Indicator: Knows basic facts fluently				
Standard: 3.OA.7				
Performance Level	1	2	3	4
Trimester 1	Recalls from memory,with automaticity, few: ● Addition and subtraction facts within 20 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Addition and subtraction facts within 20 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Addition and subtraction facts within 20 (17-20 problems/ 1 minute)	Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with automaticity: ● All addition and subtraction facts within 20 ● Multiplication tables 0-10 (>20 problems/ 1 minute)
Trimester 2	Recalls from memory,with automaticity, few: ● Addition and subtraction facts within 20 ● Multiplication tables 0-10 (fewer than 13 problems/ 1 minute)	Recalls from memory, with automaticity: ● Addition and subtraction facts within 20 ● Multiplication tables 0-10 (13-16 problems/ 1 minute)	Consistently able to recall from memory, with automaticity: ● Addition and subtraction facts within 20 ● Multiplication tables 0-10 (17-20 problems/ 1 minute)	Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with automaticity: ● All addition and subtraction facts within 20 ● Multiplication tables 0-10 ● Division facts within 100 (>20 problems/ 1 minute)
Trimester 3	Recalls from memory,with automaticity, few: ● Addition and subtraction facts within 20 ● Multiplication tables 0-	Recalls from memory, with automaticity: ● Addition and subtraction facts within 20 ● Multiplication tables 0-	Consistently able to recall from memory, with automaticity: ● Addition and subtraction facts within 20	Meets criteria for a 3 and consistently, accurately and independently able to recall from memory, with

| 10 (fewer than 13 problems/ 1 minute)

● Fluently divide within 100 (fewer than 13 problems/90 seconds) | 10 (13-16 problems/ 1 minute)

● Fluently divide within 100 (13-16 problems/90 seconds) | ● Multiplication tables 0-10 (17-20 problems/ 1 minute)

● Fluently divide within 100 (17-20 problems/90 seconds) | automaticity:

● 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	Unable to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit	Requires teacher prompting and support to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit	Independently able to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit whole	Consistently, accurately and independently meets criteria for a 3 and is able to: ● Explain with models and justify to others how the properties work

	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	Unable to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Apply the distributive property of multiplication (to solve 8 x7 one can use 8 x (5 + 2)= 8 x 5 =40 + 8 x 2 =16 =40 + 16 =56 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	Requires teacher prompting and support to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Apply the distributive property of multiplication (to solve 8 x7 one can use 8 x (5 + 2)= 8 x 5 =40 + 8 x 2 =16 =40 + 16 =56 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	Independently able to: ● Apply the commutative property of multiplication (if 6 x 4 =24, then 4 x 6 = 24) ● Apply the Associative property of multiplication (3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 =30 or 5 x 2 = 10 then 10 x 3 =30 ● Apply the distributive property of multiplication (to solve 8 x7 one can use 8 x (5 + 2)= 8 x 5 =40 + 8 x 2 =16 =40 + 16 =56 ● Understand division as an unknown-factor problem (find 32 ÷ 8 by thinking 8 x ?=32) ● Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.x. 8 x 90, 5 x 60)	Consistently, accurately and independently meets criteria for a 3 and is able to: ● 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	Unable to: ● 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.	Requires teacher prompting and support to: ● 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.	Independently able to: ● 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.	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Justify the reasonableness of a response using more than one proof (words, models, equation, etc.)
Trimester 2	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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.)

	numbers • Solve the problems accurately and efficiently • Use strategies that include equations, and/or models, diagrams, etc.	• Solve the problems accurately and efficiently • Use strategies that include equations, and/or models, diagrams, etc.	numbers • Solve the problems accurately and efficiently • Use strategies that include equations, and/or models, diagrams, etc.	
Trimester 3	Unable to: • 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.	Requires teacher prompting and support to: • 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.	Independently able to: • 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.	Consistently, accurately and independently meets the criteria for a 3 and is able to: • 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: ● 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: ● 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: ● 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: ● Extend to include numbers beyond 10,000. ● Use place value understanding to estimate and determine reasonableness of answers
Trimester 2	Unable to: ● Read and write numbers to 10,000 using standard form, word form and expanded form	Requires teacher prompting and support to: ● Read and write numbers to 10,000 using standard form, word form and	Independently able to: ● 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: ● Extend to include numbers beyond 10,000 ● Use place value understanding to estimate and determine

