

Grade: Third

Subject: Reading

Phonics and Word Recognition: Know and apply phonics and word analysis skills in decoding words

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to apply grade-level phonics and word analysis skills in decoding words.	A third grade student at this level can: • apply letter sound correspondence when reading regularly spelled words; • decode words with common prefixes and suffixes; • identify and read some words that do not follow spelling patterns.	A third grade student at this level can: • identify and know the meaning of some common prefixes and derivational suffixes; • decode some words with common Latin suffixes; • decode some multisyllable words; • read some grade-appropriate irregularly spelled words.	A third grade student at this level can: • identify and know the meaning of the most common prefixes and derivational suffixes; • decode most words with common Latin suffixes; • decode most multisyllable words; • read most grade-appropriate irregularly spelled words.

Grade: Third

Subject: Reading

Fluency: read with sufficient accuracy and fluency to support comprehension

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
Third grade students at this level demonstrate little to no progress towards reading grade level text with sufficient expression, phrasing, rate, and accuracy.	Third grade students at this level demonstrate less than expected progress towards reading grade level text with sufficient expression, phrasing, rate, and accuracy.	Third grade students at this level can demonstrate expected progress towards reading grade level text with sufficient expression, phrasing, rate, and accuracy.	Third grade students at this level can demonstrate fluency by reading grade level text with purpose and understanding, including: • expression that reflects mood, pace, and tension most of the time; • consistently longer meaningful phrases and heeding all punctuation; • appropriate rate; • accuracy that includes self-correcting through context.

Grade: Third

Subject: Reading

Key Ideas and Details: demonstrates comprehension with text evidence

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level can: • correctly answer some questions about the text; • recount some ideas from the text; • identify characters and provide minimal descriptions.	A third grade student at this level can: • ask and answer basic who, what, where, when and why questions; • recount stories and determine the lesson, moral, or central message; • describe how characters change in response to major events and challenges in a story.	A third grade student at this level can: • ask and answer questions to demonstrate understanding of a text referring to the text as the basis for answers; • recount key ideas and events to demonstrate understanding of the text, including the lesson, moral, or central message and explain how it is conveyed through details in the text; • describe characters traits, motivations and feelings that contribute to major events and challenges in the story.	A third grade student at this level can: • ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; • recount key ideas and events to demonstrate understanding of the text, including the lesson, moral, or central message and explain how it is conveyed through key details in the text; • describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events in the story.

Grade: Third

Subject: Reading

Craft and Structure: determine meaning of unknown words and use text structures

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level can: • determine the meaning of words and phrases in a text; • understand that texts are told from a point of view.	A third grade student at this level can: • determine meaning of literal words and phrases; • identify their own point of view based on the text; • make general references to the text.	A third grade student at this level can: • determine meaning of literal and nonliteral words and phrases; • identify the point of view of the narrator or those of the characters; • refer to larger parts of a text (beginning, middle, and end) and describe and relate them to other parts of the text.	A third grade student at this level can: • distinguish between literal and nonliteral language to determine point of view and distinguish their own point of view from that of the narrator or those of the characters; • refer to specific parts of a text (chapters, stanzas, and scenes) and describe how they build on earlier sections.

Grade: Third

Subject: Reading

Integration of Knowledge and Ideas: compare and contrast story elements across texts

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level can: • identify some elements (characters, setting, plot or theme) of a text; • demonstrate understanding that the words in the text are related to the illustration on the page.	A third grade student at this level can: • identify the theme, setting and plot of a text by the same author; • identify the elements (characters, setting and plot) of an illustration in the text.	A third grade student at this level can: • make connections after identifying the theme, setting and plot of a text by the same author; • determine the relationship between the illustrations and the words in a text.	A third grade student at this level can: • make connections and comparisons about theme, setting or plot across texts by the same author; • explain how the illustrations in a text contribute to what is conveyed in the elements of the text (characters, setting, plot and theme).

