

Third Grade Performance Descriptors

Subject: Reading

Foundational Skills:

Reading Comprehension: Literary Text (Fiction)

Reading Comprehension: Informational Text (Nonfiction)

Subject: Writing

Text Types:

Writing Process (With Adult Support):

Language

Speaking and Listening

Subject: Math

Operations and Algebraic Thinking

Numbers and Operations in Base Ten

Numbers and Operations: Fractions

Measurement and Data

Geometry

Subject: Reading

Foundational Skills:

- I can apply grade-level phonics and word analysis skills in decoding words.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to apply grade-level phonics and word analysis skills in decoding words.	A third grade student at this level can: • apply letter sound correspondence when reading regularly spelled words; • decode words with common prefixes and suffixes; • identify and read some words that do not follow spelling patterns.	A third grade student at this level can: • identify and know the meaning of some common prefixes and derivational suffixes; • decode some words with common Latin suffixes; • decode some multisyllable words; • read some grade-appropriate irregularly spelled words.	A third grade student at this level can: • identify and know the meaning of the most common prefixes and derivational suffixes; • decode most words with common Latin suffixes; • decode most multisyllable words; • read most grade-appropriate irregularly spelled words.

Foundational Skills:

- I can determine the meaning of unknown words.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: • Unable to determine the meaning of words and phrases.	A third grade student at this level can: • determine and clarify meanings of words and phrases using strategies in isolation.	A third grade student at this level can read a text of appropriate complexity and: • Can determine and clarify meanings of words and phrases using at least one strategy within a text.	A third grade student at this level can read a text of appropriate complexity and: • independently determine and clarify meanings of words and phrases flexibly from an array of strategies within a text. • Use context clues to determine the meaning of unknown words.

Foundational Skills:

1. I can read fluently and accurately to support comprehension.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
Third grade students at this level demonstrate little to no progress towards reading grade level text with purpose and understanding, including: • monotone, little expression; • mostly word by word; • rate that is too slow to gain meaning.	Third grade students at this level demonstrate less than expected progress towards reading grade level text with purpose and understanding, including: • some expression that conveys meaning; • shorter phrases most of the time; • rate that is too fast or too slow to gain meaning; • accuracy that includes some self corrections through context.	Third grade students at this level can demonstrate fluency by reading grade level text with purpose and understanding, including: • expression that reflects mood, pace, and tension at times; • longer meaningful phrases most of the time and heeding most punctuation; • appropriate rate; • accuracy that includes self-correcting through context.	Third grade students at this level can demonstrate fluency by reading grade level text with purpose and understanding, including: • expression that reflects mood, pace, and tension most of the time; • consistently longer, meaningful phrases and heeding all punctuation; • appropriate rate; • accuracy that includes self-correcting through context.

Reading Comprehension: Literary Text (Fiction)

- I can ask and answer questions using evidence from a text.
- I can describe and use story elements when retelling a story, including key details from a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: • correctly answer some questions about the text; • minimally retell partial details from texts, including fables, folktales, and myths; may include misinterpretation; • can recall some events from fables, folktales, and myths; • identify characters and provide minimal descriptions.	A third grade student at this level can: • ask and answer basic who, what, where, when and why questions; • determines an inaccurate <u>theme</u> (moral or central message); • partially retell stories including fables, folktales, and <u>myths</u> from diverse cultures (may include misinterpretation); • describe how characters change in response to major events and	A third grade student at this level can read a text of appropriate complexity and: • ask and answer questions to demonstrate understanding of a text using the text as the basis for answers; • determine a <u>theme</u> and begin to explain how it is conveyed through details in the text; • retell most types of stories including fables, folktales, and <u>myths</u> from diverse cultures; • describe characters traits, motivations and feelings that contribute	A third grade student at this level can read a text of appropriate complexity and: • ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; • determine a <u>theme</u> and explain how it is conveyed through key ideas and details in the text; • retell stories including fables, folktales, and <u>myths</u> from diverse cultures;

	challenges in a story.	to major events and challenges in the story.	• describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events in the story.
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Reading Comprehension: Literary Text (Fiction)

- I can compare and contrast themes, settings and plots of stories in a series.

