Third Grade SBRC Rubrics

1-Does Not Meet Standards **2-Approaching Standards** **3-Meets Standards** **E-Exceeds Standards**

Math

1) Applies mathematical practices (MP.1-MP.8)				
Trimester	**1**	**2**	**3**	**E**
ALL (MP.1-MP.8)	**Student has limited ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems * Student scores a 1.0-1.5 on math responses using the district created math reasoning rubric.	**Student is developing ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems * Student scores a 1.6-2.5 on math responses using the district created math reasoning rubric.	**Student is able to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems *Give scoring – Student scores a 2.6.-3.0 on math responses using the district created math reasoning rubric.	Student's ability to use a variety of strategies to solve problems exceeds standard.
Assessment: *On-Demand Math Reasoning Tasks , Math Journal Entries*				

Operations and Algebraic Thinking

2) Represents and solves problems involving ÷ and x (3.OA.A1, 3.OA.A2, 3.OA.A3, 3.OA.A4)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.OA.A1)	**With consistent teacher support**, student has **difficulty** interpreting products of whole numbers.	**With teacher support**, student can interpret products of whole numbers.	Student can **consistently** interpret products of whole numbers.	Student can **consistently and independently** interpret products of whole numbers, and use inverse operations to self-assess and correct when necessary.
ALL (3.OA.A2)	**With consistent teacher support**, student has **difficulty** interpreting whole number quotients of whole numbers.	**With teacher support**, student can interpret whole number quotients of whole numbers.	Student can **consistently** interpret whole number quotients of whole numbers.	Student can **consistently and independently** interpret whole number quotients of whole numbers, and use inverse operations to self-assess and correct when necessary.
ALL (3.OA.A3)	**With consistent teacher support**, student has **difficulty** using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	**With teacher support**, student can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	Student can **consistently** use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	Student can **consistently and independently** use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, and can apply this understanding to numbers beyond 100.
ALL (3.OA.A4)	**With consistent teacher support**, student has **difficulty** determining the unknown whole number in a multiplication or division equation relating three whole numbers.	**With teacher support**, student can determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Student can **consistently** determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Students can **consistently and independently** determine the unknown whole number in a multiplication or division equation relating three whole numbers, and use inverse operations to self-assess and correct when necessary.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

3) Understanding properties of multiplication and the relationship between division and multiplication (3.OA.B5, 3.OA.B6)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.OA.B5, 3.OA.B6)	**With consistent prompting and support,** student has **difficulty** demonstrating the foundational skills necessary to use multiplication and division strategies (repeated addition/ subtraction, drawing a picture, arrays and inverse operations).	**With prompting and support,** student can use appropriate strategies (repeated subtraction, drawing a picture, arrays, inverse operations) to divide within one hundred.	Student can **consistently** apply properties of operations as strategies to multiply and divide demonstrating the knowledge that they are inverse operations.	Student can **consistently and independently** apply properties of operations as strategies to demonstrate understanding that multiplication and division are inverse operations and can apply this understanding to numbers beyond 100.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

4) Multiplies and divides within 100 (3.OA.C7)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.OA.C7)	Student can use repeated addition and subtraction to multiply and divide within 100.	Student can use strategies to multiply within one hundred and **attempts to divide** within 100 with little or no fluency.	Student can use strategies to multiply **and divide** within one hundred.	Student can **consistently** use strategies to multiply and divide **beyond one hundred**.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

5) Solves problems involving the four operations, and identify and explain patterns in arithmetic (3.OA.D8, 3.OA.D9)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.OA.D8, 3.OA.D9)	**With consistent teacher support,** student has **difficulty** using addition, subtraction, multiplication and division strategies to solve one and/or multi-step problems.	**With teacher support**, student can use addition, subtraction, multiplication and division strategies to solve one and/or multi-step problems.	Student can **consistently** use addition, subtraction, multiplication, and division strategies to accurately solve one and/or multi-step problems.	Student can **consistently and independently** use addition, subtraction, multiplication and division strategies to accurately solve one and multi-step problems; use inverse operations to self-assess and correct when necessary.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

Numbers and Operations Within Base 10

6) Uses place value understanding and properties of operations to perform multi-digit arithmetic (3.NBT.A1)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.NBT.A1)	**With consistent teacher support,** student is **still developing** place value understanding and has **difficulty** rounding whole numbers to the nearest 10 or 100.	**With teacher support,** student can round whole numbers to the nearest 10 or 100.	Student can **consistently** round whole numbers to the nearest 10 or 100.	Student can **consistently and independently** round whole numbers to the nearest 10 or 100, round to beyond nearest hundred.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

7) Demonstrates fluency for + and - within 1000 (3.NBT.A2)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.NBT.A2)	**With consistent prompting and support,** student has **difficulty** adding and subtracting within 1000.	**With prompting and support,** student can add and subtract within 1000.	Student can **consistently** add and subtract within 1000.	Student can **consistently and independently** add and subtract **beyond 1000**.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

