

Standards Based Report Card Rubric: Grade 3 Mathematics

Standard Description	Assessment of Mastery		
	<u>Met Standard (MS)</u>	<u>Approaching Standard (AS)</u>	<u>Insufficient Progress toward the Standard (IPS)</u>
1st Grading Period			
<i>Composes and decomposes numbers up to 100,000 in a variety of ways</i>	The student composes and decomposes numbers up to 100,000 using objects, pictorial models, and numbers including expanded notation.	The student composes and decomposes numbers up to 99,999 using either object or pictorial models.	The student composes and decomposes numbers up to 999 using either object or pictorial models.
<i>Explains the movement on a place value chart increases or decreases by 10 times</i>	The student explains the movement on a place value chart as increasing or decreasing by 10 times through the hundred thousands place.	The student explains the movement on a place value chart as increasing or decreasing by 10 times through the ten thousands place.	The student explains the movement on a place value chart as increasing or decreasing by 10 times through the thousands place.
<i>Compares and orders numbers up to 100,000</i>	The student compares and orders whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.	The student compares and orders whole numbers up to 10,000 and represent comparisons using the symbols $>$, $<$, or $=$.	The student compares and orders whole numbers up to 1,000 and represent comparisons using the symbols $>$, $<$, or $=$.
<i>Solves one- and two-step addition and subtraction problems within 1,000 using different strategies</i>	The student solves with fluency one step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	The student solves with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, or the relationship between addition and subtraction.	The student solves with fluency one-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, or the relationship between addition and subtraction.
<i>Explains the data represented in a frequency table, dot plot, pictograph and bar graph</i>	The student summarizes a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, pictograph, or bar graph with scaled intervals.

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2nd Grading Period			
<i>Represents multiplication facts using repeated addition, equal groups, arrays, area models, number lines, and skip counting</i>	The student represents multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.	The student represents multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, or skip counting.	The student represents multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, and skip counting.
<i>Quickly recalls facts to multiply and divide within 100 (10x10)</i>	The student quickly recalls facts to multiply and divide within 100 (10x10)	The student recalls facts to multiply (facts that have 0, 1, 2, 3, 4, 5, 6, and 10 as a factor).	The student recalls facts to multiply (facts that have 0, 1, 2, 5, and 10 as a factor).
<i>Uses different strategies to multiply a two-digit by one-digit number.</i>	The student uses strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.	The student uses repeated addition to multiply a two-digit number by a one-digit number.	The student is unable to multiply two-digit by one-digit numbers with any strategy.
<i>Finds the number of objects in each group when a set of objects is divided into equal parts or is shared</i>	The student determines the number of objects in each group when a set of objects is divided equally.	The student makes equal groups, but does not get the desired outcome.	The student is unable to make equal groups.
<i>Finds the answer to a division problem by working backwards using multiplication</i>	The student determines a quotient using the relationship between multiplication and division.	The student determines a quotient using repeated subtraction.	The student is unable to solve a division problem.
<i>Solves one- and two-step multiplication and division problems within 100 using various strategies</i>	The student solves one- and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	The student solves one- and two-step problems involving either multiplication or division within 100 using at least 2 of the following strategies; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	The student solves one-step problems involving multiplication and division within 100.

<p><i>Explains the data represented in a frequency table, dot plot, pictograph and bar graph</i></p>	<p>The student summarizes a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals</p>	<p>The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, dot plot, pictograph, or bar graph with scaled intervals</p>	<p>The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, pictograph, or bar graph with scaled intervals</p>
<p><i>Solves problems using data from a frequency table, dot plot, pictograph, and bar graph</i></p>	<p>The student solves one-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled interval</p>	<p>The student solves one-step problems inconsistently using categorical data represented with one but not all: a frequency table, pictograph, or bar graph with scaled interval</p>	<p>The student solves one-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled interval with significant teacher support.</p>

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3rd Grading Period			
<i>Explains the data represented in a frequency table, dot plot, pictograph and bar graph</i>	The student summarizes a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, pictograph, or bar graph with scaled intervals.
<i>Solves problems using data from a frequency table, dot plot, pictograph, and bar graph</i>	The student solves one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled interval.	The student solves one-step problems using categorical data represented with <i>one but not all</i> a frequency table, dot plot, pictograph, or bar graph with scaled interval.	The student solves one-step problems using categorical data represented with one but not all a frequency table, dot plot, pictograph, or bar graph with scaled interval with significant teacher support.

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4th Grading Period			
<i>Represents equivalent fractions using different models and number lines</i>	The student represents equal fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects, pictorial models, and number lines.	The student represents equal fractions with denominators of 2, 3, and 4 using a variety of objects, pictorial models, and/or number lines.	The student represents equal fractions with denominators of 2 and 3 using objects or pictorial models.
<i>Explains why two fractions are equivalent using objects and pictures</i>	The student explains that two fractions are equal if and only if they are both represented by the same point on the number line and represent the same portion of a same size whole for an area model.	The student explains that two fractions are equal if they are both represented by the same size portion of a same size whole for an area model.	The student explains that two fractions are equal if they are both represented by either the same point on the number line, or the same size space in an area model.
<i>Compares two fractions with the same numerator or denominator and supports thinking using words, objects and pictures</i>	The student compares two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the outcome using symbols, words, objects, and pictorial models.	The student compares two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the outcome using objects or pictorial models.	The student compares two fractions having the same numerator or denominator in problems but is unable to reason or justify the conclusion.
<i>Explains the data represented in a frequency table, dot plot, pictograph and bar graph</i>	The student summarizes a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, dot plot, pictograph, or bar graph with scaled intervals.	The student summarizes a data set with multiple categories by completing a pre-constructed frequency table, pictograph, or bar graph with scaled intervals.
<i>Solves problems using data from a frequency table, dot plot, pictograph, and bar graph</i>	rical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled interval.	The student solves one-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled interval.	The student solves one-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled interval with significant teacher support.