Learning Targets	1 **Not making appropriate progress towards target. Teacher assistance is required for success.**	2 **Demonstrates partial understanding or can perform portions of the target.**	3 **Meets expectations for target.**
Midlothian ISD Standards Based Report Card Rubric Grade 3 Mathematics 1st 9 Weeks			
Numerical Representations and Relationships			
3.2A Represent the value of whole numbers using expanded form and expanded notation up to 100,000	Unable to represent the value of whole numbers up to 100,000	Can represent the value of whole numbers using either expanded form **or** expanded notation up to 100,000	Can represent the value of whole numbers using expanded form and expanded notation up to 100,000
3.2D Compare numbers up to 100,000 using <, >, or =	Can compare and order whole numbers up to and including the thousands place and represent comparisons using the symbols >, <, or =	Can compare and order whole numbers up to and including the ten thousands place and represent comparisons using the symbols >, <, or =	Can compare and order whole numbers up to and including the hundred thousands place and represent comparisons using the symbols >, <, or =
3.4B/3.2C Round numbers to the nearest 10 or 100 to estimate solutions to math problems, and represent on a numberline	Unable to round numbers to the nearest 10 or 100	Can round numbers to the nearest 10 **or** 100 on a numberline	Can round numbers to the nearest 10 and 100 to estimate solutions to math problems, and represent on a numberline
Computations and Algebraic Reasoning			
3.4C Add a collection of coins and bills	Unable to add a collection of coins over $1.00	Can add a collection of coins over $1.00	Can add a collection of coins and bills over $1.00
3.4A/3.5A Solve and represent real-world addition and subtraction problems up to 1,000	Can represent one-step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve one-step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve-one step problems involving addition **and** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

3.4D / 3.4E Represent multiplication with objects and pictures using equal groups, repeated addition, arrays, area models, skip counting, and number lines	Unable to determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10 Unable to represent multiplication facts.	Can determine the total number of objects when equally sized groups of objects are combined or arranged in arrays Represent **some** multiplication facts by using a variety of approaches. May display inconsistently.	Can determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10 Can represent multiplication facts by using a variety of approaches.
3.4K / 3.5B Represent and solve real-world multiplication problems	Unable to represent or solve one-step, real-world multiplication problems	Can represent **or** solve real-world multiplication problems	Can represent **and** solve one-step, real-world multiplication problems
Geometry and Measurement			
3.7B Determine the perimeter of a polygon	Unable to determine the perimeter of a polygon	Can sometimes determine the perimeter of a polygon	Can determine the perimeter of a polygon independently

Midlothian ISD Standards Based Report Card Rubric **Grade 3 Mathematics** **2nd 9 Weeks**			
Learning Targets	**1** **Not making appropriate progress towards target. Teacher assistance is required for success.**	**2** **Demonstrates partial understanding or can perform portions of the target.**	**3** **Meets expectations for target.**
Numerical Representations and Relationships			
3.3E/ 3.3A Divide a whole object or set of objects into parts and represent the parts as a fraction and use objects to represent fractions	Unable to represent fractions greater than zero and less than or equal to one with denominators of 2, 4, and 8 using concrete objects and pictorial models	Can represent fractions including fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines	Can represent and solve problems including fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines
3.3C /3.3D Compose and decompose a fraction into the sum of its unit fraction	Unable to compose or decompose a fraction with unit fractions	Can compose or decompose a fraction with unit fractions	Can explain, compose, and decompose a fraction with unit fractions
Computations and Algebraic Reasoning			

3.4K / 3.5B Represent and solve multi-step, real-world multiplication and division problems	Unable to represent or solve one-step, real-world multiplication or division problems	Can sometimes represent or solve multi-step real-world multiplication **or** division problems	Can represent and solve multi-step, real-world multiplication **and** division problems
3.4I / 3.4J Determine a quotient using the relationship between multiplication and division and use the divisibility rule to determine if a number is even or odd	Unable to determine a quotient using the relationship between multiplication and division, but can determine if a smaller number is even or odd	Can sometimes determine a quotient using the relationship between multiplication, and division and determine if a number is even or odd	Can determine a quotient using the relationship between multiplication and division and use the divisibility rule to determine if a number is even or odd
3.4(G) Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number.	Unable to use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number.	Can sometimes use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number.	Can use 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
Geometry and Measurement			
3.6C Determine the area of rectangles	Unable to determine the area of rectangles	Can determine the area of rectangles when given numerical **or** pictorial representation for length and width	Can determine the area of rectangles when given numerical **and** pictorial representation for length and width