8) Demonstrates fluency for ÷ and x within 100 (0-10).				
Trimester	**1**	**2**	**3**	**E**
ALL	Student is **not developing fluency** when dividing facts 1 to 10. Student is **not developing fluency** when multiplying facts 0 to 10.	Student is **inconsistently** fluent when dividing facts 1 to 10 Student is **inconsistently** fluent when multiplying facts 0-10.	Student **consistently** demonstrates **fluency within division facts** 1 to 10. Student **consistently** demonstrates **fluency within multiplication facts** 0 to 10.	Student can **consistently and independently** demonstrate fluency within division facts 1 to 10 and **divide double digit numbers**. Student can **consistently and independently** demonstrate fluency within multiplication facts 0 to 10 and **multiply double digit numbers.**
Assessment: Formative Tasks				

Numbers and Operations- Fractions

9) Demonstrates understanding of fractions as numbers (3.NF.A1, 3.NF.A2, 3.NF.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.NF.A1-NF.A3)	**With consistent prompting and support as well as visual aids/manipulatives,** student has **difficulty** demonstrating understanding that a fraction represents a part of a whole, comparing two fractions, representing whole numbers as a fraction, representing a fraction on the number line, and in explaining his/her thinking.	**With prompting and support as well as visual aids/manipulatives,** student demonstrates an understanding that a fraction represents a part of a whole, but has difficulty comparing two fractions, representing whole numbers as a fraction, representing fractions on the number line, and explaining his/her thinking.	Student **consistently** demonstrates an understanding that a fraction represents a part of a whole, compares two fractions with the same numerator and/or denominator (using greater than, less than, and equal to), represents whole numbers as a fraction, represents fractions on the number line, and explain his/her thinking.	Student can **consistently and independently** compare fractions with different numerators and denominators and explain the strategy/reasoning used.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

Measurement and Data

10) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (3.MD.A1, 3.MD.A2)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.MD.A1, 3.MD.A2)	**With consistent prompting and support,** student has difficulty telling time, measuring intervals of time, and in measuring liquid volumes and masses.	**With prompting and support,** student can tell/write time to the nearest minute, calculate elapsed time within an hour, and measure and estimate liquid volumes and masses using metric units.	Student can **consistently** tell/write time to the nearest minute, calculate elapsed time/intervals of time within an hour, and measure and estimate liquid volumes and masses using metric units.	Student can **consistently and independently** tell/write time to the nearest minute, calculate elapsed time/intervals of time **beyond an hour**, and measure and estimate liquid volumes and masses using metric units.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

11) Represent and interpret data (3.MD.B3, 3.MD.B4)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.MD.B3, 3.MD.B4)	**With consistent prompting and support,** student **has difficulty** creating and analyzing visual representations of collected data (tally chart, frequency table, bar graph line plots and picture graph) and in solving problems using information represented.	**With prompting and support,** student can create or analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot, and picture graph) and solve problems using information represented.	Student can **consistently** generate data, create, and analyze visual representations of collected data (tally chart, frequency table, bar graph, line plot involving wholes, halves, and quarters of an inch, and picture graph), and solve one and two-step problems using information presented in the representation.	Student can **consistently and independently** use visual representation of collected data to draw conclusions, compare data and analyze trends, and create and solve multi-step problems involving the data represented.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

12) Understands concepts of area and relate area to + and x (3.MD.C5, 3.MD.C6, 3.MD.C7)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.MD.C5-MD.C7)	**With consistent prompting and support, as well as visual aids**, student **has difficulty** recognizing area as an attribute of plane figures, understanding concepts of area measurement, measuring areas by counting unit squares, and relating area to the operations of multiplication and addition.	**With prompting and support, as well as visual aids**, student can recognize area as an attribute of plane figures, understand concepts of area measurement, measure areas by counting unit squares, and relating area to the operations of multiplication and addition.	Student can **consistently** recognize area as an attribute of plane figures, understand concepts of area measurement, measure areas by counting unit squares, and relating area to the operations of multiplication and addition	Student can **consistently and independently** recognize area as an attribute of plane figures, understand concepts of area measurement, measure areas by counting unit squares, and relating area to the operations of multiplication and addition; student can orally explain their reasoning.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

13) Recognizes perimeter as an attribute of plane figures and distinguish between linear and area measures (3.MD.D8)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.MD.D8)	**With consistent prompting and support, as well as visual aids,** student **has difficulty** solving problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	**With prompting and support, as well as visual aids**, student can solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Student can **consistently** solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Student can **consistently and independently** solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters; student can orally explain their reasoning.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

Geometry

14) Reasons with shapes and their attributes (3.G.A1, 3.G.A2)				
Trimester	**1**	**2**	**3**	**E**
ALL (3.G.A1, 3.G.A2)	**With consistent prompting and support,** student **has difficulty** identifying and categorizing shapes by their attributes.	**With prompting and support,** student can identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).	Student can **consistently** identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).	Student can **consistently and independently** identify and categorize shapes by their common attributes, understand that shapes can belong in multiple categories, and that some categories are part of a larger category (e.g. a square is a rectangle and a rectangle is a quadrilateral).
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				