

Grade 3 Progress Report 2016-2017

Mathematics	December	March	June
<p><b>Adds, subtracts, multiplies, and divides numbers with automaticity</b></p>	<p><b>M:</b> Student adds and subtracts within 20. Addition 14 to 22. Subtraction 12 to 19.</p>	<p><b>M:</b> Student adds and subtracts within 20. Addition 19 to 27. Subtraction 14 to 22. Student multiplies and divides within 100. Multiplication 13 to 20. Division 7 to 13.</p>	<p><b>M:</b> Student adds and subtracts within 20. Addition 20 to 29. Subtraction 16 to 23. Student multiplies and divides within 100. Multiplication 13 to 21. Division 11 to 20.</p>
	<p><b>P:</b> Student adds and subtracts within 20. Addition 10 to 13. Subtraction 8 to 11.</p>	<p><b>P:</b> Student adds and subtracts within 20. Addition 13 to 18. Subtraction 10 to 13. Student multiplies and divides within 100. Multiplication 7 to 12. Division 3 to 6.</p>	<p><b>P:</b> Student adds and subtracts within 20. Addition 14 to 19. Subtraction 11 to 15. Student multiplies and divides within 100. Multiplication 9 to 12. Division 5 to 10.</p>
<p><b>Identifies and explains place value patterns in our number system</b></p>	<p><b>M:</b> Student consistently reads, writes and compares multi-digit numbers to 1000. Student consistently identifies and explains arithmetic patterns using properties of operations.</p>	<p><b>M:</b> 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>	<p><b>M:</b> 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>
	<p><b>P:</b> Student inconsistently reads, writes and compares multi-digit numbers to 1000. Student inconsistently identifies and explains arithmetic patterns using properties of operations.</p>	<p><b>P:</b> 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>	<p><b>P:</b> 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>

<p><b>Uses properties of operations to compute and estimate with multi-digit numbers</b></p>	<p><b>M:</b> Student consistently adds and subtracts using a variety of strategies including the properties of operations within a 1000. Student consistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student solves two step word problems using addition and subtraction.</p>	<p><b>M:</b> Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations within a 1000. Student consistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student consistently solves two step word problems using the four operations.</p>	<p><b>M:</b> Student consistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations within a 1000. Student consistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student consistently solves two step word problems using the four operations.</p>
	<p><b>P:</b> Student inconsistently adds and subtracts using a variety of strategies including the properties of operations within a 1000. Student inconsistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student inconsistently solves two step word problems using addition and subtraction.</p>	<p><b>P:</b> Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student inconsistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student inconsistently solves two step word problems using the four operations.</p>	<p><b>P:</b> Student inconsistently adds, subtracts, multiplies and divides using a variety of strategies including properties of operations. Student inconsistently uses place value understanding to round whole numbers to the nearest 10 or 100. Student inconsistently solves two step word problems using the four operations.</p>
<p><b>Understands a fraction as equal parts of a whole</b></p>	<p>N/A</p>	<p><b>M:</b> Student consistently identifies fractions as equal parts of a whole and represent them with models and number lines. Student consistently explains equivalence of fractions and compares fractions by reasoning about size.</p>	<p><b>M:</b> Student consistently identifies fractions as equal parts of a whole and represent them with models and number lines. Student consistently explains equivalence of fractions and compares fractions by reasoning about size.</p>
		<p><b>P:</b> Student inconsistently identifies fractions as equal parts of a whole and represents them with models and number lines. Student inconsistently explains equivalence of fractions and compares fractions by reasoning about size.</p>	<p><b>P:</b> Student inconsistently identifies fractions as equal parts of a whole and represents them with models and number lines. Student inconsistently explains equivalence of fractions and compares fractions by reasoning about size.</p>

<p><b>Solves problems using measurement</b></p>	<p>N/A</p>	<p>N/A</p>	<p><b>M:</b> Student consistently estimates and measures length, weight, and capacity using standard and nonstandard units and solves one step word problems involving weight and capacity using all four operations. Student consistently relates perimeter and area to addition and multiplication. Student consistently tells and writes time and solves word problems involving addition and subtraction of time intervals to the minute. Student consistently represents and interprets data in a variety of ways.</p>
			<p><b>P:</b> Student inconsistently estimates and measures length, weight, and capacity using standard and nonstandard units and solves one step word problems involving weight and capacity using all four operations. Student inconsistently relates perimeter and area to addition and multiplication. Student inconsistently tells and writes time and solves word problems involving addition and subtraction of time intervals to the minute. Student inconsistently represents and interprets data in a variety of ways.</p>
<p><b>Reasons with shapes and their attributes</b></p>	<p>N/A</p>	<p>N/A</p>	<p><b>M:</b> Student consistently describes, categorizes and compares shapes based upon measurement and attributes. Student solves real world problems involving perimeters of polygons. Student consistently identifies and constructs a variety of quadrilaterals.</p>

<p><b>Reasons with shapes and their attributes (cont.)</b></p>			<p><b>P:</b> Student inconsistently describes, categorizes and compares shapes based upon measurement and attributes. Student inconsistently solves real world problems involving perimeters of polygons. Student inconsistently identifies and constructs a variety of quadrilaterals.</p>
<p><b>Constructs viable arguments and justifies reasoning within problem solving</b></p>	<p><b>M:</b> 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.</p>	<p><b>M:</b> 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.</p>	<p><b>M:</b> 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.</p>
	<p><b>P:</b> Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.</p>	<p><b>P:</b> Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.</p>	<p><b>P:</b> Student inconsistently defends reasoning using models to relate a strategy to a written method and explains why solutions are accurate. Student inconsistently estimates to determine reasonableness of answers. Student inconsistently questions the reasoning of others.</p>

July 2016