

Grade 3
Operations and Algebraic Thinking

Revised May 2015

Indicator: Knows basic facts fluently				
Standard: 3.OA.7				
Performance Level	1	2	3	4
Trimester 1	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 (fewer than 13 problems/ 1 minute) 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 (13-16 problems/ 1 minute) 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 (17-20 problems/ 1 minute) 	<p>Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • All addition and subtraction facts within 20 • Multiplication tables 0-10 (>20 problems/ 1 minute)
Trimester 2	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 • Multiplication tables 0-10 (fewer than 13 problems/ 1 minute) 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 • Multiplication tables 0-10 (13-16 problems/ 1 minute) 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 • Multiplication tables 0-10 (17-20 problems/ 1 minute) 	<p>Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • All addition and subtraction facts within 20 • Multiplication tables 0-10 • Division facts within 100 (>20 problems/ 1 minute)
Trimester 3	<p>Recalls from memory, with automaticity, few:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 • Multiplication tables 0- 	<p>Recalls from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 • Multiplication tables 0- 	<p>Consistently able to recall from memory, with automaticity:</p> <ul style="list-style-type: none"> • Addition and subtraction facts within 20 	<p>Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with</p>

Grade 3

Revised May 2015

	<p>10 (fewer than 13 problems/ 1 minute)</p> <ul style="list-style-type: none"> Fluently divide within 100 (fewer than 13 problems/90 seconds) 	<p>10 (13-16 problems/ 1 minute)</p> <ul style="list-style-type: none"> Fluently divide within 100 (13-16 problems/90 seconds) 	<ul style="list-style-type: none"> Multiplication tables 0-10 (17-20 problems/ 1 minute) Fluently divide within 100 (17-20 problems/90 seconds) 	<p>automaticity:</p> <ul style="list-style-type: none"> All addition and subtraction facts within 20 Multiplication tables 0-12 Division facts within 100 (>20 problems/ 1 minute)
--	---	---	---	--

Indicator: Demonstrates understanding of multiplication and division				
Standard: 3.OA.5, 3.OA.6				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit 	<p>Independently able to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit whole 	<p>Consistently, accurately and independently meets criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Explain with models and justify to others how the properties work

Grade 3

Revised May 2015

	whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Apply the distributive property of multiplication (to solve 8×7 one can use $8 \times (5 + 2) = 8 \times 5 = 40 + 8 \times 2 = 16 = 40 + 16 = 56$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60) 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Apply the distributive property of multiplication (to solve 8×7 one can use $8 \times (5 + 2) = 8 \times 5 = 40 + 8 \times 2 = 16 = 40 + 16 = 56$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60) 	<p>Independently able to:</p> <ul style="list-style-type: none"> Apply the commutative property of multiplication (if $6 \times 4 = 24$, then $4 \times 6 = 24$) Apply the Associative property of multiplication ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ or $5 \times 2 = 10$ then $10 \times 3 = 30$) Apply the distributive property of multiplication (to solve 8×7 one can use $8 \times (5 + 2) = 8 \times 5 = 40 + 8 \times 2 = 16 = 40 + 16 = 56$) Understand division as an unknown-factor problem (find $32 \div 8$ by thinking $8 \times ? = 32$) Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60) 	<p>Consistently, accurately and independently meets criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Explain with models and justify to others how the properties work

Indicator: Interprets and solves word problems				
Standard: 3.OA.8				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Justify the reasonableness of a response using more than one proof (words, models, equation, etc.)
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Interpret a one-step word problem involving multiplication and division of whole 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Interpret a one-step word problem involving multiplication and division of whole numbers 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving addition and subtraction of whole numbers ● Interpret a one-step word problem involving multiplication and division of whole 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Interpret and solves two-step word problems involving all operations ● Justify the reasonableness of a response using more than one proof (words, models, equation, etc.)

Grade 3

Revised May 2015

	<p>numbers</p> <ul style="list-style-type: none"> ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<ul style="list-style-type: none"> ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>numbers</p> <ul style="list-style-type: none"> ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving all operations ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving all operations ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Interpret a two-step word problem involving all operations ● Solve the problems accurately and efficiently ● Use strategies that include equations, and/or models, diagrams, etc. 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Interpret and solves multi-step word problems involving all operations ● Justify the reasonableness of a response using more than one proof (words, models, equation, etc.)