Grade: Third

Subject: Reading

Key Ideas and Details: demonstrates comprehension with text evidence

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level can: • answer who, what, why, when, and how questions about the text or is unable to answer questions about a text.	A third grade student at this level can: • ask and answer who, what, why, when, and how questions to understand the purpose of the text; • identify the topic of a text and recount ideas, details and events.	A third grade student at this level can: • ask and answer questions to demonstrate understanding of a text and give evidence from the text; • determine the main idea of a text and recount details • recognize the relationship between historical events, scientific ideas or concepts, or steps in technical procedures	A third grade student at this level can: • ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; • determine the main idea of a text; recount the key details and explain how they support the main idea; • describe the relationship between historical events, scientific ideas or concepts, or steps in technical procedures by using language that pertains to time, sequence, and cause and effects.

Grade: Third

Subject: Reading

Craft and Structure: determine meaning of words and use text features

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to determine the meaning of unknown words in a text relevant to a grade three topic or subject area; uses limited text features	A third grade student at this level can: ● determine meaning of some general academic and domain-specific words in a text relevant to a grade 3 topic or subject area; ● use basic text features to locate information relevant to a given topic; ● identify the purpose of an informational text.	A third grade student at this level can: ● determine meaning of general academic and domain-specific words in a text relevant to a grade 3 topic or subject area; ● use grade- appropriate text features to locate information relevant to a given topic; ● identify the point of view of the author of a text.	A third grade student at this level can: ● determine meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; ● use grade-appropriate text features and search tools to locate information relevant to a given topic efficiently; ● distinguish their own point of view from that of the author of a text.

Grade: Third

Subject: Reading

Integration of Knowledge and Ideas: compare and contrast most important points across texts

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to explain how illustrations contribute to and clarify text or compare and contrast ideas from two texts on the same topic.	A third grade student at this level can: • explain how illustrations contribute to and clarify text; • compare or contrast ideas from two texts on the same topic.	A third grade student at this level can: • use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate some understanding (where, when); • identify the connection between particular sentences and paragraphs in a text (comparison, cause/effect and sequence of events); • compare and contrast ideas from two texts on the same topic.	A third grade student at this level can: • use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding (where, when, why, and how key events occur); • describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect and sequence of events); • compare and contrast the most important points and key details from two texts on the same topic.

Grade: Third

Subject: Reading

Determine or clarify meanings of unknown words and word relationships

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to determine or clarify meanings of unknown words and word relationships.	A third grade student at this level can: • with teacher guidance, determine and clarify meanings of words and phrases in isolation; • use some grade appropriate words and phrases.	A third grade student at this level can: • determine and clarify meanings of words and phrases using some strategies within a text; • distinguish between literal and nonliteral meanings of words and phrases; • apply knowledge of word relationships to real-life situations; • use grade appropriate words and phrases.	A third grade student at this level can: • independently determine and clarify meanings of words and phrases, choosing flexibly from an array of strategies within a text; • distinguish between literal and nonliteral meanings of words and phrases in context; • apply knowledge of word relationships to real-life situations; • accurately use grade appropriate words and phrases, specifically in relation to time and space; • distinguish shades of meaning among related words.

Grade: Third **Subject:** Writing

Structures Opinion Writing: develop a point of view and support with reasons

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level requires extensive support to be able to: • state an opinion; • give a reason for the opinion.	A third grade student at this level is able to construct an opinion piece that includes: • an introduction and/or closing about the topic or text they are writing about; • a statement of an opinion; • reasons that support the opinion.	A third grade student at this level is able to construct an opinion piece that is developed and organized with: • an introduction of a topic or text they are writing about; • a statement of an opinion; • reasons that support the opinion; • linking words and phrases; • a concluding statement or section. The student provides reasons that support the opinion but does not clearly support the opinion with elaborations, examples, or facts	A third grade student at this level is able to construct an opinion piece that is developed and organized with: • an introduction of a topic or text they are writing about; • a statement of an opinion; • reasons that support the opinion; • linking words and phrases; • a concluding statement or section. The student is able to provide more than one reason that clearly and appropriately supports the opinion with elaborations, examples, or facts.

