Grade 3 Math Proficiency Scale

I can use place value concepts to identify, represent, and compare numbers within 10,000.

Reporting Category: Math 3.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can read and write whole numbers in expanded, standard, and word form through (up to) 10,000. B. I can use place value concepts to compare multi-digit numbers through (up to) 10,000. C. I can order a set of whole numbers from least to greatest, or greatest to least, (up through 9,999).
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *standard form, word form, expanded form, digit, place, place value, greatest place value* A. I can perform basic processes such as: -Write a whole number in standard form up to 10,000. -Read a whole number written in standard form up to 10,000. -Show or explain that expanded form is a sum of the values represented by each place value. -Represent numbers up to 10,000 using base ten blocks. -Identify the place and the value of a digit in a given 4 digit number. -Explain that a thousand is a bundle of 10 hundreds. -Explain that a hundred is a bundle of 10 tens. B-C. I can recognize or recall academic vocabulary including: *compare, inequality*, *greater than (>), less than (<), equal to (=)* B-C. I can perform basic processes such as: -Order a set of whole numbers through 9,999 from least to greatest. -Order a set of whole numbers through 9,999 from greatest to least. -Compare numbers within 10,000 using <, >, and = symbols. -Explain how to write comparisons using <, >, and = symbols. -Explain that an equal sign means that the expressions on each side have the same value. -Compare the relative sizes of different place values.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can use place value and properties of operations to add and subtract within 1000.

Reporting Category: Math 3.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can add two- and three-digit whole numbers within 1,000. B. I can subtract two- and three-digit numbers from three-digit whole numbers.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *sum, addends, regroup, commutative property, associative property, greatest place value, round, estimate* A. I can perform basic processes such as: -Demonstrate addition using strategies such as Place Value Splitting, Keeping One Addend Whole (Add to a Friendly Number), Keeping One Addend Whole (Get to a Friendly Number), Give & Take (Compensation), Standard Algorithm. -Demonstrate addition using models such as base ten area pieces or open number lines. -Assess the reasonableness of answers to addition problems using whole numbers through 1,000 by rounding and estimating. -Round two- and three-digit numbers to the nearest ten or hundred, respectively, using rounding rules and number lines. -Decompose and compose addends to make groups of 10s, 100s, and 1000s. -Explain that multi-digit numbers can be added together by adding like place values. -Explain the properties of addition. -Use mental math to find 10 and 100 more than a number. -Fluently add within 20. B. I can recognize or recall academic vocabulary including: *difference, regroup, commutative property, addend* B. I can perform basic processes such as: -Demonstrate subtraction using strategies such as Removal (Take Away), Place Value Splitting, Find the Difference (Distance), Constant Difference, Standard Algorithm -Demonstrate subtraction using models such as base ten area pieces or open number lines. -Assess the reasonableness of answers tosubtraction problems using whole numbers through 1,000 by rounding and estimating. -Round two- and three-digit numbers to the nearest ten or hundred, respectively, using rounding rules and number lines. -Decompose and compose place values of the minuend to make groups of 10s, 100s, and 1000s. -Describe a subtraction problem as an unknown addend problem. -Use mental math to find 10 and 100 less than a number. -Fluently subtract within 20.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can use place value and properties of operations to multiply 1-digit whole numbers by multiples of 10.

Reporting Category: Math 3.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *place value, factors, product, multiple* A. I can perform basic processes such as: -Apply concepts of place value when multiplying by multiples of 10. -Demonstrate multiplication with multiples of 10 using models such as base ten area pieces, hundred charts, drawings, or open number lines. -Identify multiples of 10. -Demonstrate fluency with multiplication facts within 100.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can use fractions to represent an equal part (or parts) of a whole or set.

Reporting Category: Math 3.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. B. I can demonstrate the when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole. C. I can represent fractions on a number line.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *numerator, denominator, fraction bar, partition, whole, set, group, unit fraction, number line, equal parts, halves, quarters, thirds, fourths, sixths, eighths* A-C. I can perform basic processes such as: -Represent the numerator and denominator of a fraction by partitioning/shading parts of a whole. -Identify and represent fractional parts of a set (of objects). -Identify the *unit fraction* as one equal part of the whole, written as 1/y. -Describe a whole as being equivalent to two halves, three thirds, four fourths, etc. -Understand that decomposing a shape into more equal shares creates smaller shares. -Partition the same shape into the same number of equal portions in different ways. -Partition a number line into equal parts. -Partition shapes into equal parts using drawings, manipulatives, folded models, etc. -Identify equal and unequal parts of a whole.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can explain (or model) equivalence of fractions and compare fractions by reasoning about their size.