Numbers and Operations in Base 10

Indicator: Demonstrates understanding of place value.				
Standard: 3.NBT.1				
Performance Level	1	2	3	4
Trimester 1	Unable to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and expanded form • Use place value understanding to round to the nearest 10 or 100 within 1,000 • Use place value understanding to compare whole numbers up to 10,000 	Requires teacher prompting and support to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and expanded form • Use place value understanding to round to the nearest 10 or 100 within 1,000 • Use place value understanding to compare whole numbers up to 10,000 	Independently able to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and expanded form • Use place value understanding to round to the nearest 10 or 100 within 1,000 • Use place value understanding to compare whole numbers up to 10,000 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> • Extend to include numbers beyond 10,000. • Use place value understanding to estimate and determine reasonableness of answers
Trimester 2	Unable to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and expanded form 	Requires teacher prompting and support to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and 	Independently able to: <ul style="list-style-type: none"> • Read and write numbers to 10,000 using standard form, word form and 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> • Extend to include numbers beyond 10,000 • Use place value understanding to estimate and determine

Grade 3

Revised May 2015

	<ul style="list-style-type: none"> ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>expanded form</p> <ul style="list-style-type: none"> ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>expanded form</p> <ul style="list-style-type: none"> ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>reasonableness of answers</p>
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Read and write numbers to 10,000 using standard form, word form and expanded form ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Read and write numbers to 10,000 using standard form, word form and expanded form ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Read and write numbers to 10,000 using standard form, word form and expanded form ● Use place value understanding to round to the nearest 10 or 100 within 1,000 ● Use place value understanding to compare whole numbers up to 10,000 ● Refer to place value when explaining calculations 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Extend to include numbers beyond 10,000. ● Use place value understanding to estimate and determine reasonableness of answers

Indicator: Performs operations with multi-digit whole numbers				
Standard: 3.NBT.2, 3.NBT.3				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to add and subtract with multi-digit whole numbers involving:</p> <ul style="list-style-type: none"> • Addition and subtraction within 1,000 • Addition and subtraction of two-digit numbers mentally with or without regrouping • Use of the standard algorithm 	<p>Requires teacher prompting and support to add and subtract with multi-digit whole numbers involving:</p> <ul style="list-style-type: none"> • Addition and subtraction within 1,000 • Addition and subtraction of two-digit numbers mentally with or without regrouping • Use of the standard algorithm <p>Student may be able to independently perform operations on smaller numbers beyond basic facts.</p>	<p>Independently able to add and subtract with multi-digit whole numbers involving:</p> <ul style="list-style-type: none"> • Addition and subtraction within 1,000 • Addition and subtraction of two-digit numbers mentally with or without regrouping • Use of the standard algorithm 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include larger numbers • Use multiple strategies to solve problems
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> • Add and subtract within 1,000 using the standard algorithm • Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Add and subtract within 1,000 using the standard algorithm • Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Add and subtract within 1,000 using the standard algorithm • Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 5x60) 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Extend to include larger numbers • Use multiple strategies to solve problems

Grade 3

Revised May 2015

	5x60)	5x60) •		
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Add and subtract within 1000 using the standard algorithm Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 5x60) 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Add and subtract within 1000 using the standard algorithm Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 5x60) 	<p>Independently able to:</p> <ul style="list-style-type: none"> Add and subtract within 1000 using the standard algorithm Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9x80, 5x60) 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Extend to include larger numbers Use multiple strategies to solve problems Extend to multiply two-digit numbers by one-digit numbers

Number Sense and Operations-Fractions

Indicator: Demonstrates understanding of fractions				
Standard: 3.NF.1, 3.NF.2, 3.NF.2a, 3.NF.2b				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Identify the numerator and denominator and understand their relationship to part/whole Read, write and identify fractions of a whole or a set 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Identify the numerator and denominator and understand their relationship to part/whole Read, write and identify fractions of a whole or a set 	<p>Independently able to:</p> <ul style="list-style-type: none"> Identify the numerator and denominator and understand their relationship to part/whole Read, write and identify fractions of a whole or a set 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Demonstrate understanding with multiple models