1		2	3
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: • explain illustrations in a text with extensive support; • compare or contrast, settings or plots of stories by the same author with the same or similar characters (e.g., in books from a series); • begin to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.		A third grade student at this level can: • explain how some aspects of a text's illustrations contribute to what is conveyed by the words in the story (emphasizing character or setting); • compare or contrast themes, settings and plots of stories by the same author with the same or similar characters (e.g., in books from a series); • activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	A third grade student at this level can: • explain how most specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (emphasizing character or setting); • compare and contrast themes, settings and plots of stories by the same author with the same or similar characters (e.g., in books from a series); • consistently activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections

			and comparisons.
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Reading Comprehension: Literary Text (Fiction)

- I can describe the difference between points of view in a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth

Reading Comprehension: Informational Text (Nonfiction)

- I can ask and answer questions using evidence from a text.
- I can identify the main idea and retell key details in a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: ask or answer questions to demonstrate understanding of a text without using the text as	A third grade student at this level can: ask or answer questions to demonstrate understanding of a text using the text as the basis	A third grade student at this level can: ask and answer questions to demonstrate understanding of a text using the text as the basis for the answers;	A third grade student at this level can: ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the

the basis for the answer; - retell the key details with explanation of how they support a given main idea; - recognize the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect when provided with examples.	for the answer; may have misinterpretations; - can sometimes determine the <u>main idea</u> of a text or retell the key details with explanation of how they support the main idea; - partially recognize relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	- determine the main idea of a text and retell some of the key details with explanation of how they support the main idea; - recognize relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	answers; - determine the <u>main idea</u> of a text and retell the key details with explanation of how they support the main idea; - describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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Reading Comprehension: Informational Text (Nonfiction)

- I can determine my own perspective from that of the author of a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth

Reading Comprehension: Informational Text (Nonfiction)

- I can use text features to find information in a text.

1		2	3
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: • determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2 or below topic or subject area • use grade-appropriate text features to locate information relevant to a given topic.		A third grade student at this level can: • determine the meaning of some general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; • use grade-appropriate text features and search tools to locate information that may be relevant to a given topic; • identify the perspective of the author of a text.	A third grade student at this level can: • determine meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; • use grade-appropriate text features and search tools to locate information relevant to a given topic efficiently; • distinguish their own <u>perspective</u> from that of the author of a text.

Reading Comprehension: Informational Text (Nonfiction)

- I can compare and contrast most important details presented in two texts on same topic.

1		2	3
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level can: • use information from some illustrations(e.g. Maps, photographs) to demonstrate limited understanding of a text ; • compare and contrast ideas from one text on a topic.		A third grade student at this level can read a text of appropriate complexity and: • use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate some understanding (where, when, and how key events occur • describe some relationships among the evidence and points an author uses throughout the text • compare and contrast ideas from two texts on	A third grade student at this level can read a text of appropriate complexity and: • use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding (where, when, why, and how key events occur); • describe the relationship between the evidence and points an author uses throughout the text. • compare and contrast the most important points and key details from two texts on the same topic.

	the same topic.	the same topic.	
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Starting in first grade, students are expected to integrate information across multiple texts rather than focusing on information from only one text.

Subject: Writing

Text Types:

- I can write narratives using effective technique, descriptive details, and clear event sequences.

1		2		3	
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations		Met end of year grade level expectations and may be ready to work at greater depth	
A third grade student at this level requires extensive support to construct a narrative.		A third grade student at this level can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: • establishing a situation or introduce a narrator		A third grade student at this level can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by: • establishing a situation and introduce a narrator	

	and/or characters; - organizing an event sequence that unfolds naturally some of the time; - using limited dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and show the response to characters and situations; - using limited temporal words and phrases to signal event order;	and/or characters; - organizing an event sequence that unfolds naturally most of the time; - using some dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and show the response to characters and situations; - using some temporal words and phrases to signal event order; - providing a sense of closure.	and/or characters; - organizing an event sequence that unfolds naturally; - using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and show the response to characters and situations; - using temporal words and phrases to signal event order; - providing a sense of closure.
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Text Types:

- I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1		2		3	
Little to no progress toward meeting end of year grade level expectations		Less than expected progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	
Met end of year grade level expectations and may be ready to work at greater depth		A third grade student at this level can construct an informative/explanatory texts to examine a topic and convey		A third grade student at this level can construct an informative/explanatory texts to examine a topic and convey	

ideas and information clearly by: • introducing a topic; • developing a topic with limited facts, definitions, and details; • attempting to use linking words (e.g., also, another, and more, but) to connect ideas within categories of information.	ideas and information clearly by: • introducing a topic; • developing a topic with limited facts, definitions, and details by grouping some related information together; • using linking words (e.g., also, another, and more, but) to connect ideas within categories of information; • providing a concluding statement including illustrations but may not be useful to aiding comprehension.	ideas and information clearly by: • introducing a topic; • developing a topic with limited facts, definitions, and details by grouping some related information together; • using some linking words and phrases.(e.g., also, another, and more, but) to connect ideas within categories of information; • providing a concluding statement; • Including some illustrations useful to aiding comprehension.	ideas and information clearly by: • introducing a topic; • developing a topic with facts, definitions, and details by grouping related information together; • using linking words and phrases.(e.g., also, another, and more, but) to connect ideas within categories of information; • providing a concluding statement or section; • including illustrations useful to aiding comprehension.
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Text Types:

