



## Common Core Standards Rating Scale

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- 4 Advanced Performance Level**  
(Thorough understanding of  
state and district standards)
- 3 Proficient Performance Level**  
(Adequate understanding of  
state and district standards)
- 2 Approaching Performance Level**  
(Partial understanding of  
state and district standards)
- 1 Minimal Performance Level**  
(Minimal understanding of  
state and district standards)

## What is Standards-Aligned Grading

Standards aligned grading is a refined way of reporting what students know and how they demonstrate their learning of key grade level standards. Level 3 indicates that a student is consistently performing on grade level while Level 4 indicates that a student consistently performs above grade-level expectations. A student might begin the year performing at a Level 1 or Level 2 on some areas of reading, writing, and mathematics; it is our expectation that all students will be performing a Level 3 (at grade level) by the end of the academic year.

## The LOUSD Common Core Report Card

The Live Oak Unified School District (LOUSD) elementary report card will communicate how well students are progressing toward their goals and college and career readiness. It will be used as part of an ongoing conversation between teachers, students, and parents about what is expected and how to help students be successful. This report card will go home at the end of each trimester. Students will be provided an overall grade for each subject area along with grades in cluster areas for Reading, Writing and Mathematics. Students will also be graded on effort.



**Live Oak Unified  
School District**

## Common Core Standards Aligned Grading and Report Cards

### *THIRD GRADE*

### *Parent Guide*



*Cultivating excellence for  
every student through  
high expectations,  
personal success, and  
community involvement.*

## REPORT CARD OVERVIEW

### Reading

#### Literature/Informational Text :

**Key Ideas and Details** - Student asks and answers questions and refers to text to demonstrate understanding. He/she recounts stories or main idea of text including fables, folktales, and myths. Student describes characters and relationships between events in text.

**Craft and Structure** - Student determines meanings of words as they are used in text. He/she refers to text parts when speaking of text. Student distinguishes his/her own point of view. He/she refers to search tools and text features.

**Integration of Knowledge and Ideas** - Student explains how specific aspects of text illustrations contribute to what is conveyed. He/she compares and contrasts elements of the story (plot, theme).

**Range of Reading and Text Complexity** - Student can read and comprehend text in grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills:

**Phonics and Word Recognition** - Student knows and applies grade level phonics and word analysis skills in decoding words in isolation and in text. He/she knows the meaning of most prefixes and suffixes, decodes words with common Latin suffixes, decodes multisyllable words, and reads grade appropriate irregularly spelled words.

**Fluency** - Student reads with sufficient accuracy and fluency to support comprehension. He/she can read grade level text with purpose and understanding, and with accuracy, appropriate rate, and expression on successive readings. Student can use context to confirm or self-correct word recognition and understanding.



### Writing

#### Text Types and Purpose:

**Narrative** - Student develops real or imagined events using effective technique, descriptive details, and clear event sequence. He/she introduces characters, provides descriptions of action, uses temporal words, and provides a sense of closure.

**Informative and/or Explanatory** - Student introduces a topic and uses facts to develop points, and provides a conclusion.

**Persuasive and/or Opinion** - Student writes opinion pieces supporting a point of view with reasons. He/she introduces a topic, states an opinion, supplies reasons to support opinion, and provides a concluding statement.

#### Production & Distribution of Writing:

**Writes Clearly and Coherently** - Student produces writing in which the development and organization are appropriate to the task and purpose.

**Develops and Strengthens Writing** - Student develops and strengthens writing as needed by planning, revising, and editing.

**Uses Technology to Publish Writing** - Student uses technology to produce and publish writing (using keyboarding skills).

#### Research to Build and Present Knowledge:

**Conducts Research Projects** - Student participates in research projects that build knowledge about a topic.

**Recalls/Gathers Relevant Information** - Student gathers information and takes notes.

**Range of Writing:** Student writes over extended time frames (research, reflection, revision) for a range of purposes.

### Speaking and Listening

**Comprehension and Collaboration** - Student engages effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas** - Student reports on a topic speaking clearly in complete sentences.

### Language

**Standard English Conventions, Knowledge & Vocab. Use** - Student demonstrates command of conventions and usage when writing and speaking. He/she explains function of parts of speech, ensures agreement, and produces a variety of sentences. Student writes legibly and uses correct punctuation. He/she uses appropriate conversational and academic language.

#### **English Language Development**

English Language Learners will be provided a grade in this area. Please refer to the ELD Brochure for an explanation of categories.

#### **Social Studies ,Science, Physical Education, and Visual and Performing Arts**

Students will receive content area marks for these subjects.

### Mathematics

**Operations & Algebraic Thinking** - Student demonstrates fluency for multiplication and division. Student multiplies and divides within 100, solves problems involving the 4 operations, and identifies and explains patterns in arithmetic.

**Numbers and Operations in Base Ten** - Student uses place value understanding and properties of operations to perform multi-digit arithmetic. He/she fluently adds and subtracts within 1,000.

**Number and Operations - Fractions** - Student develops an understanding of fractions as numbers.

**Measurements & Data** - Student solves problems for measurement, time, volume, and mass. He/she understands concepts of area and perimeter and can interpret data.

**Geometry** - Student can reason with shapes and their attributes.

#### **Habits of Success**

Students will receive marks related to their effort on the listed categories.