Grade 3

Revised May 2015

	<ul style="list-style-type: none"> • Model and interpret unit fractions • Show fractions as points or distances on a number line • Use unit fractions to build other fractions, including improper fractions 	<ul style="list-style-type: none"> • Model and interpret unit fractions • Show fractions as points or distances on a number line • Use unit fractions to build other fractions, including improper fractions 	<ul style="list-style-type: none"> • Model and interpret unit fractions • Show fractions as points or distances on a number line • Use unit fractions to build other fractions, including improper fractions 	
--	---	---	---	--

Indicator: Demonstrates understanding of equivalent fractions				
Standard: 3.NF.3, 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d , 3.G.2				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> • Generate equivalent fractions • Use visual models (fraction strips, diagrams, number lines, and/or arrays) to generate and explain equivalent fractions • Express whole numbers as fractions ($4/4=1$, $2/1=2$) • Compare two fractions with same 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Generate equivalent fractions • Use visual models (fraction strips, diagrams, number lines, and/or arrays) to generate and explain equivalent fractions • Express whole numbers as fractions ($4/4=1$, $2/1=2$) • Compare two fractions with same 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Generate equivalent fractions • Use visual models (fraction strips, diagrams, number lines, and/or arrays) to generate and explain equivalent fractions • Express whole numbers as fractions ($4/4=1$, $2/1=2$) • Compare two fractions with same 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding with multiple models • Compare two or more fractions with unlike numerators and denominators

Grade 3

Revised May 2015

	numerators or same denominators • Compare two fractions using symbols, <, >, =	numerators or same denominators • Compare two fractions using symbols, <, >, =	numerators or same denominators • Compare two fractions using symbols, <, >, =	
--	---	---	---	--

Measurement and Data

Indicator: Solves problems involving measurement				
Standard: 3.MD.1, 3.MD.2, 3.MD.8				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	Unable to: <ul style="list-style-type: none"> Tell time to the nearest minute Measure and/or estimate elapsed time Solve word problems involving time and money Measure and/or estimate liquid volumes and masses of objects* Calculate perimeter of polygons* Solve word problems involving time intervals, liquid 	Requires teacher prompting and support to: <ul style="list-style-type: none"> Tell time to the nearest minute Measure and/or estimate elapsed time Solve word problems involving time and money Measure and/or estimate liquid volumes and masses of objects* Calculate perimeter of polygons* Solve word problems involving time intervals, liquid 	Independently able to: <ul style="list-style-type: none"> Tell time to the nearest minute Measure and/or estimate elapsed time Solve word problems involving time and money Measure and/or estimate liquid volumes and masses of objects* Calculate perimeter of polygons* Solve word problems involving time intervals, liquid 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> Demonstrate understanding with multiple models

Grade 3

Revised May 2015

	volumes , masses of objects and money* (metric and standard measurement)	volumes , masses of objects and money* (metric and standard measurement)	volumes , masses of objects and money* (metric and standard measurement)	
--	---	---	---	--

Indicator: Demonstrates understanding of area				
Standard: 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the distributive property • Decompose rectangular polygons into smaller rectangles to calculate the total area 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the distributive property • Decompose rectangular polygons into smaller rectangles to calculate the total area 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the distributive property • Decompose rectangular polygons into smaller rectangles to calculate the total area 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding with multiple models
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Measure area by counting “unit squares” and by multiplying the side lengths • Use area to model multiplication and the distributive property 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding with multiple models

Grade 3

Revised May 2015

	<p>distributive property</p> <ul style="list-style-type: none"> Decompose rectangular polygons into smaller rectangles to calculate the total area Apply concepts of area to solve real-world problems 	<p>distributive property</p> <ul style="list-style-type: none"> Decompose rectangular polygons into smaller rectangles to calculate the total area Apply concepts of area to solve real-world problems 	<ul style="list-style-type: none"> Decompose rectangular polygons into smaller rectangles to calculate the total area Apply concepts of area to solve real-world problems 	
--	--	--	---	--