- I can write opinion pieces on topics or texts, supporting a point of view with reasons.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth

A third grade student at this level can write opinion pieces on topics or texts by: • supporting a point of view with limited reasons that include limited or no elaborations, examples, or facts in an unorganized structure; • stating an opinion about the topic; • attempting to use linking words to connect opinion and reasons.	A third grade student at this level can write opinion pieces on topics or texts: • supporting a point of view with limited reasons that include limited or no elaborations, examples, or facts in an organized structure; • stating an opinion about the topic; • using linking words (e.g., because, therefore, since, for example) to connect opinion and reasons; • providing concluding statement.	A third grade student at this level can write opinion pieces on topics or texts: • supporting a point of view with multiple reasons that include limited elaborations, examples, or facts in an organized structure; • introducing the topic or text they are writing about and state an opinion about the topic; • using some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; • providing concluding statement.	A third grade student at this level can write opinion pieces on topics or texts by: • supporting a point of view with multiple reasons that include elaborations, examples, or facts in an organized structure; • introducing the topic or text they are writing about and state an opinion about the topic; • using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; • providing concluding statement or section.
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In third grade, this standard is assessed through observations during the writing process.

Writing Process (With Adult Support):

- I can plan, revise, and edit, using technology to strengthen, organize, and publish writing.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level does not edit or revise writing.	A third grade student at this level can: • begin to edit or revise writing with teacher support.	A third grade student at this level can: • edit or revise writing with peers in addition to teacher support; • uses technology to produce and publish writing as well as to interact and collaborate with others.	A third grade student at this level can: • focus on a topic and strengthen writing by revising and editing using feedback from teacher and peers; • uses technology to produce and publish writing as well as to interact and collaborate with others.

Language

- I can apply proper grammar and language usage skills.
- I can apply proper usage of capitalization and punctuation.
- I can apply correct spelling of grade-level words in written work.
- I can apply grade-level appropriate vocabulary.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level requires extensive support to use or cannot identify or use rules and conventions of standard English.	A third grade student at this level can identify and use <i>some</i> of the following <i>in isolation</i>: • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.	A third grade student at this level can communicate effectively in writing by applying rules and conventions regarding <i>some</i> of the following: • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.	A third grade student at this level can communicate effectively in writing by applying rules and conventions regarding: • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.

Speaking and Listening

- I can deliver oral presentations.
- I can engage effectively in conversations with peers and adults in one-on-one, small and large group settings.
- I can listen, respond and communicate clearly.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A third grade students at this level can: • participate in one-on-one and collaborative discussions; • ask or answer questions about information from a speaker when prompted; • report on a topic or text, tell a story, or recount an experience when prompted.	A third grade students at this level can: • engage in one-on-one and collaborative discussions; • ask or answer questions about information from a speaker; • report on a topic or text, tell a story, or recount an experience speaking clearly when prompted.	A third grade students at this level can: • engage effectively in one-on-one and collaborative discussions; • ask and answer appropriate questions about information from a speaker; • report on a topic or text, tell a story, or recount an experience while speaking clearly.

Subject: Math

Mathematical Reasoning

- I can clearly communicate mathematical thinking using words, pictures, and numbers.

