text; describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text) • Craft and structure (e.g., determine the meaning of general academic and domain-specific words; use text features and search tools to locate information relevant to a given topic efficiently) • Integration of knowledge and ideas (e.g., use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text; compare and contrast the most important points and key details presented in two texts on the same topic)

Reading Language Arts (continued)	
Reading Foundational Skills and Reading Behaviors	<ul style="list-style-type: none"> Phonics & Word Recognition (e.g., identify and know the meaning of the most common prefixes and derivational suffixes; decode multi-syllable words) Fluency (e.g., read with sufficient accuracy and fluency to support comprehension; use context to confirm or self-correct word recognition and understanding, rereading as necessary) Effective Reading Behaviors (e.g., continue to use strategies to select “just right” books; read for an increasingly longer period of time with stamina and engagement)
Writing Different Genres (Text Types and Purposes)	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons Write informative/explanatory texts to examine a topic and convey ideas and information clearly Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Research to build and present knowledge.
Writing Processes (Production & Distribution of Writing)	<ul style="list-style-type: none"> Produce writing in which the development and organization are appropriate to task and purpose Develop and strengthen writing as needed by planning, revising, and editing Use technology to produce, publish, interact and collaborate
Writing Behaviors	<ul style="list-style-type: none"> Write with increasingly more stamina and focus Produce the expected amount of writing during a writing workshop Reflect and self-assess on writing skills Engage in discussions about writing
Listening & Speaking	<ul style="list-style-type: none"> Comprehension and collaboration (e.g., effectively participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts building on others’ ideas and expressing their own clearly; ask and answer questions, offering appropriate elaboration and detail) Presentation of knowledge and ideas (e.g., report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification)
Language Skills (Conventions & Grammar)	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., understand the functions of nouns, pronouns, verbs, adjectives, and adverbs; form and use regular and irregular plural nouns; produce simple, compound, and complex sentences) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., capitalize appropriate words in titles; use commas in quotation marks in dialogue; use conventional spelling for high-frequency and other studied words) Determine or clarify the meaning of unknown and multiple-meaning words based on grade 3 reading and context
Math	
Operations & Algebraic Thinking	<ul style="list-style-type: none"> Represent and solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply and divide within 100 Solve problems involving the four operations, and identify and explain patterns in arithmetic
Numbers & Operations in Base 10	<ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic
Number & Operations – Fractions	<ul style="list-style-type: none"> Develop understanding of fractions as numbers□

Math (Continued)	
Measurement & Data	<ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects Represent and interpret data Geometric measurement: understand concepts of area and relate area to multiplication and to addition Geometric measurement: recognize perimeter as an attribute of plan figures and distinguish between linear and area measures
Geometry	<ul style="list-style-type: none"> Reason with shapes and their attributes
Science	
Structure of Life (Life Science)	<ul style="list-style-type: none"> Understand plants and animals have structures that serve different functions in growth, survival, and reproduction Give examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands Understand living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial Explain that when the environment changes, some plants and animals survive and reproduce; others die or move to new locations Know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today
Science Skills	<ul style="list-style-type: none"> Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation Use numerical data in describing and comparing objects, events, and measurements Predict the outcome of a simple investigation and compare the result with the prediction Collect data in an investigation and analyze those data to develop a logical conclusion
Social Studies	
History: Applies Historical Thinking	<ul style="list-style-type: none"> Understand historical chronology and concepts of time, continuity, and change Understand and analyzes cause and effect relationships of major historical events Understand there are multiple perspectives and interpretations of history Uses history to understand the present and plan for the future
Geography: Applies a Spatial Perspective	<ul style="list-style-type: none"> Understand location, physical and cultural characteristics of places and how these are represented spatially Understand human interaction with the environment Understand the geographic context of global issues and events
Civics: Applies Understanding of Rights and Responsibilities	<ul style="list-style-type: none"> Understand the key civic ideals and principles and roles, rights and responsibilities of citizenship Understand the purposes, organization, and function of rules, laws, governments, and political systems Understand the purposes and organization of relationships between countries Understand civic involvement
Economics: Understands People and Environments are Economically Interdependent	<ul style="list-style-type: none"> Understands that people have to make economic choices and evaluate the outcomes of those choices Understands concepts and function of economic systems Understands the economic issues and problems that all societies face