Berkeley Unified School District
GUIDE FOR FAMILIES
GRADE 3 REPORT CARD

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication.

Language Arts, Mathematics and Other Subjects

Language Arts is assessed in four areas:

- Reading
- Writing
- Writing and Oral English Conventions
- Listening and Speaking (applies to English Learners only)

Mathematics is assessed in five areas:

- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Statistics, Data Analysis, and Probability
- Mathematical Reasoning

These are the marks given to grade 3 students in all subjects on the report card:

Mark	What it Stands For	Description of Student's Skills and Abilities
4	**Advanced**	**Exceeds the grade level standard** To receive a grade of 4, a student must be consistently achieving above the expectation for that standard in that trimester.
3	**Proficient**	**Regularly meets the standards** To receive a grade of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following math section describe what a proficient student would be able to do in order to meet each standard over the course of the school year. This is the minimum target level for all students.
2	**Approaching**	**Inconsistently meets the standards** To receive a grade of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level on district assessments.
1	**Below**	**Does not meet the grade level standards** To receive a grade of 1, a student is not meeting grade level standards, and may be performing more than a year below grade level expectations on district assessments.

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District Assessments

Language Arts

The district uses reading, writing and spelling assessments to assess student growth in literacy. In assessing reading, teachers identify the level at which students are reading as well as their particular strengths and weaknesses as a reader. In assessing student writing, teachers look at mechanics (grammar, punctuation, sentences, etc.) and content (what the student is trying to communicate in writing). In assessing spelling, teachers look at the accuracy of student spelling to assess progress. For each test, your student's score is reported along with the target for the grade level. Refer to the Grade Level Expectations chart on the report card for all district expectations at the elementary level.

Mathematics

The District Math Assessment is given three times a year to assist teachers in tracking student progress toward learning the math for their grade level. The District Assessment also gives students practice with a format similar to the California Standards Test (CST) that students take in the spring. Your student's score and percentage correct appear on the Report Card.

Teachers assess student progress in math according to the district's expectations for each trimester, which are outlined in the attached Key Mathematics Standards table. If a box is shaded (■) on the report card, then mastery of that particular standard is not expected during that trimester.

Two Way Immersion and Bilingual Programs

For students enrolled in either of these programs, the marks in the Language Arts section as well as district assessments reflect the student's performance in English with the exception of the Spanish writing assessment in the winter trimester.

English Proficiency

This section of the Report Card is only used for students who speak a language other than English at home. The teacher is providing information on your child's progress toward English Proficiency to become fully fluent.

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KEY MATHEMATICS STANDARDS IN GRADE 3

Student receives a 3 for "Proficient" if:

NUMBER SENSE

Performs basic grade level computations

Fall:	Winter:	Spring:
Student can add and subtract multi-digit numbers with regrouping Recalls basic addition and subtraction facts (sums to 20) quickly	In addition to fall skills, student can do simple multiplication and division problems that do not require algorithms (set of rules and procedures) to solve	In addition to fall and winter skills, student can multiply one-digit numbers by multi-digit numbers

Identifies the place value for each digit in numbers to 10,000

Fall, Winter, and Spring:
Student understands that in the number 3,451, the 3 in the thousands place represents three thousands, or 3,000. By spring, student can comfortably identify place values all digits in 5-digit numbers

Uses expanded notation to represent numbers

Fall:	Winter and Spring:
Not expected this marking period	Student can represent the number 3,206 as 3,000 + 200 + 6

Finds the sum or difference of two numbers between 0 and 10,000

Fall, Winter, and Spring:
Student can solve problems such as
562 + 27 = ? 5286 + 2,845 = ? 3,215 – 2,876 = ?

Memorizes the multiplication table for numbers between 1 and 10

Student knows these multiplication facts quickly without having to skip-count:

Fall:	Winter:	Spring:
Knows 2's, 5's, 10's	Knows 3's, 4's, 6's, as well as 2's, 5's, and 10's	Knows all facts through 10's

Uses the inverse relationship of multiplication and division to compare and check results

Fall:	Winter:	Spring:
Not expected this marking period	Student can turn 24 ÷ 8 = 3 into a multiplication sentence	Student can solve a problem such as: "John divided 135 by 5 and got 29 as his answer. Use multiplication to see if this division problem is solved correctly"

Solves simple problems involving multiplication of multi-digit numbers by one-digit numbers

Fall:	Winter and Spring:
Not expected this marking period	Student can solve problems such as 21 x 3, increasing in complexity by the spring trimester to problems such as 124 x 3 and 1,857 x 5

Fall and Winter:	Spring:
Not expected this marking period	Student can add simple fraction with like denominators, such as $\frac{1}{5} + \frac{2}{5} + \frac{1}{5} = \frac{4}{5}$ Student can also subtract $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$