1		2	3
Little to no progress toward meeting end of year grade level expectation	Less than expected progress toward meeting end of year grade level expectation	Expected progress toward meeting end of year grade level expectation	Met end of year grade level expectation and may be ready to work at greater depth
A third grade student at this level: • requires extensive support to model and communicate mathematical reasoning	A third grade student at this level can: • create a solution • create a representation of their solution. • model a mathematical solution	A third grade student at this level can: • justify their solution using one solution paths. • interpret, model and connect one representation • articulate algebraic procedures and contextual meaning • model mathematical solutions • connect task to prior concepts and tasks	A third grade student at this level can: • justify their solution by comparing multiple solution paths • interpret, model, and connect multiple representations. • articulate connections between algebraic procedures and contextual meaning. • identify variables, compute and interpret results, report findings, and justify the reasonableness of their results and procedures within context of the task. • model precision in

			communication and in efficient mathematical solutions. • connect task to prior concepts and tasks.
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Operations and Algebraic Thinking

- I can represent and solve problems involving multiplication and division.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to represent and solve problems involving multiplication and division.	A third grade student at this level can: • use repeated addition, and picture models to solve multiplication problems; • determine whether a group of objects can be divided into equal groups to solve division problems.	A third grade student at this level can: • interpret and represent products; • interpret and represent quotients.	A third grade student at this level can: • interpret and represent products; • interpret and represent quotients; • use multiplication and division within 100 to solve word problems involving equal groups, arrays and measurement; • determine the unknown number in a

			multiplication or division equation.
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In third grade students are expected to use whole numbers to solve multiplication and division problems.

Operations and Algebraic Thinking:

- I can understand properties of multiplication and the relationship between multiplication and division.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to understand properties of multiplication and the relationship between multiplication and division.	A third grade student at this level can: • recognize there is a relationship between multiplication and division.	A third grade student at this level can: • apply the commutative property as a strategy to multiply; • relate multiplication and division in order to solve a problem by using fact families.	A third grade student at this level can: • apply properties of operations (commutative, associative, distributive) as strategies to multiply and divide; • demonstrate an understanding of division as an unknown-factor problem.

Operations and Algebraic Thinking

- I can fluently use strategies to multiply within 100.
- I can fluently use strategies to divide within 100.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to efficiently multiply and divide within 100.	A third grade student at this level can: • use some strategies to multiply and divide within 100 • recall from memory some products of two one-digit numbers.	A third grade student at this level can: • effectively use strategies to multiply and divide within 100 • recall from memory most products of two one-digit numbers.	A third grade student at this level can: • demonstrates accuracy, efficiency, and flexibility when using the relationship between multiplication and division to multiply and divide within 100 without remainders; • recall from memory all products of two one-digit numbers.

Operations and Algebraic Thinking

- I can solve problems involving the four operations.
- I can identify and explain patterns in arithmetic.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to solve one step word problems.	A third grade student at this level can: • solve one step word problems using the four operations; • represent one step word problems using drawings, equations, or symbols.	A third grade student at this level can: • solve two-step word problems using some of the four operations; • represent two step word problems using drawings, equations, or symbols.	A third grade student at this level can: • solve two-step word problems using the four operations; • represent two step word problems using equations with a letter or a symbol representing an unknown quantity; • assess reasonableness of answers using mental math and estimation

			strategies; • identify and explain arithmetic patterns using properties of operations.
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Numbers and Operations in Base Ten

- I can use place value to round to the nearest ten and hundred.
- I can fluently use strategies to add within 1,000.
- I can fluently use strategies to subtract within 100.
- I can multiply one-digit numbers by multiples of ten.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
The third grade student is unable to use place value and properties of operations to perform multi-digit arithmetic.	A third grade student at this level can: • use place value to round 2-digit whole numbers to the nearest 10; • add and subtract within 100 using concrete models, drawings, and place value strategies.	A third grade student at this level can: • use place value to round whole numbers to the nearest 10 <u>or</u> 100; • add and subtract within 1,000 using concrete models, drawings, and place value strategies.	A third grade student at this level can: • use place value to round whole numbers to the nearest 10 and 100; • fluently add and subtract within 1,000 using place value strategies, properties of operations, and/or the relationship between addition and subtraction;

			multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using place value strategies and properties of operations.
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Numbers and Operations: Fractions

- I can develop an understanding of fractions as numbers.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A student at this level is unable to demonstrate an understanding of fractions as numbers.	A third grade student at this level can: - identify fractions as part of a partitioned whole; - partition shapes into parts, but the parts may be unequal.	A third grade student at this level can: - identify fractions as part of a partitioned whole; - partition shapes into parts with equal areas; - express whole numbers as fractions; - identify fractions on a number line; - use visual representations to	A third grade student at this level can: - identify fractions as part of a partitioned whole; - express whole numbers as fractions and recognize fractions that are equivalent to whole numbers; - identify and represent fractions (which may be greater than one) on a

		compare fractions of a whole and identify equivalent fractions.	number line; - identify and generate simple equivalent fractions; - use $>$, $<$, $=$ to compare two fractions with the same numerator or the same denominator by reasoning about their size.
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In Grade 3, students are expected to use fractions with denominators 2, 3, 4, 6, and 8.