Reporting Category: Math 3.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can recognize and generate simple equivalent fractions. (Limit the denominators to 1, 2, 3, 4, 6, and 8.) B. I can express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers. (Limit the denominators to 1, 2, 3, 4, 6, and 8.) C. I can compare two fractions with the same denominator and/or justify the conclusions. (Limit the denominators to 1, 2, 3, 4, 6, and 8.)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-C. I can recognize or recall academic vocabulary including: *numerator, denominator, equivalent, compare, greater than, less than, equal to, benchmark fraction* A. I can perform basic processes such as: -Partition shapes to represent equivalent fractions. -Use models such as number lines, egg cartons, rulers, circle graphs, and folded models to recognize and generate equivalent fractions. B. I can perform basic processes such as: -Write a whole number as a fraction (example: Express 3 in the form 3=3/1). -Write a fraction as a whole number (example: Recognize that 6/1=6). -Represent a whole number as a fraction on a number line and/or by using a model. C. I can perform basic processes such as: -Use <, >, and = symbols and related vocabulary to compare the numerators of two fractions when the denominators are equal. -Compare fractions using knowledge of benchmark fractions and which of the two fractions may be closer to zero, one-half, or one whole on a number line diagram. -Use number lines and partitioned models to compare fractions. -Explain that portions of two or more shapes cannot be compared unless each of the shapes (the "wholes") are congruent.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can represent and solve problems involving multiplication and division.

Reporting Category: Math 3.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can interpret and/or describe products of whole-numbers. (Limit products up to and including 10 x 10). B. I can interpret and/or describe whole-number quotients of whole numbers. (Limit dividends through 50 and limit divisors and quotients through 10). C. I can use multiplication and/or division to solve word problems in situations involving equal groups, arrays, and/or measurement quantities. D. I can determine the unknown whole number in a multiplication or division equation relating three whole numbers.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-D. I can recognize or recall academic vocabulary including: *factors, products, divisors, dividends, quotients, array, model, equal groups, repeated addition, repeated subtraction* A. I can perform basic processes such as: -Interpret what numbers mean in a multiplication equation (example: 35 is the total number of objects in five groups when each group contains 7 objects). B. I can perform basic processes such as: -Interpret what numbers mean in a division equation (example: 48 objects partitioned equally into 8 shares is 6 objects in each share). C. I can perform basic processes such as: -Apply increasingly efficient strategies to solve multiplication and division word problems. -Match a multiplication or division equation to a given story problem. -Represent multiplication and division situations by creating models, equal groups, arrays, repeated addition problems, and/or repeated subtraction problems. -Identify the multiplication or division equation represented by models, equal groups, arrays, equal/fair sharing, and/or grouping situations. D. I can perform basic processes such as: -Use fact families and known facts to solve multiplication and/or division problems with related facts.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can solve problems by applying the properties of operations and the relationship between multiplication and division.

Reporting Category: Math 3.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can apply the commutative property of multiplication. B. I can apply the associative property of multiplication. C. I can interpret and/or model division as a multiplication equation with an unknown factor.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *commutative property, factors, product* A. I can perform basic processes such as: -Apply the commutative property when using computation strategies such as "Doubles Facts" (2 x 7 equals 7 x 2) or "Tens Facts" (8 x 10 equals 10 x 8). -Demonstrate that when factors are reordered, the product remains the same. -Use models such as arrays, number lines, or groups of drawn objects to demonstrate the commutative property. B. I can recognize or recall academic vocabulary including: *associative property, factors, product, parentheses, order of operations* B. I can perform basic processes such as: -Apply the associative property when using computation strategies such as "Double-Doubles Facts" [4 x n =(2 x 2) x n = 2 x (2 x n)]. -Demonstrate that when grouping patterns change, the product remains the same. -Use models such as arrays, number lines, area grids, or groups of drawn objects to demonstrate the associative property. C. I can recognize or recall academic vocabulary including: *fact family, factors, product, quotient, unknown variable* C. I can perform basic processes such as: -Identify fact families to solve multiplication and/or division problems with related facts.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can solve two-step problems, including word problems, involving the four operations.

