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| **Blair-Taylor Elementary**  **& SoSET Charter Schools Report Card** |

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| ***Standards-Based Report Card Meets Common Core State Standards*** |
| |  |  |  | | --- | --- | --- | | The report card is a tool that helps us communicate how well a child is learning the standards that are being taught.  Blair-Taylor Elementary School and SoSET Charter schools use a **Standards-Based Report Card** to communicate how well students are learning specific learning outcomes related to standards. In this type of report card, there is no single “grade” for a subject, like reading, as is traditionally generated by [averaging](http://www.sumner.wednet.edu/studentfamilyservices/academics/pdf/evaluatinggradingpractices.pdf) or combining multiple scores across the duration of a grading period. Unlike traditional grade reports, standards-based grading measures students’ knowledge of grade-level content by reporting the most recent, consistent level of performance.  Students learn and grow at different paces. Therefore, if a child learns at a different pace than others, he or she is not penalized in a standards-based grading system by lower scores in the beginning of the year, which is what happens when grades are averaged. The important thing is not how fast a child learns a new concept but rather that he or she did learn it. | Standards-based grading allows students, parents and teachers to all have the same information about what a child has learned and what he or she needs to learn.  The Standards-Based Report Card includes information about how a child is performing on a given set of standards. Most states in the country, including Wisconsin, adopted a set of standards for both language arts and mathematics known as the **Common Core State Standards**. They define what children need to know and be able to do at the end of each grade level in order to be ready for a career or for college by the time they graduate from high school.  For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.  Blair-Taylor Elementary and SoSET Charter School report cards include all of the Common Core State Standards at each grade level. Because these are end-of-the-year learning objectives, not all the standards will be assessed in the beginning of the year as children are just being introduce to the skills. | Teachers will assess and give feedback on a child’s degree of mastery of the standards that have been taught. They will continue to work with children throughout the year to help all children master all standards. Parents are encouraged to talk to their child’s teacher regarding any skills that have been reported but not mastered to help their child master all skills by the end of the year and be ready for the following school year.    Beginning in the 2014-15 school year, a new assessment tool will be used to evaluate how well students are acquiring the learning targets identified in the Common Core State Standards. It is called **Smarter Balanced** assessment and will replace the current WKCE assessment. It will measure current student achievement and growth across time, showing progress toward college and career readiness.  <http://www.smarterbalanced.org/parents-students/> | |

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| **I Can Learn!** | **Show What I Know** |
| |  |  | | --- | --- | | Direct communication with your child’s teacher is the best way to learn what your child knows and what he or she need to learn. In addition to receiving information about your child’s learning by talking to the teacher, we have designed a report card that we hope will provide you with detailed information about your child’s learning and give you a tool you can use to help you talk to your child about his or her learning. | To help clarify the learning required for each standard, the report card uses “I Can Statements.” For example, for the kindergarten math standard “Counts to 100 by tens and ones,” there are two “I Can Statements” - “I can count to 100 by ones” and “I can count to 100 by tens.” The letters and numbers that follow the “I Can Statements” on the report card indicate the standard from which the statement was written. The standard noted above is standard K.CC.1 - Kindergarten, Counting and Cardinality, first standard. | | |  | | --- | | The degree to which a child has mastered each standard or “I Can Statement” is indicated through the following child and parent-friendly scale:  Y = **Yes**, I can do this skill all or most of the time.  IP = **In progress,** I am working on mastering this skill.    N = **Not yet**, I am performing at a beginning or introductory level on this skill. | |

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| **Learning Fun at Home** |
| Below are some ideas for things you can do with your child at home to help him or her learn and grow. Please talk to your child’s teacher about other, more specific activities you can do at home to help your child learn things that are challenging for him or her. |
| |  | | --- | | 1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.  2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.  3. Ask your child to think about what the main message of a story may be or what big ideas he or she learned from an informational book or article.  4. Look for opportunities in everyday places to build your child’s vocabulary. Provide information and/or illustrations about that term or concept.  5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries, including the Blair and Taylor libraries, have book clubs and family activities that make reading fun for the entire family.  6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The IPad will help with words the student cannot read independently. | |