Numbers and Operations: Fractions

- I can compare fractions by reasoning about their size.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
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Measurement and Data

- I can solve word problems involving measurement and estimation of intervals of time.
- I can solve word problems by adding and subtracting within 1,000 dollars with dollars and cents with cents.
- I can solve word problems involving measurement and estimation of liquid volumes and masses.

1		2	3
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student at this level is unable to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		A third grade student at this level can: • tell and write time to the nearest five minutes; • measure time intervals in whole hours; • accurately notate dollars with the \$ and cents with the ¢ when working with money.	A third grade student at this level can: • tell and write time to the nearest minute; • measure time intervals in minutes when the start time is known and the end time is unknown; • measure and estimate liquid volume and masses using grams, kilograms, and liters; • add and subtract within 1,000 using \$ and, but not using dollars and cents simultaneously.
			A third grade student at this level can: • tell and write time to the nearest minute; • measure time intervals in minutes within 90 minutes when the start time, end time, or elapsed time is unknown; • measure and estimate liquid volume and masses using grams, kilograms, and liters; • solve one step problems with whole numbers using the four operations involving mass and volume of the same unit; • solve money word problems by adding and subtracting within 1,000, using dollars with dollars and cents with cents, using the \$ and ¢, but not using dollars and cents simultaneously.

Measurement and Data

- I can represent and interpret data.

1		2	3
Little to no progress toward meeting end of year grade level expectations		Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
The third grade student at this level is unable to complete and interpret picture graphs and bar graphs.		A third grade student at this level is able to: • create a picture graph and bar graph with a scale of 1 to represent a data set with several categories; • solve one step problems using information presented in graphs; • generate measurement data by measuring lengths to the nearest half or whole inch using appropriately marked rulers; • show measurement data by making a line plot, using whole numbers and halves.	A third grade student at this level is able to: • create a scaled picture graph and scaled bar graph to represent a data set with several categories; • solve "how many more" and "how many less" problems using information presented in the scaled graphs; • generate measurement data by measuring lengths to the nearest fourth, half, or whole inch using appropriately marked rulers; • show measurement data by creating a line plot, using whole numbers, halves, or fourths.

Measurement and Data

- I can understand concepts of area and perimeter.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A student at this level is unable to demonstrate an understanding of area.	A third grade student at this level can: • demonstrate an understanding of area as the space inside of a plane figure; • measure area by counting same size squares to find the total number of squares. • find the perimeter of a polygon.	A third grade student at this level can: • recognize area as an attribute of plane figures measured in square units without overlaps or gaps; • measure areas of rectangular figures by counting unit squares; • use addition and multiplication to find area. • find the perimeter of a polygon; • find an unknown side length of a polygon when given the perimeter and the length of all but one side.	A third grade student at this level can: • recognize area as an attribute of plane figures measured in square units without overlaps or gaps; • measure areas of figures composed of rectangles by counting unit squares; • use multiplication to solve real-world area problems; • use tiling to represent the distributive property when finding area; • find areas of figures composed of rectangles by decomposing them into non overlapping rectangles and adding the areas to solve problems. • solve problems involving perimeters of polygons; • find an unknown side length of a polygon when given

			the perimeter; represent rectangles with the same perimeter and different areas or with the same area and different perimeters.
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Geometry

- I can categorize shapes and reason about their attributes.
- I can partition shapes into parts with equal areas.

1		2	3
Little to no progress toward meeting end of year grade level expectations	Less than expected progress toward meeting end of year grade level expectations	Expected progress toward meeting end of year grade level expectations	Met end of year grade level expectations and may be ready to work at greater depth
A third grade student is unable to reason with shapes and their attributes.	A third grade student at this level can: identify triangles, rectangles, and squares;	A third grade student at this level can: identify triangles, quadrilaterals	A third grade student at this level can: draw triangles, quadrilaterals

	partition shapes into parts, but the parts may be unequal.	(rhombuses, rectangles, and squares) and polygons (up to 8 sides); partition shapes into parts with equal areas.	(rhombuses, rectangles, and squares) and polygons (up to 8 sides); - describe triangles, quadrilaterals (rhombuses, rectangles, and squares) and polygons (up to 8 sides) based on the number of sides and the presence or absence of square corners (right angles); - partition shapes into equal parts with equal areas and express the area of each part as a unit fraction of the whole.
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