Farmington Public Schools - Grade Three Math Report Card Rubric

	1 – Beginning Standard	2 – Approaching Standard	3 – Meeting Standard	4 – Exceeding Standard
Number, Operations and Algebra Content and Applications	Student does not yet demonstrate an understanding of grade level concepts, skills and vocabulary. Student . . . • needs teacher assistance when computing and solving problems, and • does not yet represent or communicate mathematical thinking or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level concepts, skills and vocabulary. Student . . . • may need teacher assistance when computing and solving problems; • is beginning to use more than one strategy when computing and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level concepts, skills and vocabulary. Student . . . • uses a variety of strategies when computing and solving problems; • usually computes and solves problems accurately; • recognizes connections among mathematical ideas; • is developing mathematical reasoning, and • justifies answers using written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level concepts, skills and vocabulary. Student's problem solving is highly efficient and accurate. Student . . . • is able to use and adapt number strategies based on the problem; • recognizes and applies connections among mathematical ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.
Measurement and Geometry	Student does not yet demonstrate an understanding of grade level geometry and/or concepts, skills and vocabulary. Student… • needs teacher assistance when solving problems, and • does not yet represent mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level geometry and measurement concepts, skills, and vocabulary. Student… • may need teacher assistance when solving problems, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level geometry and measurement concepts, skills and vocabulary. Student… • recognizes connections among geometry and/or measurement ideas; • is developing mathematical reasoning, and • justifies answers with written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level geometry and measurement concepts, skills and vocabulary. Student… • recognizes and applies connections among geometry ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and/or symbolic notation.

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Data Analysis	Student does not yet demonstrate an understanding of grade level data concepts, skills and vocabulary. Student… • needs teacher assistance when creating or interpreting graphs and solving problems, and • does not yet represent or communicate mathematical thinking, or representation and communication of thinking is unrelated to the problem.	Student demonstrates progress toward an understanding of grade level data concepts, skills and vocabulary. Student… • may need teacher assistance when creating or interpreting graphs and solving problems; • frequently makes computational errors, and • represents and communicates mathematical thinking inconsistently.	Student demonstrates an understanding of grade level data content, skills, and vocabulary. Student… • is usually accurate with graphing and problem solving; • begins to make generalizations about graphs with teacher assistance; • recognizes connections among data ideas; • is developing mathematical reasoning, and • justifies answers with written explanations that include some mathematical language and/or symbolic notation.	Student demonstrates and extends grade level data concepts, skills, and vocabulary. Student's graphing and problem solving are highly efficient and accurate. Student… • makes generalizations about graphs independently; • recognizes and applies connections among data ideas independently; • demonstrates mathematical reasoning, and • convincingly justifies answers with written explanations that include mathematical language and symbolic notation.