## Math and Science Grade 3 Progress Report Rubric

| Mathematics | December | March | June |
|---|---|---|---|
| Adds and subtracts numbers with automaticity | **M**: Students will consistently add and subtract within 20, completing between 14-20 problems per minute. | **M**: Students will consistently add and subtract within 20, completing between 17-25 problems per minute. | **M**: Students will consistently add and subtract within 20, completing between 18-26 problems per minute. |
| | **P**: Students will add and subtract within 20, completing between 10-13 problems per minute. | **P**: Students will add and subtract within 20, completing between 13-16 problems per minute. | **P**: Students will add and subtract within 20, completing between 14-17 problems per minute. |
| Multiplies and divides numbers with automaticity | **M:** 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:** Students will consistently multiply and divide within 100, completing between 14-19 problems per minute. Students will consistently use a variety of strategies to multiply and divide numbers within 100. | **M:** Students will consistently multiply and divide within 100, completing between 16-20 problems per minute. Students will consistently use a variety of strategies to multiply and divide numbers within 100. |
| | **P:** 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:** Students will multiply and divide within 100, completing between 8-13 problems per minute. Students will inconsistently use a variety of strategies to multiply and divide numbers within 100. | **P:** Students will multiply and divide within 100, completing between 11-15 problems per minute. Students will inconsistently use a variety of strategies to multiply and divide numbers within 100. |
| Identifies and explains place value patterns in our number system | **M:** Students will consistently read, write and compare multi-digit numbers to 1000. Students will consistently identify and explain arithmetic patterns using properties of operations. | **M:** Students will consistently read, write and compare multi-digit numbers to 1000. Students will consistently identify and explain arithmetic patterns using properties of operations. Students will consistently multiply one digit whole numbers by multiples of 10 in the range of 10-90. | **M:** Students will consistently read, write and compare multi-digit numbers to 1000. Students will consistently identify and explain arithmetic patterns using properties of operations. Students will consistently multiply one digit whole numbers by multiples of 10 in the range of 10-90. |
| | **P:** Students will inconsistently read, write and compare multi-digit numbers to 1000. Students will inconsistently identify and explain arithmetic patterns using properties of operations. | P: Students will inconsistently read, write and compare multi-digit numbers to 1000. Students will inconsistently identify and explain arithmetic patterns using properties of operations. Students will inconsistently multiply one digit whole numbers by multiples of 10 in the range of 10-90. | **P:** Students will inconsistently read, write and compare multi-digit numbers to 1000. Students will inconsistently identify and explain arithmetic patterns using properties of operations. Students will inconsistently multiply one digit whole numbers by multiples of 10 in the range of 10-90. |
| Applies properties of operations to compute and estimate with multi-digit numbers | **M:** Students consistently add and subtract using a variety of strategies including the properties of operations within a 1000. Students will consistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will solve two step word problems using addition and subtraction. | **M:** Students will consistently add, subtract, multiply and divide using a variety of strategies including properties of operations within a 1000. Students will consistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will solve two step word problems using the four operations. | **M:** Students will consistently add, subtract, multiply and divide using a variety of strategies including properties of operations within a 1000. Students will consistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will solve two step word problems using the four operations. |
| | **P:** Students inconsistently add and subtract using a variety of strategies including the properties of operations within a 1000. Students will inconsistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will inconsistently solve two step word | **P:** Students will inconsistently add, subtract, multiply and divide using a variety of strategies including properties of operations. Students will inconsistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will inconsistently solve two step word problems using the four operations. | **P:** Students will inconsistently add, subtract, multiply and divide using a variety of strategies including properties of operations. Students will inconsistently use place value understanding to round whole numbers to the nearest 10 or 100. Students will inconsistently solve two step word problems using the four |

