

Growing Reflective Learners

ISD elementary school encourages students to become responsible and reflective students through a yearlong process of goal setting, reflection and sharing. Students begin the year by setting learning and social goals. They share these goals with their parents in September at a special Goal-Setting Conference, and work toward collecting evidence of growth in all subject areas.

As they learn and grow throughout the year, students are asked to reflect on their successes and determine next steps. These artifacts and reflections are collected in a **Student Portfolio** in the classroom and used regularly to evaluate growth and revise goals.

In March, students take the lead in sharing their progress and learning with parents at **Student-Led Conferences**. These conferences empower students to take responsibility and credit for academic and social growth.

Assessment

Assessment is a vital part of school. Its purpose is both to inform instruction and to evaluate achievement and learning.

Assessment for learning, or **formative assessment**, occurs daily in the third grade classroom. Teachers use observation, student feedback and anecdotal information to determine instructional needs in all subject areas. Literacy diagnostic tools include the *DRA (Developmental Reading Assessment)* to determine a student's guided reading level for instruction, beginning and end-of-year writing prompts to set goals and highlight progress in writing, and in-class activities and assessments to monitor progress.

Assessment of learning, or **summative assessment**, is achieved through a variety of methods and formats. Student literacy work is often evaluated using rubrics or target checklists. Mathematics progress is plotted using unit tests and student work. Project-based assessments in social studies and science provide evidence of understanding and acquisition of targeted content and skills. Students use self-reflections to share evidence of having learned and internalized ISD's Core Values. Report cards are sent home three times per year, at the end of each trimester. Parent-Teacher conferences take place in late November.

Students in grade three take the **MAP (Measures of Academic Progress)** three times per year. This adaptive test provides an ongoing snapshot of student progress along a continuum of learning. Teachers and students use **MAP** results to set individual and classroom goals and provide more individualized and targeted instruction.

Celebrations

There are many reasons and many avenues for celebrating learning at ISD. Third grade teachers invite parents in for end-of-unit-sharing and presentations. Monthly 3 - 5 assemblies highlight classroom activities and provide a venue for recognizing our CORE values and academic achievements. Concerts, Sports Day, World Culture Month and UN Day are just a few examples of ways that students gather together to celebrate the special place that is ISD.

Third Grade Program Guide

2016-17



“Tell me and I forget, teach me and I may remember, involve me, and I learn.” — Chinese Proverb

Third grade is the bridge to independence - a crosswalk from primary years to upper elementary grades. ISD's third grade classrooms are language-rich places where students and teachers work together in communities of learning to facilitate this transition.

Reading, writing, speaking and listening are taught across all content areas, providing our diverse student population with multiple opportunities for sharing and growing. Hands-on experiences, in-depth literary analysis, application of concepts, and independence-building activities are all hallmarks of our third grade program.

Third grade units of study are anchored to Essential Questions and designed to foster in-depth understanding of ideas, knowledge and

skills through inquiry-based learning. Topics are relevant and engaging; learning targets are aligned to international educational norms and shared with students.

Homework is viewed as an opportunity to practice previously-taught skills or connect and extend daily learning experiences. Third grade homework should be completed in approximately forty-five minutes, when assigned. In addition, students are expected to read for pleasure on a daily basis.

Communication between teacher, student and parent is essential to academic growth. We pride ourselves on maintaining a continuous dialogue with parents through newsletters, class websites or blogs. Likewise, we encourage you to have daily conversations with your child to discover more about his or her school life.

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