	● 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	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	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	reasonableness of answers
Trimester 3	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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	Unable to add and subtract with multi-digit **whole numbers** involving: ● Addition and subtraction within 1,000 ● Addition and subtraction of two-digit numbers mentally with or without regrouping ● Use of the standard algorithm	Requires teacher prompting and support to add and subtract with multi-digit **whole** numbers involving: ● Addition and subtraction within 1,000 ● Addition and subtraction of two-digit numbers mentally with or without regrouping ● Use of the standard algorithm Student may be able to independently perform operations on smaller numbers beyond basic facts.	Independently able to add and subtract with multi-digit **whole** numbers involving: ● Addition and subtraction within 1,000 ● Addition and subtraction of two-digit numbers mentally with or without regrouping ● Use of the standard algorithm	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include larger numbers ● Use multiple strategies to solve problems
Trimester 2	Unable to: ● 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,	Requires teacher prompting and support to: ● 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,	Independently able to: ● 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)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Extend to include larger numbers ● Use multiple strategies to solve problems

	5x60)	5x60) ●		
Trimester 3	Unable to: ● 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)	Requires teacher prompting and support to: ● 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)	Independently able to: ● 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)	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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	Unable to: ● Identify the numerator and denominator and understand their relationship to part/whole ● Read, write and identify fractions of a whole or a set	Requires teacher prompting and support to: ● Identify the numerator and denominator and understand their relationship to part/whole ● Read, write and identify fractions of a whole or a set	Independently able to: ● Identify the numerator and denominator and understand their relationship to part/whole ● Read, write and identify fractions of a whole or a set	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Demonstrate understanding with **multiple models**

	● 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	● 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	● 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	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Demonstrate understanding with **multiple models** ● Compare two or more fractions with unlike numerators and denominators

	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: ● 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: ● 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: ● 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: ● Demonstrate understanding with **multiple models**

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, 33.MD.7c, 3.MD.7d			
Performance Level	1	2	3	4
Trimester 1				
Trimester 2	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Demonstrate understanding with **multiple models**
Trimester 3	Unable to: ● Measure area by counting "unit squares" and by multiplying the side lengths ● Use area to model multiplication and the	Requires teacher prompting and support to: ● Measure area by counting "unit squares" and by multiplying the side lengths ● Use area to model multiplication and the	Independently able to: ● Measure area by counting "unit squares" and by multiplying the side lengths ● Use area to model multiplication and the distributive property	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Demonstrate understanding with **multiple models**

	distributive property ● Decompose rectangular polygons into smaller rectangles to calculate the total area ● Apply concepts of area to solve real-world problems	distributive property ● Decompose rectangular polygons into smaller rectangles to calculate the total area ● Apply concepts of area to solve real-world problems	● 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	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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

	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	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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)

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: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● 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: ● 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: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● 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: ● 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: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if necessary	Independently able to: ● Explain the problem ● Make a plan ● Persevere with several attempts ● Change plan if	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● 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	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies
Trimester 2	Unable to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math	Requires teacher prompting and support to: ● Make and present solutions by using objects, drawings, diagrams and equations ● Explain logical solution using correct math	Independently able to: ● Make and present solutions by using objects, drawings, diagrams and/or equations ● Explain logical solution using correct math	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies

	vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	vocabulary ● Make response clear and understandable for the audience ● Listen to solutions of others and comment appropriately	
Trimester 3	Unable to: ● 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	Requires teacher prompting and support to: ● 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	Independently able to: ● 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	Consistently, accurately and independently meets the criteria for a 3 and is able to: ● Compare and contrast various solution strategies with peers ● Identify the various weaknesses and strengths of strategies