

Overview

What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their **third-grade** year.

Literacy Goals

In the first trimester, these goals are met at a basic level; growth is noted as students progress in deepening their understanding with increasingly difficult text.

Reading

Students read and understand a variety of materials. Throughout the year, students should be able to read increasingly difficult text.

- **Suggestions:** *Ensure that your child is reading at a level he/she can read easily. Your child’s reading should sound fluent, as if he/she is talking. You can help your child by reading together and offering reminders to use specific reading strategies such as thinking what will happen in the story, retelling what he/she has read, and making connections to other aspects in his/her life.*

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students think about what the author is trying to say and communicate those thoughts. Students understand that the author’s point of view may influence the message.

- **Suggestions:** *Read magazine and newspaper articles together and discuss fact versus opinion, news versus editorials. Discuss what your child is learning from and finding interesting in his/her reading.*

Students read to locate, select, and use relevant information from a variety of media, references, and technological sources. Students should be able to know where to look and how to access information, such as searching the Internet. Students focus on what is important to their topics. They compare different sources and credit them.

- **Suggestions:** *Work with your child on how to use the Internet to search for information. Computers are available at the library, and the librarian can help your child get started. Read a newspaper or a magazine article together and discuss what information is most important in the article.*

Students read and recognize literature as a record of human experience.

Students should read, listen to, discuss, and compare a variety of literature representing different cultures. They should be able to figure out the main characters, communicate the main story line, and summarize the story—focusing on main ideas.

- **Suggestions:** *Encourage your child to select different kinds of books to read, in addition to his/her favorite kind. Either read the book with your child or have him/her read it independently. Talk with your child about events in the text and about what the characters are like.*

Writing

Students write and speak for a variety of purposes and audiences. Students write letters, personal narratives, nonfiction reports, and directions for various purposes and audiences. They organize their writing with an introduction, middle, and end. Their writing has details and examples to develop the main idea, and their work demonstrates correct punctuation and spelling.

- **Suggestions:** *Write with your child or encourage your child to write independently for a variety of purposes and audiences, such as writing shopping lists, e-mail messages, letters to friends or relatives, thank-you notes, birthday cards, and other fun writing opportunities, such as poems for presents.*

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Students use correct grammatical sentence structure, punctuation, and capitalization.

- **Suggestions:** *Write letters, lists, and notes in front of and with your child. Have your child read your writing, looking for mistakes in spelling or other conventions.*

Social Sciences Goals

History: Students use primary sources, such as photographs, maps, newspaper articles, and government documents to understand Colorado’s history and to determine what can be learned from past generations. Students learn how different cultures have influenced and contributed to Denver’s and Colorado’s history. Students apply the process of analyzing primary sources to identify and address a current issue in Colorado.

- **Suggestions:** *Visit Four Mile House, the Colorado History Museum, or the Museum of Nature and Science. Discuss your family’s history or interview a grandparent or older Coloradan and listen to memories of our older population. Think about how things were different or the same. Discuss how your family’s customs and traditions may vary from those of friends.*

Geography: Locate and describe physical characteristics of each Colorado region and the distribution of natural resources in the state.

- **Suggestions:** *If applicable, use a Colorado state map to plan and navigate a trip. Gather questions to play trivia-like games using maps, such as, “Which state shares the longest border with Colorado? What is the tallest mountain in the Rocky Mountain chain?”*

Civics: Students understand and apply basic principles of fairness. They learn to look at all information and to come up with a fair solution to problems. Students gain an increased awareness of the importance of justice in their own lives and their community.

- **Suggestion:** *Ask your child to describe a situation that they feel is unfair. Discuss what is fair and unfair in this situation. Have this same discussion using a newspaper or magazine article to discuss an injustice toward an individual or group of people.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the third-grade year, an overall view of students' progress and mastery of standards will determine the level of proficiency attained. By the end of the third-grade year, students should have met the following goals.

Number Sense: Students read and write whole numbers through 1,000,000 and identify the place value. They count patterns and work with fractions and decimals.