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| **What Students are Expected to Know and be Able to do by the End of**  **3rd Grade** |
| Below are the learning objectives written as “I Can Statements” that your child needs to know and be able to do by the end of the school year. The state adopted Common Core State Standards have given us direction for the English/language arts and mathematics standards. State standards in all other areas have guided the development of “I Can Statements” for those areas. **To view the complete standards, go to http://standards.dpi.wi.gov/.** |
| |  |  | | --- | --- | | **English/Language Arts**  I can ask and answer questions to show that I understand the stories that I am reading. RL.3.1  I can find the answers to specific questions within the stories that I read. RL.3.1  I can retell stories from diverse cultures. RL.3.2  I can figure out the lessons or morals of the stories that I have read. RL.3.2  I can describe characters in stories and explain how their actions affect the story. RL.3.3  I can figure out what an author really means by the words and phrases that are written. RL.3.4  I can understand the difference between literal and non-literal language. RL.3.4  I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza). RL.3.5  I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza). RL.3.5  I can describe how new parts of fiction build on previous parts. RL.3.5  I can tell the difference between what I think and what the author or characters might think. RL.3.6  I can explain how the author uses illustrations to help the meaning in a story. RL.3.7  I can compare and contrast stories written by the same author about similar characters. RL.3.9  I can read and understand third grade fiction. RL.3.10  I can ask and answer questions to show that I understand the information that I am reading. RI.3.1  I can find the main idea of the information I read. RI.3.2  I can show how the main idea is supported by details in the text. RI.3.2  I can describe the historical events, scientific ideas, or steps in procedures using words to show the sequence. RI.3.3  I can describe cause and effect in historical events, scientific ideas or steps in procedures. RI.3.3  I can understand the meanings of words and phrases in science and social studies texts. RI.3.4  I can use text features and search tools to find information quickly. RI.3.5  I can effectively participate in discussions. SL.3.1  I can come to discussions prepared to share my ideas. SL.3.1  I can follow appropriate rules for discussions, such as taking my turn. SL.3.1  I can ask questions to help me understand discussions and stay on topic. SL.3.1  I can explain my own thinking and ideas after a discussion. SL.3.1  I can figure out the main idea and details of what I see and hear. SL.3.2  I can ask and answer questions about information I hear from another speaker. SL.3.2  I can report on a topic or tell a story with correct and appropriate facts. SL.3.4  I can speak clearly and at a good pace. SL.3.4  I can create engaging audio recordings to show fluency in my reading. SL.3.5  I can create visual displays to help others understand what I am sharing. SL.3.5  I can speak in complete sentences to make what I am sharing more clear to others. SL.3.6  I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences. L.3.1  I can correctly say, write and use all types of plural nouns. L.3.1  I can use abstract nouns (e.g., childhood). L.3.1  I can correctly say, write and use regular and irregular verbs. L.3.1  I can correctly say, write and use different verb tenses. L.3.1  I can make sure that all of my subjects, verbs and pronouns are in agreement in the sentences I say and write. L.3.1  I can I can use comparative and superlative adjectives and adverbs correctly in my speech and writing. L.3.1  I can use conjunctions in the correct way in my speech and writing. L.3.1  I can say and write simple, compound and complex sentences. L.3.1  I can capitalize beginning words and proper nouns, as well as those in titles. L.3.2  I can use commas appropriately in addresses and dialogue. L.3.2  I can use apostrophes appropriately to show possession. L.3.2  I can correctly spell commonly used words, words with suffixes and words with spelling patterns. L.3.2  I can use a dictionary to check and correct my spelling. L.3.2  I can choose interesting words and phrases to help others understand my meaning better. L.3.3  I can recognize differences between my speaking language and my written language. L.3.3  I can use clues in sentences to help me understand new words. L.3.4  I can explain in words or pictures how two fractions can sometimes be equal. 3.NF.3  I can compare fractions by reasoning about their size. 3.NF.3  I can show whole numbers as fractions. (3 = 3/1) 3.NF.3  I can recognize fractions that are equal to one whole. (1 = 4/4) 3.NF.3  I can tell and write time to the nearest minute. 3.MD.1  I can measure time in minutes. 3.MD.1  I can solve telling time word problems by adding and subtracting minutes. 3.MD.1  I can measure liquids and solids with liters, grams and kilograms. 3.MD.2  I can use addition, subtraction, multiplication and division to solve word problems involving mass and volume. 3.MD.2 | I can tell the difference between what I think and what an author writes. RI.3.6  I can show what I have learned from nonfiction illustrations and text by answering questions about where, when, why and how. RI.3.7  I can describe how the sentences and paragraphs in nonfiction follow a logical sequence. RI.3.8  I can compare and contrast the most important ideas and details in two pieces of information about the same topic. RI.3.9  I can read and understand third grade nonfiction. RI.3.10  I can analyze words and use phonics to help me read third grade words. RF.3.3  I can read and understand words with common prefixes and suffixes. RF.3.3  I can read words with more than one syllable. RF.3.3  I can read third grade words that are not spelled in a regular way. RF.3.3  I can read fluently, accurately and with expression. RF.3.4  I can write to share my opinion. W.3.1  I can write to inform and explain ideas. W.3.2  I can write to tell a story. W.3.3  I can stay focused and organized in my writing. W.3.4  I can write for different purposes, audiences, and topics. W.3.4  I can plan, edit and revise my writing with the help of peers and adults. W.3.5  I can use technology to create pieces of writing and to interact and share ideas with others. W.3.6  I can organize short research projects. W.3.7  I can research and use what I have experienced to gather information. W.3.8  I can take notes to help me organize the research in my writing. W.3.8  I can write on a regular basis with stamina for different tasks, purposes, and audiences. W.3.10  I can figure out meanings of words when prefixes and suffixes I understand are added to words I already know. L.3.4  I can use root words that I know as a clue to help me learn the meanings of new words with the same root. L.3.4  I can use print and computer dictionaries to help me find the meanings of new words. L.3.4  I can understand figurative language. L.3.5  I can find real life connections between words and their use (e.g., describe people who are friendly or helpful). L.3.5  I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered). L.3.5  I can figure out and use words that are appropriate for third grade. L.3.6  **Mathematics**  I can understand multiplication by thinking about groups of objects. 3.OA.1  I can understand division by thinking about how one group can be divided into smaller groups. 3.OA.2  I can use what I know about multiplication and division to solve word problems. 3.OA.3  I can find the missing number in a multiplication or division equation. 3.OA.4  I can use the Commutative property of multiplication. (I know that if 6 x 4 = 24, then 4 x 6 = 24.) 3.OA.5  I can use the Associative property of multiplication. (To figure out 3 x 5 x 2 I can multiply 3 x 5 = 15, then 15 x 2 = 30 OR multiply 5 x 2 = 10, then 3 x 10 = 30.) 3.OA.5  I can use the Distributive property of multiplication. (To figure out 8 x 7, I can think of 8 x (5 + 2) which means (8 x 5) + (8 x 2) = 40 + 16 = 56.) 3.0A.5  I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out 32 ? 8 because I know that 8 x 4 = 32.) 3.OA.6  I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. 3.OA.7  I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable. 3.OA.8  I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work. 3.OA.9  I can round numbers to the nearest ten or 100. 3.NBT.1  I can add and subtract numbers within 1000. 3.NBT.2  I can quickly and easily multiply any one digit whole number by 10. 3.NBT.3  I can show and understand that fractions are equal parts of a whole. 3.NF.1  I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole. 3.NF.2 | |