Reporting Category: Math 3.3.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can solve two-step word problems using the four operations (when expressions are not explicitly stated). B. I can represent two-step word problems using equations with a symbol standing for unknown quantity. C. I can solve two-step equations using the order of operations (when equations are explicitly stated and contain no grouping symbols)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *equation, sum, difference, product, quotient, total, more, fewer, reasonableness* A. I can perform basic processes such as: -Solve one-step word problems using the four operations. -Use estimation and rounding strategies to assess reasonableness. -Apply self-checking strategies. -Represent word problems with models or drawings. -Understand the context of the problem and solution through the use of keywords. -Identify key words that may indicate operations and relationships. -Fluently add, subtract, multiply, and divide. B. I can recognize or recall academic vocabulary including: *equation, sum, difference, product, quotient, total, more, fewer* B. I can perform basic processes such as: -Represent one-step word problems using the four operations. -Create models or drawings to solve for an unknown quantity within word problems. -Create equations with a symbol for the unknown quantity to solve word problems. -Create or match a story to a given equation made up of (+,-,x,÷,<,>,=) and numbers. -Identify a missing symbol (+,-,x,÷,<,>,=) that makes a number sentence true. C. I can recognize or recall academic vocabulary including: *equation, operation, symbol, add, subtract, multiply, divide, sum, difference, product, quotient* C. I can perform basic processes such as: -Accurately solve two-step equations according to the order of operations. -Identify the order of operations when no grouping symbols are used.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can identify and explain patterns in arithmetic.

Reporting Category: Math 3.3.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can identify arithmetic patterns (including patterns in the addition table or multiplication table) and/or explain them using properties of operations.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *even, odd, pattern, operation, function table, input, output, ratio table, addends, sum, factors, product, equal* A. I can perform basic processes such as: -Describe patterns exhibited on addition tables and multiplication tables. -Continue or complete a given pattern within a ratio table or function table. -Describe the rule of a ratio table or the function of a function table using appropriate operations. -Describe patterns (relationships) between corresponding values on a ratio or function table. -Continue or complete a pattern within a set of numbers using appropriate operations. -Identify even and odd numbers within a pattern.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can demonstrate fluency with multiplication facts (within 100) and division facts (within 50).

Reporting Category: Math 3.3.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can fluently multiply within 100 and divide within 50.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *factor, product, dividend, divisor, quotient, fact family, related fact, properties of multiplication (commutative, associative, distributive, identity), array, ratio table, strategy, efficient* A. I can perform basic processes such as: -Solve multiplication equations within 100 and division equations within 50 with efficiency and accuracy. (Student should be able to give correct answer in about 3 seconds.) -Describe and evaluate the strategies used to solve multiplication and division problems or the strategies used by others. -Use increasingly efficient methods to multiply and divide, including strategies based on multiplication properties and multiplicative thinking (e.g., Zero facts, Ones facts, Double facts, Double Double facts, Double Double Double facts, Tens facts, Half-Tens facts, Tens Minus One Set facts, ratio tables, and more). -Multiply and divide using strategies based on counting and additive thinking (e.g., counting groups of objects, skip counting, repeated addition, repeated subtraction, and more). -Represent multiplication and division using models, drawings, and equations.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can identify, compare, and classify two-dimensional shapes and their attributes.

Reporting Category: Math 3.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. B. I can recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these sub-categories.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *open/closed figure, polygon, regular/irregular figure, triangle, quadrilateral, trapezoid, parallelogram, rectangle, rhombus, square, pentagon, hexagon, octagon, attribute, parallel, perpendicular, congruent, side, vertex, right angle* A. I can perform basic processes such as: -Explain and give examples of how a figure may belong to more than one category. -Explain that two-dimensional figures can be classified according to various attributes (e.g. number sides, side length, angle measure). -Identify and describe attributes such as number of sides and side length within figures. -Identify and describe attributes such as parallel and perpendicular sides within figures. -Identify and describe attributes such as number of vertices (corners) and right angles within figures. -Distinguish between defining attributes and non-defining attributes. B. I can perform basic processes such as: -Describe how quadrilaterals may be classified using increasingly more specific terms. -List and define the attributes of all quadrilaterals. -Draw quadrilaterals (rhombi, rectangles, and squares) described by their attributes. -Sort a given set of quadrilaterals according to their attributes.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can solve problems involving the measurement of liquid volume, mass, and length.

