

# Mathematics

## Number Sense

### Read, write, and compare whole numbers to 10,000.

- 1.1 Count, read, and write whole numbers to 10,000  
 1.2 Compare and order whole numbers to 10,000

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>count and read whole numbers to 100,000 and above,</li> <li>write numbers to 100,000 in standard, expanded, and word form,</li> <li>use inequality symbols to compare numbers to 100,000 and above,</li> <li>order groups of whole numbers to 100,000 and above.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>count and read whole numbers to 10,000,</li> <li>write numbers to 10,000 in standard, expanded, and word form,</li> <li>use inequality symbols to compare numbers to 10,000,</li> <li>order groups of whole numbers to 10,000.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>count and read whole numbers to 10,000,</li> <li>write numbers to 1,000 in standard, expanded, and word form,</li> <li>use inequality symbols to compare numbers to 1,000,</li> <li>order groups of whole numbers to 1,000 and above.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>count and read whole numbers to 1,000,</li> <li>write numbers to 1,000 in standard, expanded, and word form,</li> <li>use inequality symbols to compare numbers to 1,000,</li> <li>order groups of whole numbers to 1,000.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may be unable to:</p> <ul style="list-style-type: none"> <li>count and read whole numbers to 1,000,</li> <li>write numbers to 1,000 in standard, expanded, and word form,</li> <li>use inequality symbols to compare numbers to 1,000,</li> <li>order groups of whole numbers to 1,000.</li> </ul>

<b>Identify the place value of each digit in numbers to 10,000.</b>				
1.3 Identify the place value of each digit in numbers to 10,000.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify the place and value of each digit in numbers to 100,000 and above.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify the place and value of each digit in numbers to 10,000 or above.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>identify the place and value of each digit in numbers to 1,000.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>identify the place and value of each digit in numbers to 100.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>identify the place and value of each digit in numbers to 100.</li> </ul>

**Round off numbers to 10,000 to the nearest ten, hundred, and thousand.**

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• round off numbers to 100,000 or above to the nearest ten, hundred, thousands, and ten thousands place,</li> <li>• round to the nearest hundred dollar or above for three-digit numbers,</li> <li>• estimate differences and sums by rounding numbers.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• round off numbers to 10,000 or above to the nearest ten, hundred, and thousand , ten thousands place,</li> <li>• round to the nearest hundred dollar or above for three-digit numbers,</li> <li>• estimate differences and sums by rounding numbers.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• round off numbers to 1,000 to the nearest ten, hundred, and thousand place,</li> <li>• round to the nearest ten dollar or ten cents for two-digit numbers,</li> <li>• round to the nearest hundred dollar for three-digit numbers.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• round off numbers to 100 to the nearest ten and hundreds place,</li> <li>• round to the nearest ten dollar or ten cents for two-digit numbers.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• round off numbers to 100 to the nearest ten and hundreds place,</li> <li>• round to the nearest ten dollar or ten cents for two-digit numbers.</li> </ul>

**Add and subtract whole numbers between 0 and 10,000.**

2.1 Find the sum or differences of two whole numbers between 0 and 10,000.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• find the sum or difference of two whole numbers between 0 and 100,000 or above,</li> <li>• find the sum of two four- digit addends,</li> <li>• add three or more addends,</li> <li>• regroup ones, tens, hundreds, thousands and ten thousands or above in addition and subtraction,</li> <li>• regroup ones, tens , hundreds, thousands, and ten thousands or above across zero in subtraction.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• find the sum or difference of two whole numbers between 0 and 10,000 or above,</li> <li>• find the sum of two four- digit addends,</li> <li>• add three or more addends,</li> <li>• regroup ones, tens, hundreds, and thousands in addition and subtraction,</li> <li>• regroup ones, tens , hundreds, and thousands across zero in subtraction.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• find the sum or difference of two whole numbers between 0 and 1,000,</li> <li>• find the sum of two four- digit addends,</li> <li>• add three or more addends,</li> <li>• regroup ones, tens, hundreds, and thousands in addition and subtraction,</li> <li>• regroup ones, tens, and hundreds across zero in subtraction.</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• find the sum or difference of two whole numbers between 0 and 100,</li> <li>• find the sum of two three- digit addends,</li> <li>• add three or more addends,</li> <li>• regroup ones and tens in addition and subtraction.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• find the sum or difference of two whole numbers between 0 and 100,</li> <li>• find the sum of two three- digit addends,</li> <li>• add three or more addends,</li> <li>• regroup ones and tens in addition and subtraction.</li> </ul>

Rubric has not changed – continue to work towards proficiency.