Grade: Third **Subject:** Writing

Structures Informative Writing: examine a topic and convey information clearly

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level requires extensive support to be able to: • name a topic; • supply some facts about a topic.	A third grade student at this level is able to construct an informative piece that includes the following: • an introduction of a topic; • a topic developed with facts and definitions; • a concluding statement or section.	A third grade student at this level is able to construct an informative piece that is developed and organized with: • an introduction of a topic; • development of a topic with facts, definitions, and details; • a concluding statement or section. The student shows evidence of some but not all of the following: • information grouped together; • illustrations useful to aiding comprehension; • linking words and phrases.	A third grade student at this level is able to construct an informative piece that is developed and organized with: • an introduction of a topic; • development of a topic with facts, definitions, and details; • a concluding statement or section; • information grouped together; • illustrations useful to aiding comprehension; • linking words and phrases.

Grade: Third **Subject:** Writing

Structures Narrative Writing: develop a real or imagined experience or event

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level requires extensive support to construct a narrative.	A third grade student at this level is able to construct a narrative that is developed with: • a beginning that identifies the character, setting, and event; • details to describe actions, thought, and feelings; • words that signal event order; • an attempt to end the story.	A third grade student at this level is able to construct a narrative that is developed with: • an established situation and introduction of a narrator and/or characters; • organized event sequences; • some use of dialogue and descriptions of actions, thoughts, and feelings; • words and phrases that signal event order; • an ending that provides a sense of closure.	A third grade student at this level is able to construct a narrative that is developed with: • an established situation and introduction of a narrator and/or characters; • organized event sequences that unfold naturally; • effective use of dialogue and descriptions of actions, thoughts, and feelings; • words and phrases that signal event order; • an ending that provides natural closure.

Grade: Third **Subject:** Writing

Uses research to build and present knowledge

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level requires extensive support to participate in shared research.	A third grade student at this level can: • participate in shared research; • use provided question and resources to record information.	A third grade student at this level can: • engage in independent and shared research; • use multiple sources; • recall relevant information from experiences; • take notes from sources.	A third grade student at this level can: • engage in independent and shared inquiry and research; • use multiple and varied print and digital sources; • recall relevant information from experiences; • take notes from sources and sort into appropriate categories.

Grade: Third **Subject:** Writing

Revises, edits, and publishes writing, utilizing technology when appropriate

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level does not edit or revise writing.	A third grade student at this level can: • begin to edit or revise writing with teacher support.	A third grade student at this level can: • edit or revise writing with peers in addition to teacher support; • use technology to produce and publish writing.	A third grade student at this level can: • focus on a topic and strengthen writing by revising and editing using feedback from teacher and peers; • use technology to produce and publish writing as well as to interact and collaborate with others.

Grade: Third **Subject:** Writing

Demonstrates command of language, spelling, and conventions through writing

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level requires extensive support to use or cannot identify or use rules and conventions of standard English.	A third grade student at this level can identify and use <i>some</i> of the following <i>in isolation</i> : • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.	A third grade student at this level can communicate effectively in writing by applying rules and conventions regarding <i>some</i> of the following: • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.	A third grade student at this level can communicate effectively in writing by applying rules and conventions regarding: • parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, and conjunctions; • sentence structure; • mechanics, including capitalization, punctuation, and spelling.

Grade: Third

Subject: Speaking and Listening

Clearly communicates ideas orally

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.	A third grade students at this level can: • participate in one-on-one and collaborative discussions with diverse partners; • recall information from diverse presentations; • ask or answer questions about information from a speaker when prompted; • report on a topic or text, tell a story, or recount an experience without speaking clearly; • create audio recordings of stories or poems. • Conveys information in complete sentences and fragments when prompted.	A third grade students at this level can: • engage in one-on-one and collaborative discussions with diverse partners; • determine the main ideas of diverse presentations; • ask or answer questions about information from a speaker; • report on a topic or text, tell a story, or recount an experience speaking clearly when prompted; • create audio recordings of stories or poems that demonstrate fluent reading at an understandable pace, adding visual displays; • convey information in complete sentences.	A third grade students at this level can: • engage effectively in one-on-one and collaborative discussions with diverse partners; • determine the main ideas and details in diverse presentations; • ask and answer appropriate questions about information from a speaker; • report on a topic or text, tell a story, or recount an experience while speaking clearly; • create engaging audio recordings of stories or poems that consistently demonstrate fluent reading at an understandable pace, appropriately adding visual displays. • convey clarification and details while speaking in complete sentences.