Reporting Category: Math 3.5.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can measure and estimate liquid volumes and masses of objects using standard units (cups, pints, quarts, gallons, ounces, and pounds) and metric units (liters, grams, kilograms). B. I can use addition, subtraction, multiplication, and division to solve one-step word problems involving masses or liquid volumes that are given in the same units. C. I can use a ruler to measure lengths to the nearest quarter inch or nearest centimeter.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *measurement, capacity, weight, mass, unit* *customary (U.S. standard) units: cup, pint, quart, gallon, ounce, pound* *metric units: milliliter, liter, gram, kilogram* A. I can perform basic processes such as: -Use measurement tools with accuracy and precision. -Identify the best estimate for a given object. -Choose the correct tool (and the correct unit) to measure liquid volume or mass. B. I can perform basic processes such as: -Choose the correct operation to solve a one-step word problem. -Identify the correct unit of measurement and include the unit in my answer. -Use vocabulary and the context of a problem to distinguish between volume and mass. C. I can recognize or recall academic vocabulary including: *measurement, length, ruler, unit, quarter inch, half inch, inch, foot, yard, centimeter, meter* C. I can perform basic processes such as: -Accurately use and read measurement tools. -Correctly label units when measuring. -Explain that one end-point of the object being measured must be aligned with the zero mark of the measuring tool. -Identify the components of a given measuring tool (zero mark, hash mark, length units, unit type). -Choose the appropriate tool to measure the length of a given object.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can tell and write time to the nearest minute and solve problems by calculating time intervals less than 60 minutes.

Reporting Category: Math 3.5.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can tell, show, and/or write analog time to the nearest minute. B. I can calculate elapsed time to the minute in a given situation. (Total elapsed time limited to 60 minutes or less)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *analog, digital, hour, hour hand, minute, minute hand, half past, quarter after, quarter to, midnight, a.m., p.m., elapsed time* A. I can perform basic processes such as: -Represent a stated time on an analog clock, using student clocks or drawings. -Explain how to correctly read an analog clock and write the time in a digital format. -Explain how to correctly read the display of a digital clock and write a stated time in this digital format. -Indicate the positions of the hour hand and minute hand when the time is 0, 15, 30, and 45 minutes past the last hour. -Understand that as the minute hand completes one revolution, the hour hand slowly moves to the next whole number. -Explain that a clock face displays 5 minute (tick) marks between each numeral and 60 minute (tick) marks total around the perimeter of the clock face. -Differentiate between a.m. and p.m. -Understand that there are 24 hours in a day and that the hour hand must make two revolutions/day. -Identify the components of an analog clock (hour hand, minute hand, numerals, and minute marks). -Identify the hour and minute displays of a digital clock. B. I can perform basic processes such as: -Use models such as manipulatives, number lines, and fractional jumps to represent elapsed time. -Identify key details such as start/end times and elapsed time within word problems.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can solve problems and make change involving money using a combination of coins and bills.

Reporting Category: Math 3.5.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare total values of combinations of coins (penny, nickel, dime, and quarter), and/or dollar bills less than $5.00. B. I can make change for an amount up to $5, with no more than $2 change given.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: *penny, nickel, dime, quarter, dollar, cent, decimal point, greater than, less than, equal to, change* A. I can perform basic processes such as: -Write comparisons of coin totals using "less than (<)," "greater than (>)," or "equal to (=)" symbols. -Calculate the value of quarters, dimes, nickels, pennies, and dollar bills in combination using models, "count on" or "skip count" strategies, or through the use of open number lines. -Round amounts of money to the nearest dollar using rounding rules or models (number lines). -Write monetary amounts in dollar and cent notation. -Identify the name and value of quarters, dimes, nickels, pennies, and dollar bills. B. I can perform basic processes such as: -Use addition and subtraction strategies to calculate change given when appropriate. -Use the "counting on/counting up" strategy to determine change given. -Use models such as open number lines to represent making change problems. -Create different combinations of coins that add up to the same value.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can represent and interpret data using tallies, tables, graphs, and line plots.