- **Suggestions:** *Help your child to estimate and calculate costs while shopping. Have your child develop real-life problems, such as calculating the miles to school each week, making recipe adjustments, estimating the cost to care for a pet, or computing the amount of time needed to save for a desired purchase.*

Algebraic Thinking: Students find patterns on the number grid, solve Frames-and-Arrows puzzles with two rules, and complete "What's My Rule?" activities. They examine the relationship between multiplication and division and using parentheses in writing number models.

- **Suggestions:** *Let your child explore patterns of store set-ups, bus schedules, time lines, and schedules. Have your child write three different number sentences that equal 16, using parentheses.*

Data and Probability: Students collect, organize, and display data (information) using tables, charts, and graphs. They begin to use basic probability terms, such as likely, unlikely, sure, certain, probably, impossible, and predict.

- **Suggestions:** *Have your child look for uses of data and graphical displays in magazines, newspapers, or on television. Discuss these displays and look for deceptive strategies used. Look at pop-up ads on the computer and discuss what these ads are really trying to do. Discuss weather forecasters' predictions and what these mean to you. Other activities can include games of chance and probability. Look at lottery chances and discuss realistic outcomes.*

Geometry: Students explore two- and three-dimensional shapes.

- **Suggestions:** *Draw three different shapes, such as a square, a rectangle, and a triangle. Ask your child to estimate which shape has the largest and smallest perimeter. Then help your child measure the sides.*

Measurement. Students find areas of rectangles by counting squares. They estimate distances with map scales. They use multiplication arrays and coordinate grids. They recognize appropriate units of measure and record equivalent units of length.

- **Suggestions:** *Review equivalent names for measurements. Ask, "How many cups are in a pint?" Name items around the house that weigh less than 5 or 10 pounds. If you have a scale, check your estimates. Have your child work with different puzzles or measure his/her room as if for repainting, carpeting, curtains, or bedspreads. Another example would be to plan a garden and determine fencing needs and planting space.*

Computation. Using models and numbers, students find sums, differences, products, and quotients of whole numbers, fractions, mixed numbers, decimals, and percents.

- **Suggestions:** *Encourage your child to use paper and pencil and/or a calculator to solve real-life computations such as the cost per unit when items are purchased individually, as opposed to in bulk. Have your child calculate the cost of gas for an upcoming trip or calculate change to be returned from a purchase. Allow your child to make mistakes and help him/her to work through problems.*

Science Goals

Inquiry: Students use their senses and tools to observe and collect information about electrical systems, objects in the sky, such as the sun, moon, and stars, and life cycles of plants and animals. Students ask questions, investigate to find answers, compare observations, and communicate ideas with increasing skill and accuracy.

- **Suggestions:** *Don't answer all of your child's questions. Ask your child what he/she thinks and work together to find answers. Together, you and your child can propose possible answers, test them, and check them by using reference books, searching the Internet, or asking someone who is likely to know the correct answers.*

Physical Science: Students work with batteries, wires, and bulbs; simple motors; and switches to learn about the flow of electricity. They also investigate the ability of materials to conduct electricity or insulate.

- **Suggestions:** *Have your child look for things at home that need electricity to work and have him/her trace the path of the electricity into the home and to these items.*

Earth and Space Science: Students explore and describe the position, appearance, and motion of objects in the sky—specifically the moon, sun, and stars. Students also observe that the moon appears to change its shape every day in a repeating pattern that takes approximately one month.

- **Suggestions:** *Watch the moon as it appears to change shape over the course of a month and record the changes. Look for constellations in the night sky.*

Life Science: Students understand life cycles by observing, describing, and comparing the growth and development of four organisms—sweet peas, brine shrimp, darkling beetles, and painted lady butterflies.

- **Suggestions:** *Visit a park and find plants at different stages in their life cycles, including ones that are blooming, sending seeds, or dying. Look for a caterpillar and a butterfly or moth.*

The Nature of Science: Students learn to use descriptions and data to draw conclusions. They use evidence to support their ideas. Students learn to keep investigations fair by changing one thing and watching what happens.

- **Suggestions:** *Ask your child why he/she thinks the way he/she does when making statements about the natural world. Challenge your child to use evidence rather than simply stating an opinion.*

English Language Development

If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

Parent Guide to Standards- Based Reporting

Grade 3

Denver Public Schools