Midlothian ISD Standards Based Report Card Rubric Grade 3 Mathematics 3rd 9 Weeks			
Learning Targets	**1** **Not making appropriate progress towards target. Teacher assistance is required for success.**	**2** **Demonstrates partial understanding or can perform portions of the target.**	**3** **Meets expectations for target.**
Numerical Representations and Relationships			
3.3F / 3.3G/ 3.3H compare, represent and explain why two fractions are equilavent using objects and pictures. Compare 2 fractions as greater than or less than using symbols and words	Unable to represent and explain that two fractions are equivalent and unable to compare fractions as greater or less than using symbols and words	Can represent and explain that two fractions are equivalent **or** compare fractions as greater or less than using symbols and words	Can represent and explain that two fractions are equivalent **and** compare fractions as greater or less then using symbols and words
Computations and Algebraic Reasoning			

3.4A/3.5A Solve and represent real-world addition and subtraction problems up to 1,000	Unable to represent one and two step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve one and two step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve one and two step problems involving addition **and** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations
3.4K / 3.5B Represent and solve multi-step, real-world multiplication and division problems	Unable to represent or solve one or multi-step, real-world multiplication or division problems	Can sometimes represent or solve multi-step real-world multiplication or division problems	Can represent and solve multi-step, real-world multiplication and division problems
3.5E Represent and explain a real-world multiplication pattern in a table.	Unable to represent real-world relationships using number pairs in a table and verbal descriptions	Can sometimes represent real-world relationships using number pairs in a table and verbal descriptions.	Can represent real-world relationships using number pairs in a table and verbal descriptions.
Geometry and Measurement			
3.6D Find the area of composite figures.	Unable to decompose composite figures to determine the area of the original figure using the additive property of area	Can sometimes decompose composite figures to determine the area of the original figure using the additive property of area	Can decompose composite figures to determine the area of the original figure using the additive property of area
3.6A/3.6B Classify, sort, and explain differences between two-dimensional and three dimensional shapes	Unable to classify and sort two- and three-dimensional figures	Can classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes	Can classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language
Data Analysis			
3.8B Explain the information represented on a frequency table, dot plot, pictograph, and bar graph and solve problems using that data	Unable to solve one- **and/or** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Can sometimes solve one **or** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Can solve one **and** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals

Midlothian ISD Standards Based Report Card Rubric
Grade 3 Mathematics
4th 9 Weeks

Learning Targets	1 Not making appropriate progress towards target. Teacher assistance is required for success.	2 Demonstrates partial understanding or can perform portions of the target.	3 Meets expectations for target.
Numerical Representations and Relationships			
3.3E/ 3.3A Divide a whole object or set of objects into parts and represent the parts as a fraction and use objects to represent fractions	Unable to solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	Can sometimes solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	Can solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.
3.3F / 3.3G compare, represent and explain why two fractions are equilavent using objects and pictures.	Unable to represent and explain that two fractions are equivalent	Can represent and explain that two fractions are equivalent	Can represent and explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.
Computations and Algebraic Reasoning			
3.4A/3.5A Solve and represent real-world addition and subtraction problems up to 1,000	Unable to represent one and two step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve one and two step problems involving addition **or** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Can represent **and** solve one and two step problems involving addition **and** subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations
3.4K / 3.5B Represent and solve multi-step, real-world multiplication and division problems	Unable to represent or solve one or multi-step, real-world multiplication or division problems with or without teacher assistance	Can sometimes represent or solve multi-step real-world multiplication or division problems	Can represent and solve multi-step, real-world multiplication and division problems
3.7C add and subtract minutes to solve problems involving time.	Unable to determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	Can sometimes determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	Can determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.
Geometry and Measurement			

3.6C determine the area of rectangles	Unable to determine the area of rectangles	Can determine the area of rectangles when given numerical **or** pictorial representation for length and width	Can determine the area of rectangles when given numerical **and** pictorial representation for length and width
3.7B Determine the perimeter of a polygon or find missing length when given perimeter	Unable to determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	Can sometimes determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	Can determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems
3.6D Find the area of composite figures.	Unable to decompose composite figures to determine the area of the original figure using the additive property of area	Can sometimes decompose composite figures to determine the area of the original figure using the additive property of area	Can decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area
3.7D/3.7E explain the difference between liquid volume and weight and select the correct tool and unit of measure to deterine liquid volume or weight.	Unable to determine when it is appropriate to use measurements of liquid volume or weight to determine liquid volume or weight using appropriate units and tools	Can sometimes determine when it is appropriate to use measurements of liquid volume or weight to determine liquid volume or weight using appropriate units and tools	Can determine when it is appropriate to use measurements of liquid volume or weight to determine liquid volume or weight using appropriate units and tools
Data Analysis			
3.8B Explain the information represented on a frequency table, dot plot, pictograph, and bar graph and solve problems using that data	Unable to solve one- **and/or** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Can sometimes solve one **or** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Can solve one **and** two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals