Mathematics	December	March	June
Add and subtract numbers with automaticity	**M**: Student adds and subtracts within 20. Addition 21 to 30. Subtraction 21-30	**M**: Student adds and subtracts within 20. Addition 26 to 30. Subtraction 26-30	**M**: Student adds and subtracts within 20. Addition 30 Subtraction 30
	P: Student adds and subtracts within 20. Addition 11-20 Subtraction 12 to 20.	**P**: Student adds and subtracts within 20. Addition 11-25 Subtraction 12 to 15.	**P**: Student adds and subtracts within 20. Addition 16-29 Subtraction 16-29
	N: 0-10	**N**: 0-10	**N**: 0-15
Multiply & Divide numbers with automaticity.	**M**: Multiplies and Divides: Students will consistently understand multiplication as sets of equal groups, e.g. 5 groups or rows of 4 is 5 x 4, and consistently interpret quotients in division as the number of objects in each share or as the number of shares when partitioned into equal shares, e.g. 20 ÷ 5.	**M**: Student multiplies and divides within 100. Multiplication 26-30, Division 26-30 **M**: The student can solve one-step word problem within 100. The student consistently and fluently multiplies and divides within 100 using place-value strategies and their understanding of how addition and subtraction are connected	**M**: Student multiplies and divides within 100. Multiplication 30 Division 30 M ; The student can solve one-step word problems within 100. The student consistently and fluently multiplies and divides within 100 using place-value strategies and their understanding of how addition and subtraction are connected
	P: Multiplies and Divides: Students will inconsistently understand multiplication as sets of equal groups, e.g. 5 groups or rows of 4 is 5 x 4, and inconsistently interpret quotients in division as the number of objects in each share or as the number of shares when partitioned into equal shares, e.g. 20 ÷ 5.	**P**: Student multiplies and divides within 100 Multiplication 11-25 Division 11-25 The student does the above inconsistently	**P**: Student multiplies and divides within 100 Multiplication 11-29 Division 11-29 The student does the above inconsistently
Identifies and explains place value patterns in our number system	**M:** Student consistently reads, writes and compares multi-digit numbers to 1000. Student consistently identifies and explains arithmetic patterns using properties of operations.	**M:** Student consistently reads, writes and compares multi-digit numbers to 1000. Student consistently identifies and explains arithmetic patterns using properties of operations. Student consistently multiplies one digit whole numbers by multiples of 10 in the range of 10-90.	**M:** Student consistently reads, writes and compares multi-digit numbers to 1000. Student consistently identifies and explains arithmetic patterns using properties of operations. Student consistently multiplies one digit whole numbers by multiples of 10 in the range of 10-90.

	P: Student inconsistently reads, writes and compares multi-digit numbers to 1000. Student inconsistently identifies and explains arithmetic patterns using properties of operations.	**P:** Student inconsistently reads, writes and compares multi-digit numbers to 1000. Student inconsistently identifies and explains arithmetic patterns using properties of operations. Student inconsistently multiplies one digit whole numbers by multiples of 10 in the range of 10-90.	**P:** Student inconsistently reads, writes and compares multi-digit numbers to 1000. Student inconsistently identifies and explains arithmetic patterns using properties of operations. Student inconsistently multiplies one digit whole numbers by multiples of 10 in the range of 10-90

Uses properties of operations to compute and estimate with multi-digit numbers	**M**: The student consistently solves two-step word problems using all four operations and represents each problem with an equation that includes a letter for the unknown. The student also consistently checks the reasonableness of answers using mental computation and estimation, including rounding. The student consistently uses place-value understanding to accurately round whole numbers to the nearest 10 or 100. The student consistently and fluently adds and subtracts within 1,000 using efficient place-value strategies, algorithms, and knowledge of how addition and subtraction are related.	M: The student consistently solves two-step word problems using all four operations and represents each problem with an equation that includes a letter for the unknown. The student also consistently checks the reasonableness of answers using mental computation and estimation, including rounding. The student consistently uses place-value understanding to accurately round whole numbers to the nearest 10 or 100. The student consistently and fluently adds and subtracts within 1,000 using efficient place-value strategies, algorithms, and knowledge of how addition and subtraction are related.	M: The student consistently solves two-step word problems using all four operations and represents each problem with an equation that includes a letter for the unknown. The student also consistently checks the reasonableness of answers using mental computation and estimation, including rounding. The student consistently uses place-value understanding to accurately round whole numbers to the nearest 10 or 100. The student consistently and fluently adds and subtracts within 1,000 using efficient place-value strategies, algorithms, and knowledge of how addition and subtraction are related.
	P: The student inconsistently solves two-step word problems using the four operations and may struggle to choose the correct operations or complete both steps. The student inconsistently represents problems with equations that include a letter for the unknown and may need support. The student inconsistently checks the reasonableness of answers using mental computation or estimation strategies such as rounding.	P: The student inconsistently solves two-step word problems using the four operations and may struggle to choose the correct operations or complete both steps. The student inconsistently represents problems with equations that include a letter for the unknown and may need support. The student inconsistently checks the reasonableness of answers using mental computation or estimation strategies such as rounding	P: The student inconsistently solves two-step word problems using the four operations and may struggle to choose the correct operations or complete both steps. The student inconsistently represents problems with equations that include a letter for the unknown and may need support. The student inconsistently checks the reasonableness of answers using mental computation or estimation strategies such as rounding. The student inconsistently uses place-value understanding to

	The student inconsistently uses place-value understanding to round whole numbers to the nearest 10 or 100 and **may need reminders, visual supports, or guidance.** The student inconsistently adds and subtracts within 1,000 and may not yet use place-value strategies, algorithms, or the relationship between addition and subtraction independently.	The student inconsistently uses place-value understanding to round whole numbers to the nearest 10 or 100 and may need reminders, visual supports, or guidance. The student inconsistently adds and subtracts within 1,000 and may not yet use place-value strategies, algorithms, or the relationship between addition and subtraction independently.	round whole numbers to the nearest 10 or 100 and may need reminders, visual supports, or guidance. The student inconsistently adds and subtracts within 1,000 and may not yet use place-value strategies, algorithms, or the relationship between addition and subtraction independently.
Understands a fraction as equal parts of a whole	**N/A**	M: The student consistently understands fractions as equal parts of a whole and can explain and model what a/b means. The student consistently represents fractions correctly on a number line. The student consistently identifies and generates simple equivalent fractions. The student consistently recognizes whole numbers written as fractions. The student consistently compares fractions with the same numerator or denominator and uses >, =, and < accurately.	M: The student consistently understands fractions as equal parts of a whole and can explain and model what a/b means. The student consistently represents fractions correctly on a number line. The student consistently identifies and generates simple equivalent fractions. The student consistently recognizes whole numbers written as fractions. The student consistently compares fractions with the same numerator or denominator and uses >, =, and < accurately.
		P: The student inconsistently understands fractions as equal parts of a whole and may have difficulty explaining what a/b means. The student inconsistently represents fractions on a number line and may need support placing them correctly. The student inconsistently identifies or generates simple equivalent fractions. The student inconsistently recognizes whole numbers written as fractions. The student inconsistently compares	P: The student inconsistently understands fractions as equal parts of a whole and may have difficulty explaining what a/b means. The student inconsistently represents fractions on a number line and may need support placing them correctly. The student inconsistently identifies or generates simple equivalent fractions. The student inconsistently recognizes whole numbers written as fractions. The student inconsistently compares fractions with the same numerator or denominator and

		fractions with the same numerator or denominator and may struggle to use >, =, and < accurately.	may struggle to use >, =, and < accurately.

Solves problems using measurement	N/A	**M**: The student consistently tells and writes time to the nearest minute and measures time intervals in minutes. The student consistently solves word problems that involve adding or subtracting time. The student consistently measures and estimates liquid volumes and masses using grams, kilograms, and liters. The student consistently solves one-step word problems about mass or volume using the correct operation when units match.	**M**: The student consistently tells and writes time to the nearest minute and measures time intervals in minutes. The student consistently solves word problems that involve adding or subtracting time. The student consistently measures and estimates liquid volumes and masses using grams, kilograms, and liters. The student consistently solves one-step word problems about mass or volume using the correct operation when units match. The student can show that a rectangle with side lengths a and (b + c) has an area equal to a × b plus a × c. The student uses area models to explain and apply the distributive property.
		P: The student is inconsistent in the components in Meeting.	P: The student is inconsistent in the components in Meeting.

<table>
<tr><td rowspan="2">Reasons with shapes and their attributes</td><td rowspan="2">N/A</td><td rowspan="2">Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</td><td>M
To be updated</td></tr>
<tr><td>P:
To be updated</td></tr>
<tr><td rowspan="2">Constructs viable arguments and justifies reasoning within problem-solving</td><td>M: Student consistently defends reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Student consistently estimates to determine the reasonableness of answers. Student consistently questions the reasoning of others.</td><td>M: Student consistently defends reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Student consistently estimates to determine the reasonableness of answers. Student consistently questions the reasoning of others.</td><td>M: Student consistently defends reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Student consistently estimates to determine reasonableness of answers. Student consistently questions the reasoning of others.</td></tr>
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Grade 3 Progress Report

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