Number Sense - Third Grade, Second Quarter

**Memorize the multiplication tables for numbers between 1 and 10.**

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• understand multiplication is repeat addition,</li> <li>• memorize to automaticity the following facts: 0, 1, 2, 3, 5, 10s.</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• understand multiplication is repeat addition,</li> <li>• memorize to automaticity the following facts: 0, 1, 2, 5, 10s.</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• understand multiplication is repeat addition,</li> <li>• memorize the following facts: 0, 1, 2, 5, 10s.</li> </ul>	<p>Student often <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• understand multiplication is repeat addition,</li> <li>• memorize the following facts: 0, 1, 2.</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support</b>, student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• understand multiplication is repeat addition,</li> <li>• memorize the following facts: 0, 1, 2.</li> </ul>

<b>Solve simple problems involving multiplication and division of multidigit numbers by one-digit numbers.</b>				
2.4	Solve simple problems involving multiplication of multidigit numbers by one digit numbers			
2.5	Solve division problems in which a multidigit number evenly divided by a one digit number			
Standard not taught during first grading period.				

**Add and subtract simple fractions.**

3.2 Add and subtract simple fractions

Standard not taught during second grading period.

## Algebra and Functions

<b>Recognize and use the commutative and associative properties of multiplication.</b>				
1.5 Recognize and use the commutative and associative properties of multiplication				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often <b>exceeds</b> the grade level standards and produces work that demonstrates a <b>thorough</b> knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• memorize to automaticity the following facts: 0, 1, 2, 3, 5, 10s.</li> <li>• understand and use the commutative property of multiplication to solve problems</li> <li>• understand and use the associative property of multiplication to solve problems</li> </ul>	<p>Student regularly demonstrates <b>proficient</b> performance of the grade level standards and produces work that demonstrates <b>adequate</b> knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• memorize to automaticity the following facts: 0, 1, 2, 5, 10s.</li> <li>• understand and use the commutative property of multiplication to solve problems</li> </ul>	<p>Student often demonstrates <b>basic</b> performance on grade level standards and produces work that demonstrates <b>partial</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student often demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• memorize the following facts: 0, 1, 2, 5, 10s.</li> <li>• use the commutative property of multiplication to solve problems</li> </ul>	<p>Student often demonstrates <b>below basic</b> performance on grade level standards and produces work that demonstrates a <b>limited</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student may demonstrate <b>limited</b> ability to:</p> <ul style="list-style-type: none"> <li>• memorize the following facts: 0, 1, 2.</li> <li>• use the commutative property of multiplication to solve problems</li> </ul>	<p>Student is <b>not meeting grade level</b> standards and produces work that demonstrates <b>little</b> knowledge of grade level standards.</p> <p><b>With direct instruction and teacher support,</b> student <b>may be unable</b> to:</p> <ul style="list-style-type: none"> <li>• memorize the following facts: 0, 1, 2.</li> <li>• use the commutative property of multiplication to solve problems</li> </ul>

## Measurement and Geometry

**Find the perimeter of a figure with three or more sides.**

1.3 Find the perimeter of a polygon with integer sides

Standard not taught during second grading period.

**Identify, describe, and classify the attributes of geometric shapes and solids.**

2.1 Identify, describe, and classify the polygons.

2.2 Identify attributes of triangles.

2.3 Identify attributes of quadrilaterals.

Standard not taught during second grading period.

## Statistics, Data Analysis, and Probability

**Summarize and display the results of data collection.**

1.3 Summarize and display the results of probability experiments in a clear and organized way.

Standard not taught during second grading period.