Grade: Third

Subject: Mathematics

Represent and solve problems involving multiplication and division.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to represent and solve problems involving multiplication and division.	A third grade student at this level can: • use repeated addition, and picture models to solve multiplication problems; • determine whether a group of objects can be divided into equal groups to solve division problems.	A third grade student at this level can use whole numbers to: • interpret and represent products; • interpret and represent quotients.	A third grade student at this level can use whole numbers to: • interpret and represent products; • interpret and represent quotients; • use multiplication and division within 100 to solve word problems involving equal groups, arrays and measurement; • determine the unknown number in a multiplication or division equation.

Grade: Third

Subject: Mathematics

Understand properties of multiplication and the relationship between multiplication and division.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to understand properties of multiplication and the relationship between multiplication and division.	A third grade student at this level can: • recognize there is a relationship between multiplication and division.	A third grade student at this level can: • apply the commutative property as a strategy to multiply; • relate multiplication and division in order to solve a problem by using fact families	A third grade student at this level can: • apply properties of operations (commutative, associative, distributive) as strategies to multiply and divide; • demonstrate understanding of division as an unknown-factor problem.

Grade: Third

Subject: Mathematics

Multiply and divide within 100.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to efficiently multiply and divide within 100.	A third grade student at this level: • uses some strategies to multiply and divide within 100; • knows from memory some products of two one-digit numbers.	A third grade student at this level: • can effectively use strategies to multiply and divide within 100; • knows from memory most products of two one-digit numbers.	A third grade student at this level: • can fluently multiply and divide within 100, using efficient strategies such as relationship between multiplication and division or properties of operations; • knows from memory all products of two one-digit numbers; • demonstrates accuracy, efficiency, and flexibility with multiplication and division.

Grade: Third

Subject: Mathematics

Solve problems involving the four operations, and identify and explain patterns.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to solve word problems.	A third grade student at this level can: • solve one step word problems using the four operations; • represent one step word problems using drawings, equations, or symbols.	A third grade student at this level can: • solve two-step word problems using some of the four operations; • represent two step word problems using drawings, equations, or symbols.	A third grade student at this level can: • solve two-step word problems using the four operations; • represent two step word problems using equations with a letter representing an unknown quantity; • assess reasonableness of answers using mental math and estimation strategies; • identify and explain arithmetic patterns using properties of operations.

Grade: Third

Subject: Mathematics

Use place value and properties of operations to perform multi-digit arithmetic.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The third grade student is unable to use place value and properties of operations to perform multi-digit arithmetic.	A third grade student at this level can: • use place value to round whole numbers to the nearest 10; • add and subtract within 100 using concrete models, drawings, and place value strategies.	A third grade student at this level can: • use place value to round whole numbers to the nearest 10 or 100; • add and subtract within 1,000 using concrete models, drawings, and place value strategies.	A third grade student at this level can: • use place value to round whole numbers to the nearest 10 and 100; • fluently add and subtract within 1000 using place value strategies, properties of operations, and/or the relationship between addition and subtraction; • multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using place value strategies and properties of operations.

Grade: Third

Subject: Mathematics

Develop understanding of fractions as numbers

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A student at this level is unable to demonstrate understanding of fractions as numbers.	A third grade student at this level can: • identify fractions as part of a partitioned whole; • partition shapes into parts, but the parts may be unequal.	A third grade student at this level can: • identify fractions as part of a partitioned whole; • partition shapes into parts with equal areas; • express whole numbers as fractions; • identify fractions on a number line; • use visual representations to compare fractions of a whole and identify equivalent fractions.	A third grade student at this level can: • identify fractions as part of a partitioned whole; • partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole; • express whole numbers as fractions and recognize fractions that are equivalent to whole numbers; • identify and represent fractions on a number line; • identify and generate simple equivalent fractions; • use $>$, $<$, $=$ to compare two fractions with the same numerator or the same denominator by reasoning about their size.

