

**Pittsford Central School District  
Standards Based Grading  
Third Grade**

As you know, our standards have shifted in order to prepare our students to be college and career ready. In Pittsford, and in schools across the country, we are working to strengthen teaching and learning to ensure our students graduate with the skills they need to be successful. Along with the instructional shifts necessary to align with the Common Core, the students' levels of performance will be measured using standards based grading. This document is designed to support you as you interpret your child's report card and support his/her learning.

**Shifts Associated with Standards Based Reporting**

- This is the second year of a standards based reporting system for all subject areas, including special areas. There is no comparison between how the academic performance levels are reported now, versus how they were reported on report cards in the past.
- The standards on the report card represent *end of year* expectations for students.
- When determining a level of performance on the report card, teachers are using multiple pieces of evidence.
- The language on the report card is directly aligned with the Common Core, but is in a condensed format. For more specific information about what is expected for each standard, a review of the Common Core Standards is beneficial.

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>

**For each grade level standard, there are four different performance levels.**

T= Targeted area of concern

- Students receive a "T" for standards where targeted additional instruction is provided and necessary for the student to meet the end of year grade level standard. This additional instruction in the targeted area may be provided within or outside of the general education classroom.

PWS= Progressing towards grade level standards with support

- Students receive a "PWS" when they are making appropriate progress towards the end of the year benchmark for that standard, with extra support from the classroom teacher.

P= Progressing towards grade level standards

- Students receive a "P" when they are making appropriate progress towards the end of the year benchmark for that standard. Given the depth and complexity of each of the standards, students will often need the full year of instruction to be independently and consistently mastering the standards being measured. Therefore, we would expect many of our students to be progressing "P" throughout the year.

M= Meeting grade level standards

- Students receive an “M” when they are independently and consistently applying what is expected by the standard being measured and as evidenced by multiple measures of achievement. “M” is the goal for most students to reach by June.

WB= Currently working beyond grade level standards

- Students receive a “WB” when they have demonstrated a consistent and independent application of the expected grade level standards, and are able to apply the learning embedded in these standards in both predictable and unpredictable situations. Students who are “WB” are receiving differentiated instruction at their appropriate level.

NA= Not assessed at this time

- Students receive a “NA” for those areas where students have not yet received instruction and have not yet been assessed.

Here are some examples of what you will see under the elementary standards in *math* on the report card and what that looks like for your child in his//her third grade classroom:

**Makes sense of problems and perseveres in solving them.**

In third grade, mathematically proficient students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third grade students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” Students listen to other students’ strategies and are able to make connections between various methods for a given problem.

**Constructs viable arguments and critiques the reasoning of others.**

In third grade, mathematically proficient students may construct arguments using concrete referents, such as objects, pictures, and drawings. They refine their mathematical communication skills as they participate in mathematical discussions that the teacher facilitates by asking questions such as “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

**Uses appropriate tools strategically.**

Mathematically proficient third grader students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper to find all the possible rectangles that have a given perimeter. They compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles.

Here are some examples of what you will see under the elementary standards in *literacy* on the report card and what that looks like for your child in his//her third grade classroom:

**Knows and applies grade –level phonics to solve unknown words.**

Students will identify and understand the meaning of the most common prefixes and derivational suffixes, decode words with common Latin suffixes, decode multisyllable words, and read grade-appropriate irregularly spelled words.

Students will answer questions and prompts like:

Does that sound right?

Does that look right?

Does that make sense?

Look at the beginning (or end) of the word and try that again.

Look for chunks you know and say them.

Look at the word, does it look like ...?

**Engages effectively in a range of collaborative discussions.**

The students will take part in partner, small group, and whole class discussions on third grade topics, building on others' ideas and expressing their own ideas clearly. Students will come to discussion prepared, follow agreed-upon rules for discussions, ask questions to check understanding of the information presented, stay on topic, link their comments to the remarks of others, and explain their own ideas and understanding in light of the discussion. In third grade, students will need ample opportunities to take part in a variety of rich, structured conversations. Students should be actively engaged as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Third graders should also engage in collaborative conversations (such as book groups, literature circles, or buddy reading), and develop skills in active (close) listening and group discussion. Students will also paraphrase portions of a text read aloud or information presented in multiple formats.

In closing, we offer that while this is this a new reporting system for you to understand and make sense of as it relates to your child, it also represents a tremendous learning curve for teachers and students as well. Along with your support, we will continue to educate our students about the expectations of the standards and the most effective ways for the students to understand and apply their new learning. We appreciate your questions, feedback and support as we work through our first reporting period together.

For additional information, please see our District website:

<http://www.pittsfordschools.org/files/filesystem/parent%20resources%20on%20engageny%20sept%2013.pdf>