Reporting Category: Math 3.5.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories. (Scales limited to 1, 2, 5, and 10.) B. Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs. C. Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. D. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot where the horizontal scale is marked in appropriate units (whole numbers, halves, or quarters).
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-D. I can recognize or recall academic vocabulary including: *data, survey, category, tally chart, pictograph, symbol, key, bar graph, scale, horizontal axis, x-axis, vertical axis, y-axis, line plot* A. I can perform basic processes such as: -Include all components of a bar graph to represent a given set of data (x-axis, y-axis, labels, title). -Include all components of a pictograph to represent a given set of data (axis, labels, title, key, symbol). -Organize a set of data and, when necessary, determine the appropriate scale for the x-axis and/or y-axis. B. I can perform basic processes such as: -Represent multi-step problems involving information given in a pictograph or bar graph as equations. -Identify key words that may indicate operations or relationships between quantities within a word problem. -Identify and interpret specific information shown in a given graph in order to answer simple, one-step questions. -Identify the key or scale to correctly interpret data represented in pictographs or bar graphs. -Identify the title, the labels of the x- and y-axis, and the measurement units featured in pictographs or bar graphs. -Fluently add, subtract, multiply, or divide. C. I can perform basic processes such as: -Represent data in a new format by creating (or matching) a pictograph, tally chart, bar graph, and/or table. -As necessary, determine the best interval based on data (and create an appropriate key/interval scale). -Recognize when the same set of data is shown in two different graphing or charting formats. -Read and interpret data shown in a pictograph, tally chart, bar graph, and/or table. D. I can perform basic processes such as: -Accurately plot data points in accordance with a set of collected measurement data. -Include all components of a line plot to represent a set of measurement data (axis, label, title). -Organize the resulting set of measurement data (reported in fractions of a unit) into different categories. -Accurately measure lengths of objects to the nearest whole, half, or quarter inch. -Identify and interpret specific information shown on a given line plot in order to answer simple, one-step questions. -Explain that each mark above the horizontal line (axis) of a line plot represents a single occurrence of a particular value.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can apply concepts of area to solve real-world problems involving rectangles.

Reporting Category: Math 3.5.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can multiply side lengths to find areas of rectangles with whole number sides lengths in the context of solving real world and mathematical problems and represent whole number products as rectangular areas in mathematical reasoning. B. I can solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: *area, square units, unit square, length, width, array, area model, row, column, factor, product* A. I can perform basic processes such as: -Accurately multiply length and width to find the area of a rectangle. -Use an array to calculate the area of a rectangle and relate this model to finding the product of two factors using multiplication. -Measure area by counting unit squares either with tile arrays or drawings on grid paper. -Determine what area of a figure (or region) is to be counted (shaded/unshaded). -Determine the length and/or width of a figure in whole number units. B. I can recognize or recall academic vocabulary including: *area, perimeter, length, width, linear unit, square unit* B. I can perform basic processes such as: -Before solving, interpret the context of a real-world or mathematical problem to distinguish between the concepts of area and perimeter. -Model and compare figures that have the same area, but different perimeters; and vice versa. -Define area and write equations to determine area by accurately multiplying the length and width of a rectangle. -Using the definition of perimeter, write an equation to find an unknown side length. -Define perimeter and write equations to calculate the perimeter of a figure by accurately summing the lengths of each side. -Recognize that, by definition, opposite sides of a rectangle are equal in length.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 3 Math Proficiency Scale

I can make sense of problems.

Reporting Category: Math 3.6.1

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can make sense of a problem and choose among several effective strategies to solve it using objects, drawings, operations, or mental math. B. I can evaluate the reasonableness of my solution within the context of the problem.
Approaching Standard	2	A. With support, I can make sense of a problem and choose among several effective strategies to solve it using objects, drawings, operations, or mental math. B. With support, I can evaluate the reasonableness of my solution within the context of the problem.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.

Grade 3 Math Proficiency Scale

I can effectively model my mathematical thinking.

Reporting Category: Math 3.6.2

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can accurately model problem situations in multiple ways including (but not limited to) objects, drawings, charts, lists, graphs, or equations. B. I can describe how multiple representations of the same problem situation are related.
Approaching Standard	2	A. With support, I can accurately model problem situations in multiple ways including (but not limited to) objects, drawings, charts, lists, graphs, or equations. B. With support, I can describe how multiple representations of the same problem situation are related.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.

Grade 3 Math Proficiency Scale

I can solve problems with precision.

Reporting Category: Math 3.6.3

Exceeds Standard	4	I am able to transfer these mathematical processes to more complex content and thinking, including problems and applications that go beyond what is explicitly taught in class.
At Standard Proficient	3	A. I can be precise when I explain my math thinking, solve problems, and complete measurement tasks.
Approaching Standard	2	A. With support, I can be precise when I explain my math thinking, solve problems, and complete measurement tasks.
Not at Standard	1	I demonstrate partial or no success with the mathematical processes described above.