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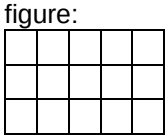
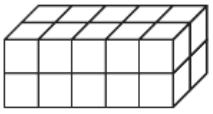
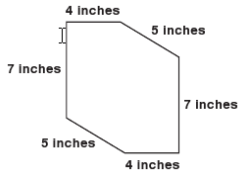
<table>
<tr><th colspan="3">Solves money problems using decimal notation when adding and subtracting</th></tr>
<tr><td colspan="3">Fall, Winter, and Spring:
Student can use correct decimal notation and solve problems involving money such as
“Adam has $5.00 to buy a toy airplane that costs $4.28. How much change should he receive?”</td></tr>
<tr><th colspan="3">Solves money problems using decimal notation when multiplying or dividing</th></tr>
<tr><td colspan="2">Fall and Winter:
Not expected this marking period</td><td>Spring:
Student can solve problems such as
“Lily rented four DVDs for $4.80. How much did each DVD cost to rent?”</td></tr>
<tr><th colspan="3">ALGEBRA AND FUNCTIONS</th></tr>
<tr><th colspan="3">Represents relationships of quantities in the form of mathematical expressions, equations, or inequalities</th></tr>
<tr><td colspan="3">Fall, Winter, and Spring:
Student can turn a statement such as
“12 plus a number is less than 30” into the inequality “12 + N < 30”, or
By spring, student can solve problems such as
“Mr. Guzman bought 48 apples packed equally into 4 boxes. Write a number sentence that shows how to find the number of apples in each box”</td></tr>
<tr><th colspan="3">Solves simple problems involving a functional relationship between two quantities</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td colspan="2">Winter and Spring:
Student can solve problems showing understanding of an extended pattern, such as
“One stamp costs 44¢. Two stamps cost 88¢. How much will four stamps cost?”</td></tr>
<tr><th colspan="3">MEASUREMENT AND GEOMETRY</th></tr>
<tr><th colspan="3">Estimates or determines the area and volume of solid figures using manipulatives</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter:
Student can determine area of a solid figure as shown below by counting the squares inside the figure:
 
Area = 15 square inches</td><td>Spring:
Student can determine the volume of a figure by counting the cubes inside the figure:
 
Volume = 20 cubic units</td></tr>
<tr><th colspan="3">Finds the perimeter of a polygon</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td colspan="2">Winter and Spring:
Given a polygon with integer sides, student can find the perimeter:
 

Perimeter = 32 inches</td></tr>
</table>

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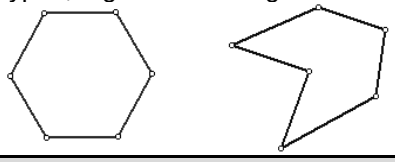
<table>
<tr><th colspan="2">Identifies, describes, and classifies polygons (including pentagons, hexagons, and octagons)</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter and Spring:
Student recognizes both regular and irregular polygons of various types, e.g. the following are both hexagons:
  </td></tr>
<tr><th colspan="2">Identifies attributes of triangles (isosceles triangle, equilateral triangle, right angle triangle)</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter and Spring:
Student knows that each kind of triangle has defining characteristics, as follows:
<table><tr><td>Isosceles triangle</td><td>2 equal sides</td></tr><tr><td>Equilateral triangle</td><td>3 equal sides</td></tr><tr><td>Right angle triangle</td><td>Right angle</td></tr></table></td></tr>
<tr><th colspan="2">Identifies attributes of quadrilaterals (parallelogram, rectangle, square)</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter and Spring:
Student knows that parallelograms, rectangles, and squares each have particular characteristics as follows:
<table><tr><td>Parallelogram</td><td>2 sets of parallel sides</td></tr><tr><td>Rectangle</td><td>2 sets of parallel sides, right angles</td></tr><tr><td>Square</td><td>2 sets of parallel sides, right angles, equal sides</td></tr></table></td></tr>
<tr><th colspan="2">STATISTICS, DATA ANALYSIS, AND PROBABILITY</th></tr>
<tr><th colspan="2">Record the possible outcomes for a simple event and systematically keep track of the outcomes when the event is repeated</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter and Spring:
Student can record the possible outcomes for a simple event (e.g. tossing a coin) and systematically keep track of the outcomes when the event is repeated many times</td></tr>
<tr><th colspan="2">Summarizes and displays the results of probability experiments in a clear and organized way</th></tr>
<tr><td>Fall:
Not expected this marking period</td><td>Winter and Spring:
Student can create a bar graph or line plot summarizing the data of a probability experiment</td></tr>
<tr><th colspan="2">MATHEMATICAL REASONING</th></tr>
<tr><th colspan="2">Makes decisions about how to approach problems and uses strategies, skills, and concepts in finding solutions</th></tr>
<tr><td colspan="2">Fall, Winter, Spring:
Student can set up and solve problems using multiple strategies, and explain the thinking that led to a particular solution</td></tr>
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