Grade 3 Math				
Operations & Algebraic Thinking *3 Standards*	**1.0** (Needs additional support)	**2.0** (has foundational knowledge)	**3.0** (meets learning goal or expectation)	**4.0** (goes above and beyond what was taught)
1) Represents and solves basic problems of multiplication and division using drawings, pictures, arrays, diagrams.	Requires considerable teacher support and guidance to achieve skills.	Understands but cannot represent both multiplication and division problems.	Represents and solves basic problems of multiplication and division using drawings, pictures, arrays, diagrams.	Explains and teaches both multiplication and division problems or uses knowledge of properties to solve powers of 10 problems or larger facts such as (14x6).
2) Uses a strategy such as: Turn Around 3x4 is the same as 4x3, Commutative 3x5x2 can solve in any order, Associative (break apart) 8x5=40, Relationship between multiplication and division.	Requires considerable teacher support and guidance to achieve skills.	Shows a property with support and pictures.	Uses a strategy such as: Turn Around 3x4 is the same as 4x3, Commutative 3x5x2 can solve in any order, Associative (break apart) 8x5=40, Relationship between multiplication and division.	Explains how they solved a problem using one of the properties below
3) Multiplies and divides fluently from memory within 100.	Requires considerable teacher support and guidance to achieve skills.	Uses alternate methods such as skip counting and pictures to solve pictures.	Multiplies and divides fluently from memory within 100.	Multiplies and divides with factors larger than 10 by memory.

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Numbers/Operations in Base 10 4 Standards	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Fluently adds numbers within 1,000.	Requires considerable teacher support and guidance to achieve skills.	Independently adds 2 digit numbers or with support adds 2 digit or 3 digit numbers.	Fluently adds numbers within 1,000.	Fluently adds numbers with sums larger than 1,000 and explains how to do this.
2) Fluently subtracts numbers within 1,000.	Requires considerable teacher support and guidance to achieve skills.	Independently subtracts 2 digit numbers or with support adds 2 digit or 3 digit numbers.	Fluently subtracts numbers within 1,000.	Fluently subtracts numbers with sums larger than 1,000 and explains how to do this.
3) Understands a fraction with denominators of 2, 3, 4, 6, and 8 is when a whole is divided into equal parts. Show this by a diagram, manipulatives, and a number sentence.	Requires considerable teacher support and guidance to achieve skills.	Needs manipulatives or diagram to understand the fraction as part of a whole.	Understands a fraction with denominators of 2, 3, 4, 6, and 8 is when a whole is divided into equal parts. Shows this by a diagram, manipulatives, and a number sentence.	Decomposes a fraction using understanding of equivalent fractions (example 1 whole = ¼ + ¼+½ or ¾=½+¼).

	1.0	2.0	3.0	4.0
4) Using basic fractions, understands that two fractions are equivalent. (For example ½ = 2/4 or ⅔=4/6). Understands that two fractions are equivalent if they are the same size or the same point on a number line. Expresses whole numbers as fractions for example 4/4=1. Compares fractions with the same numerator or the same denominator reasoning with their size.(½>¼.)	Requires considerable teacher support and guidance to achieve skills	Orders and compares fractions with some of the required denominators.	Using basic fractions, understands that two fractions are equivalent. (For example ½ = 2/4 or ⅔=4/6). Understands that two fractions are equivalent if they are the same size or the same point on a number line. Expresses whole numbers as fractions for example 4/4=1. Compares fractions with the same numerator or the same denominator reasoning with their size.(½>¼.)	Compares fractions with unlike denominators by using multiplication and uses fractions with denominators other than 2, 4, 6, and 8.

Measurement and Data *5 Standards*	**1.0** (Needs additional support)	**2.0** (has foundational knowledge)	**3.0** (meets learning goal or expectation)	**4.0** (goes above and beyond what was taught)
1) Solves word problems adding and subtracting time in minutes. Tells and writes time to the nearest minute.	Requires considerable teacher support and guidance to achieve skills	Tells time to the nearest hour, half hour, quarter hour, and 5 minute intervals.	Solves word problems adding and subtracting time in minutes. Tells and writes time to the nearest minute.	Solves elapsed time problems. Converts minutes to hours or hours to minutes.
2) Independently chooses the correct unit of measure for an object; Example: kilogram, gram, liter.	Requires considerable teacher support and guidance to achieve skills.	Estimates liquid volume and mass with assistance inconsistently.	Chooses the correct unit of measure for an object; Example: kilogram, gram, liter.	Converts between units of measure like kilograms to grams.

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3) Shows understanding of area in rectangles by tiling, relating that to either multiplication or repetitive addition number sentence, giving correct unit in squares	Requires considerable teacher support and guidance to achieve skills	Finds the area of a shape by using shapes drawn on centimeter or inch paper (counting the squares)	Shows understanding of area in rectangles by tiling, relating that to either multiplication or repetitive addition number sentence, giving correct unit in squares	Using a ruler a student can measure a rectangle with whole-number side lengths and find the area; Given an area of a rectangle with one unit of length a student can find the area; Can find the area by partitioning a shape
4) Solves perimeter problems involving polygons. Finds the perimeter given the side lengths. Finds an unknown side length. Answers question using correct units.	Requires considerable teacher support and guidance to achieve skills	Inconsistently finds perimeter and labels it accurately.	Solves perimeter problems involving polygons. Finds the perimeter given the side lengths. Finds an unknown side length. Answers question using correct units.	Creates a variety of shapes using the given area and finds the perimeter.
5) Given data the student will create: A scaled pictograph, A scaled bar graph, Line plot, and Solve 1 and 2 step problems involving the graphs (how many more and how many less problems)	Requires considerable teacher support and guidance to achieve skills	Creates a basic bar graph or pictograph; Solves only 1 step problems about the graph	Given data the student will create: A scaled pictograph, A scaled bar graph, Line plot, and Solve 1 and 2 step problems involving the graphs (how many more and how many less problems)	Collects their own data and represents the data using the most appropriate graphing format using labels. Writes and solves their own word problems using the graph.

Geometry *1 Standard*	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Understands that shapes fit into different categories. Recognizes rhombus, rectangles, squares are quadrilaterals. Draws quadrilaterals that do not fit those categories.	Requires considerable teacher support and guidance to achieve skills	Knows a quadrilateral has four sides, but has limited knowledge of shape attributes	Understands that shapes fit into different categories. Recognizes rhombus, rectangles, squares are quadrilaterals. Draws quadrilaterals that do not fit those categories.	Identifies a shape and name specific attributes for that shape. For example a square can be sorted into multiple quadrilateral categories.
Problem Solving *2 Standards*	1.0 (Needs additional support)	2.0 (has foundational knowledge)	3.0 (meets learning goal or expectation)	4.0 (goes above and beyond what was taught)
1) Solves third grade word problems accurately.	Requires considerable teacher support and guidance to achieve skills	Inconsistently solves third grade word problems.	Solves third grade word problems accurately.	Solves more complex word problems independently and accurately
2) Gives sufficient written and/or spoken explanation to clearly communicate an understanding of how they solved the problem. Is able to explain how their answer is reasonable	Requires considerable teacher support and guidance to achieve skills	Gives limited written and/or spoken explanation to clearly communicate an understanding of how they solved a problem. Has trouble explaining if their answer is reasonable.	Gives sufficient written and/or spoken explanation to clearly communicate an understanding of how they solved a problem. Is able to explain how their answer is reasonable	Gives detailed written and/or spoken explanation that includes a logical description of steps taken using both words and/or pictures and diagrams. Is able to explain how their answer is reasonable in a more complex word problem

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