Grade: Third

Subject: Mathematics

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student at this level is unable to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	A third grade student at this level can: ● tell and write time to the nearest five minutes; ● measure time intervals in whole hours.	A third grade student at this level can: ● tell and write time to the nearest minute ● measure time intervals in minutes when the start time is known and the end time is unknown; ● measure and estimate liquid volume and masses using grams, kilograms, and liters;	A third grade student at this level can: ● tell and write time to the nearest minute; ● measure time intervals in minutes when the start time, end time, or elapsed time is unknown; ● measure and estimate liquid volume and masses using grams, kilograms, and liters; ● solve one step problems using the four operations involving mass and volume.

Grade: Third

Subject: Mathematics

Represent and interpret data

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
The third grade student at this level is unable to complete and interpret picture graphs and bar graphs.	A third grade student at this level is able to: • complete supplied picture graphs and bar graphs using given data; • interpret basic information from given picture graphs and bar graphs; • generate measurement data by measuring lengths to the nearest whole inch using appropriately marked rulers.	A third grade student at this level is able to: • draw a picture graph and bar graph with a scale of 1 to represent a data set with several categories; • solve one step problems using information presented in graphs; • generate measurement data by measuring lengths to the nearest half or whole inch using appropriately marked rulers; • show measurement data by making a line plot, using whole numbers and halves.	A third grade student at this level is able to: • draw a scaled picture graph and scaled bar graph to represent a data set with several categories; • solve one and two step problems using information presented in graphs; • generate measurement data by measuring lengths to the nearest fourth, half, or whole inch using appropriately marked rulers; • show measurement data by making a line plot, using whole numbers, halves, or fourths.

Grade: Third

Subject: Mathematics

Understand concepts of area and relate area to multiplication and to addition.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A student at this level is unable to demonstrate an understanding of area.	A third grade student at this level is able to: • demonstrate an understanding of area as the space inside of a plane figure; • measure area by counting same size squares to find the total number of squares.	A third grade student at this level is able to: • recognize area as an attribute of plane figures measured in square units without overlaps or gaps; • measure areas of rectangular figures by counting unit squares; • use addition and multiplication to find area.	A third grade student at this level is able to: • recognize area as an attribute of plane figures measured in square units without overlaps or gaps; • measure areas of rectilinear figures by counting unit squares; • use addition and multiplication to find area to solve problems; • use tiling to represent the distributive property when finding area; • find areas of rectilinear figures by decomposing them into non overlapping rectangles and adding the areas to solve problems.

Grade: Third

Subject: Mathematics

Recognize perimeter as an attribute of plane figures.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A student at this level is unable to find the perimeter of a polygon.	A third grade student at this level is able to: • find the perimeter of a polygon.	A third grade student at this level is able to: • find the perimeter of a polygon; • find an unknown side length of a polygon when given the perimeter and the length of all but one side.	A third grade student at this level is able to: • solve problems involving perimeters of polygons; • find an unknown side length of a polygon when given the perimeter; • represent rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade: Third

Subject: Mathematics

Reason with shapes and their attributes.

1: Little to no progress toward meeting end of year grade level standards with extensive support	2: Less than expected progress toward meeting end of year grade level standards with increased support	3: Expected progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
A third grade student is unable to reason with shapes and their attributes.	A third grade student at this level is able to: ● recognize and draw shapes that have specific attributes; ● identify the attributes of shapes; ● identify quadrilaterals.	A third grade student at this level is able to: ● understand that shapes in different categories may share attributes; ● recognize that shapes can be categorized based on their attributes; ● recognize rhombuses, rectangles, and squares as examples of quadrilaterals.	A third grade student at this level is able to: ● classify shapes into different categories based on shared attributes; ● recognize that shapes can be put into multiple categories based on their attributes; ● recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong in these subcategories.