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| | problems using addition and subtraction. | | operations. |
| Understands a fraction is equal parts of a whole | **N/A** | **M:** Students will consistently identify fractions as equal parts of a whole and represent them with models and number lines. Students consistently compare two fractions with the same numerator or denominator by reasoning about their size. | **M:** Students will consistently identify fractions as equal parts of a whole and represent them with models and number lines. Students consistently compare two fractions with the same numerator or denominator by reasoning about their size. |
| | | **P**: Students will inconsistently identify fractions as equal parts of a whole and represent them with models and number lines. Students inconsistently compare two fractions with the same numerator or denominator by reasoning about their size. | **P:** Students will inconsistently identify fractions as equal parts of a whole and represent them with models and number lines. Students inconsistently compare two fractions with the same numerator or denominator by reasoning about their size. |
| Solves problems using measurement | **N/A** | **N/A** | **M:** Students consistently measure and estimate length, weight, and capacity using standard and non-standard units. Students consistently relate perimeter and area to addition and multiplication. Students consistently tell and write time and solve word problems involving addition and subtraction of time intervals to the minute. Students will consistently represent and interpret data in a variety of ways. |
| | | | **P:** Students will inconsistently measure and estimate length, weight, and capacity using standard and non-standard units. Students will inconsistently relate perimeter and area to addition and multiplication. Students will inconsistently tell and write time and solve word problems involving addition and subtraction of time intervals to the minute. Students will inconsistently represent and interpret data in a variety of ways. |
| Reasons with shapes and their attributes | **N/A** | **N/A** | **M:** Students will consistently describe, categorize and compare shapes based upon measurement and attributes. Students will solve real world problems involving perimeters of polygons. |
| | | | **P:** Students will inconsistently describe, categorize and compare shapes based upon measurement and attributes. Students will inconsistently solve real world problems involving perimeters of polygons. |
| Constructs viable arguments and | **M:** Students will consistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will consistently estimate to determine | **M:** Students will consistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will consistently estimate to determine reasonableness | **M:** Students will consistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will consistently estimate to determine reasonableness |

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| justifies reasoning within problem solving | reasonableness of answers. Students will consistently question the reasoning of others. | of answers. Students will consistently question the reasoning of others. | of answers. Students will consistently question the reasoning of others. |
| | **P:** Students will inconsistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers. Students will inconsistently question the reasoning of others. | **P:** Students will inconsistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers. Students will inconsistently question the reasoning of others. | **P:** Students will inconsistently defend their reasoning using models to relate a strategy to a written method and explain why their solutions are accurate. Students will inconsistently estimate to determine reasonableness of answers. Students will inconsistently question the reasoning of others. |
| Effort | **M:** Students will consistently work independently and collaboratively with minimal assistance. Students will consistently attend to precision. | **M:** Students will consistently work independently and collaboratively with minimal assistance. Students will consistently attend to precision. | **M:** Students will consistently work independently and collaboratively with minimal assistance. Students will consistently attend to precision. |
| | **P:** Students will inconsistently work independently and collaboratively with assistance. Students will inconsistently attend to precision. | **P:** Students will inconsistently work independently and collaboratively with assistance. Students will inconsistently attend to precision. | **P:** Students will inconsistently work independently and collaboratively with assistance. Students will inconsistently attend to precision. |

## Math and Science Grade 3 Progress Report Rubric

| Science | December | March | June |
|---|---|---|---|
| Understands scientific concepts, facts, principles and methods | **M:** Consistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. | **M:** Consistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. | **M:** Consistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. |
| | **P:** Inconsistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. | **P:** Inconsistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. | **P:** Inconsistently describes: sorts and classifies properties of matter to conduct simple investigations; the adaptation of plants and animals to their environment; and the impact humans have on Earth's resources. |
| Observes, questions and problem solves using appropriate vocabulary | **M:** Accurately makes and records observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. | **M:** Accurately makes and records observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. | **M:** Accurately makes and records observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. |
| | **P:** Shows inconsistent accuracy when making and recording observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. | **P:** Shows inconsistent accuracy when making and recording observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. | **P:** Shows inconsistent accuracy when making and recording observations and predictions when conducting simple investigations of properties of matter and the adaptations of living things. |
| Records, interprets and communicates scientific data | **M:** Consistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. | **M:** Consistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. | **M:** Consistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. |
| | **P:** Inconsistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. | **P:** Inconsistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. | **P:** Inconsistently analyzes, presents observations using words, graphs and drawings and makes conclusions based on patterns found in the data. |
| Effort | **M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision. | **M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision. | **M:** Students will usually work independently and collaboratively with minimal assistance. Students will consistently attend to precision. |
| | **P:** Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision. | **P:** Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision. | **P:** Students will often work independently and collaboratively with assistance. Students will inconsistently attend to precision. |