

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
Represents and solves problems involving multiplication and division. NY-3.OA.1 NY-3.OA.2 NY-3.OA.3 NY-3.OA.4	- With teacher support demonstrates limited understanding of the following: - Demonstrate an understanding of multiplication and division as involving equal groups. - Interpret and use multiplication and division notation - Use multiplication and division within 100 to solve word problems in situations involving equal groups	- Independently and consistently demonstrates SOME of the following, may require some teacher support: - Demonstrate an understanding of multiplication and division as involving equal groups. - Interpret and use multiplication and division notation - Use multiplication and division within 100 to solve word problems in situations involving equal groups <i>Ex: Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Writes an equation to express the total as a sum of equal addends.</i>	- Independently and consistently demonstrates ALL of the following: - Demonstrate an understanding of multiplication and division as involving equal groups. - Interpret and use multiplication and division notation - Use multiplication and division within 100 to solve word problems in situations involving equal groups	- Independently and consistently demonstrates ALL of the indicators listed for Secure AND: - Solve multistep multiplication and division word problems	T1, T2, T3
Reads and writes four-digit numbers using base ten, number names and expanded form NY-3.NBT.4a NY-3.NBT.4b	NOT EVALUATED IN THIS TRIMESTER				T2, T3- N/A
Understands properties of multiplication and division and their relationship. NY-3.OA.5 NY-3.OA.6	- With teacher support, demonstrates limited understanding of the following: - applies properties of operations as strategies to	- Independently and consistently demonstrates SOME of the following, <i>may require some teacher support to complete</i>: - applies properties of	- Independently and consistently demonstrates ALL of the following: - applies properties of operations as strategies to multiply and divide.	- Independently and consistently demonstrates ALL of the indicators listed for Secure AND: - Multiplies a whole number of up to four	T1, T2, T3

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
	- multiply and divide. - Understands division as an unknown- factor problem.	- operations as strategies to multiply and divide. - Understands division as an unknown- factor problem.	Understands division as an unknown- factor problem.	- digits by one digit whole number or 2 digit by 2 digit based on place value and properties of operations - Find whole number quotients and remainders with up to four digit dividends using strategies based on place value and/or properties of operations	
Uses place value understanding and properties of operations to solve multi-digit problems. NY-3.NBT.1 NY-3.NBT.2 NY-3.NBT.3	NOT EVALUATED IN THIS TRIMESTER				T2- N/A
Solves problems involving the four operations. NY-3.OA.8 NY-3.OA.9	NOT EVALUATED IN THIS TRIMESTER				T2, T3- N/A
Fluently multiplies and divides within 100 NY-3.OA.7a NY-3.OA.7b <i>Note: Fluency means student are fast, accurate, flexible, and have understanding. They use strategies efficiently.</i>	- With teacher support, demonstrates limited understanding of the following: - Demonstrates fluency with multiplication facts x 1, x 2, x 5, and x 10.	- Consistently and Independently demonstrates SOME of the following, may require some teacher support: - Demonstrates fluency with multiplication facts x 1, x 2, x 5, and x 10.	- Consistently and Independently demonstrates ALL of the following: - Demonstrates fluency with multiplication facts x 1, x 2, x 5, and x 10.	- Independently and consistently demonstrates ALL of the indicators listed for Secure AND: - Demonstrate fluency with multiplication and division facts within 100. - Knows from memory all products of two one-digit numbers	T1, T2, T3
Develops an	NOT EVALUATED IN THIS				T2 - N/A

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
understanding of fractions as numbers. NY-3.NF.1 NY-3.NF.2 NY-3.NF.3 <i>Note: Limit to fractions with denominators of 2, 3, 4, 6</i> <i>This is a very complex topic with multiple standards and understandings.</i>	TRIMESTER				
Solves problems involving measurement and estimation of intervals of time, volume and mass. NY-3.MD.1 NY-3.MD.2a NY-3.MD.2b	NOT EVALUATED IN THIS TRIMESTER				T2, T3- N/A
Represents and interprets data. NY-3.MD.3 NY-3.MD.4	- With teacher support, demonstrates limited understanding of the following: - draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. - Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture or bar graph. - Generate measurement data	- Independently and consistently demonstrates SOME of the following, may require some teacher support: - draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. - Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture or bar graph. - Generate measurement data	- Independently and consistently demonstrates ALL of the following: - draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. - Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture or bar graph. - Generate measurement data by measuring lengths using rulers	- Independently and consistently demonstrates ALL of the indicators listed for Secure AND: - Makes a line plot to display a data set of measurements in fractions of a unit. - Solves problems involving addition and subtraction of fractions using information from the line plot.	T1, T2

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	by measuring lengths using rulers marked with inch and half inch. ○ Create a line plot with appropriate units (whole numbers and halves) to show the data.	by measuring lengths using rulers marked with inch and half inch. ○ Create a line plot with appropriate units (whole numbers and halves) to show the data.	marked with inch and half inch. ○ Create a line plot with appropriate units (whole numbers and halves) to show the data.		
Understands concepts of area and relates area to multiplication and addition. NY-3.MD.5 NY-3.MD.6 NY-3.MD.7 <i>Note: Correlates with NY-3.OA</i>	With teacher support, demonstrates limited understanding of the following: ● Recognizes area as an attribute of plane figures and understand concepts of area measurement. ● Measures area by counting unit squares. ● Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. ● Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. ● Uses area model to represent the distributive property. ● Recognize area as additive, of non-overlapping rectangles (L shaped figures) and apply to solve real world problems	Consistently demonstrates SOME of the following, may require some teacher support: ● Recognizes area as an attribute of plane figures and understand concepts of area measurement. ● Measures area by counting unit squares. ● Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. ● Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. ● Uses area model to represent the distributive property. ● Recognize area as additive, of non-overlapping rectangles (L shaped figures) and apply to solve real world problems	Consistently demonstrates ALL of the following: ● Recognizes area as an attribute of plane figures and understand concepts of area measurement. ● Measures area by counting unit squares. ● Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. ● Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. ● Uses area model to represent the distributive property. ● Recognize area as additive, of non-overlapping rectangles (L shaped figures) and apply to solve real world problems	● Independently and consistently demonstrates ALL of the indicators listed for Secure AND: ○ Solves multi-step real world mathematical problems by multiplying side lengths to find the area of a rectangle.	T1,T3- N/A
Understands perimeter and distinguishes between perimeter and	NOT EVALUATED IN THIS TRIMESTER				T3- N/A

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4	Assessed
area. NY-3.MD.8a NY-3.MD.8b					
Uses shapes and their attributes to solve problems. NY-3.G.1 NY-3.G.2 <i>Note: Relates to NY-3.NF</i>	NOT EVALUATED IN THIS TRIMESTER				T2, T3 - N/A