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| |  |  | | --- | --- | | **Science**  I can demonstrate knowledge of concepts and vocabulary in Life Science: Structures of Life.  I can demonstrate knowledge of concepts and vocabulary in Physical Science: Physics of Sound.  I can demonstrate knowledge of concepts and vocabulary in Earth Science: Properties of Water.  I can demonstrate knowledge of concepts and vocabulary in Scientific Reasoning and Technology: Ideas and Inventions. | **Social Studies**  I can demonstrate knowledge of concepts and skills about landforms.  I can demonstrate knowledge of concepts and skills about Native Americans.  I can demonstrate knowledge of concepts and skills about settlers. | |

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| **Art** |  |
| |  | | --- | | I can identify the three directional lines; horizontal, vertical, directional.  I can create at least 10 different types of line.  I can create and identify at least 10 different shapes.  I can recognize a few artists works of art. (B.4.4)  I can attach pieces of clay effectively.  I can recognize other cultures pieces of work. (B.4.3) (B.4.4) (A.4.3)  I can show personal responsibility for my own learning and creative processes. (C.4.10)  I can use sketches to start developing visual ideas. (C.4.6) | | |  | | --- | | I can use tools used in art effectively for grade level, such as; scissors, glue, pencil, crayon, paint, and other types of art mediums.  I can return things to where they belong when I'm done using them.  I can clean up after myself when I make a mess.  I can be respectful of myself and others, including the teachers, at all times in the art room. | |

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| **Music** |  |
| |  | | --- | | I can identify musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can demonstrate musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can identify rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can demonstrate rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can identify form including phrase form, section form, and composite form appropriate for my grade level.  I can demonstrate form including phrase form, section form, and composite form appropriate for my grade level. | | |  | | --- | | I can identify melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can demonstrate melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can identify timbre including environmental, vocal, instrumental, and electronic appropriate for my grade level.  I can demonstrate timbre including environmental, vocal, instrumental and electronic appropriate for my grade level  I can identify texture and harmony appropriate for my grade level.  I can demonstrate texture and harmony appropriate for my grade level.  I can participate and follow music class expectations. | |

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| **Physical Education** |
| |  | | --- | | I can jump at a grade appropriate level. (Standard 1.A.1)  I can throw overhand at a grade appropriate level. (Standard 1.A.2)  I can track and catch an object at a grade appropriate level. (Standard 1.A.1)  I can strike an object using hands at a grade appropriate level. (Standard 1.A.1)  I can strike an object using feet at a grade appropriate level. (Standard 1.A.1)  I can strike an object using an implement at a grade appropriate level. (Standard 1.A.1)  I can balance with control at a grade appropriate level. (Standard 1.A.5, 1.A.6)  I can perform a series of skills at a grade appropriate level. (Standard 1.B.1, 1.B.2)  I can hit a moving target at a grade appropriate level. (Standard 1.B.3)  I can understand and explain the skills I am learning at a grade appropriate level. (Standard 2)  I willingly participate in regular physical activity at a grade appropriate level. (Standards 3, 4, 6)  I can participate safely at a grade appropriate level. (Standard 5)  I can follow rules at a grade appropriate level. (Standard 5)  I can follow procedures at a grade appropriate level. (Standard 5)  I can cooperate and be respectful at a grade appropriate level. (Standard 5) | |

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| |  |  | | --- | --- | | **Work Habits**  I can respect the rights of others.  I can respect property.  I can follow directions.  I can accept responsibility. | I can work well with others.  I can organize myself, my materials, and my work space.  I can complete work neatly and legibly.  I can complete work on time.  I can use time wisely. | |