Indicator: Organizes, represents and interprets data				
Standard: 3.MD.3, 3.MD.4				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch Draw scaled picture and bar graphs with several categories Represent data on a line plot marking the horizontal scale in whole numbers, halves, or quarters Read data from a line 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch Draw scaled picture and bar graphs with several categories Represent data on a line plot marking the horizontal scale in whole numbers, halves, or quarters Read data from a line 	<p>Independently able to:</p> <ul style="list-style-type: none"> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch Draw scaled picture and bar graphs with several categories Represent data on a line plot marking the horizontal scale in whole numbers, halves, or quarters Read data from a line 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> Choose and justify the most appropriate method for displaying a set of data Make comparisons among the data Generate and answer questions based on the data

Grade 3

Revised May 2015

	plot and graph to answer “how many” questions	plot and graph to answer “how many” questions	plot and graph to answer “how many” questions	
--	---	---	---	--

Geometry

Indicator: Demonstrates understanding of two-dimensional figures				
Standard: 3.G.1				
Performance Level	1	2	3	4
Trimester 1				
Trimester 2				
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> Identify and draw triangles, quadrilaterals, pentagons, hexagons Know the properties of a quadrilateral Name different quadrilaterals and explain why some shapes are quadrilaterals and some are not Classify shapes according to a variety of attributes 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> Identify and draw triangles, quadrilaterals, pentagons, hexagons Know the properties of a quadrilateral Name different quadrilaterals and explain why some shapes are quadrilaterals and some are not Classify shapes according to a variety of attributes 	<p>Independently able to:</p> <ul style="list-style-type: none"> Identify and draw triangles, quadrilaterals, pentagons, hexagons Know the properties of a quadrilateral Name different quadrilaterals and explain why some shapes are quadrilaterals and some are not Classify shapes according to a variety of attributes 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> classify figures based on the presence or absence of parallel or perpendicular lines classify figures based on the presence or absence of specific types of angles (right, acute, obtuse)

Grade 3
Mathematical Practices

Revised May 2015

Makes sense of problems and perseveres in solving them				
Performance Level	1	2	3	4
Trimester 1	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Independently able to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> ● Check answers for reasonableness ● Solve with more than one strategy
Trimester 2	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Independently able to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> ● Check answers for reasonableness ● Solve with more than one strategy
Trimester 3	Unable to explain the problem or make a plan to solve the problem.	Requires teacher prompting and support to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Independently able to: <ul style="list-style-type: none"> ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary 	Consistently, accurately and independently meets the criteria for a 3 and is able to: <ul style="list-style-type: none"> ● Check answers for reasonableness ● Solve with more than one strategy

			necessary	
--	--	--	-----------	--

Clearly communicates mathematical thinking and reasoning				
Performance Level	1	2	3	4
Trimester 1	<p>Unable to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and equations • Explain logical solution using correct math vocabulary • Make response clear and understandable for the audience • Listen to solutions of others and comment appropriately 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and equations • Explain logical solution using correct math vocabulary • Make response clear and understandable for the audience • Listen to solutions of others and comment appropriately 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and/or equations • Explain logical solution using correct math vocabulary • Make response clear and understandable for the audience • Listen to solutions of others and comment appropriately 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Compare and contrast various solution strategies with peers • Identify the various weaknesses and strengths of strategies
Trimester 2	<p>Unable to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and equations • Explain logical solution using correct math 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and equations • Explain logical solution using correct math 	<p>Independently able to:</p> <ul style="list-style-type: none"> • Make and present solutions by using objects, drawings, diagrams and/or equations • Explain logical solution using correct math 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> • Compare and contrast various solution strategies with peers • Identify the various weaknesses and strengths of strategies

Grade 3

Revised May 2015

	<p>vocabulary</p> <ul style="list-style-type: none"> ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>vocabulary</p> <ul style="list-style-type: none"> ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>vocabulary</p> <ul style="list-style-type: none"> ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	
Trimester 3	<p>Unable to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Requires teacher prompting and support to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Independently able to:</p> <ul style="list-style-type: none"> ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately 	<p>Consistently, accurately and independently meets the criteria for a 3 and is able to:</p> <ul style="list-style-type: none"> ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies