

Grade 3 Math Scoring Rubric

FLUENCY

Essential Standard: Fluently multiplies and divides within 100

STANDARDS ADDRESSED:

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.OA.5 Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*

3.OA.6 Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \cdot 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to multiply within 50 even with prompting and support.
Consistent Progress toward Standard (C)	With prompting and support, multiplies within 50 using doubling, halving, and commutative understanding.
Meeting Standard (M)	Fluently multiplies within 50 using doubling, halving, and commutative understanding.
Exceeding Standard (E)	Fluently multiplies and divides within 50 using doubling, halving, commutative understanding, and the relationship between multiplication and division.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Multiplies within 50 using repeated addition.
Consistent Progress Toward Standard (C)	Fluently multiplies within 50 using doubling, halving, and commutative understanding. With prompting and support can multiply and divide within 50 using the relationship between multiplication and division.
Meeting the Standard (M)	Fluently multiplies and divides within 50 using doubling, halving, commutative understanding, and the relationship between multiplication and division.
Exceeding the Standard (E)	Fluently multiplies and divides within 100 using doubling, halving, commutative understanding, and the relationship between multiplication and division.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Multiplies within 50 using doubling. With prompting and support divides, within 50 using repeated subtraction.
Consistent Progress Toward Standard (C)	Fluently multiplies and divides within 50 using doubling, halving, commutative understanding and the relationship between multiplication and division. With prompting and support, can multiply and divide within 100 using appropriate efficient strategies based on the numbers.
Meeting the Standard (M)	Fluently multiplies and divides within 100 using appropriate efficient strategies based on the numbers.
Exceeding the Standard (E)	Fluently multiplies and divides beyond 100 using efficient strategies based on the numbers.

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FLUENCY

Essential Standard: Fluently adds and subtracts within 1,000

STANDARDS ADDRESSED:

- 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

First Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, adds within 100.
Consistent Progress Toward Standard (C)	With prompting and support, adds within 500.
Meeting the Standard (M)	Fluently adds within 500.
Exceeding the Standard (E)	Fluently adds and subtracts within 500.

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	Adds within 100.
Consistent Progress Toward Standard (C)	Fluently adds within 500. With prompting and support, subtracts within 500.
Meeting the Standard (M)	Fluently adds and subtracts within 500.
Exceeding the Standard (E)	Fluently adds and subtracts within 1,000.

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	Fluently adds with 100. With prompting and support, subtracts within n100.
Consistent Progress Toward Standard (C)	Fluently adds within 1000. With prompting and support, subtracts within 1,000.
Meeting the Standard (M)	Fluently adds and subtracts within 1,000.
Exceeding the Standard (E)	Fluently adds and subtracts beyond 1,000.

OPERATIONS & ALGEBRAIC THINKING

Essential Standard: Represents and solves all multiplication and division word problem situations within 100

STANDARDS ADDRESSED:

- 3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \cdot 7$ as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as $5 \cdot 7$.*
- 3.OA.2 Interprets whole number quotients of whole numbers, e.g. interprets $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each
- 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- 3.OA.6 Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*
- 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*
- 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80) using strategies based on place value and properties of operations.

First Trimester: Benchmarks - Not assessed

¹ See Glossary, Table 2.

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Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, represents and solves multiplication word problem situations within 50 involving equal groups.
Consistent Progress Toward Standard (C)	Represent and solves multiplication word problem situations within 100 involving equal groups. With prompting and support, solves multiplication word problem situations within 100 involving arrays.
Meeting the Standard (M)	Represents and solves multiplication word problem situations within 100 involving equal groups and arrays.
Exceeding the Standard (E)	Represents and solves multiplication word problem situations within 100 involving equal groups, arrays and measurement quantities.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents and solves multiplication word problem situations within 100 involving equal groups and arrays. May or may not be able to solve some division word problem situations.
Consistent Progress Toward Standard (C)	Represent and solves multiplication word problem situations within 100 involving equal groups, arrays and measurement. With prompting and support, represents and solves division word problem situations within 100.
Meeting the Standard (M)	Represents and solves all multiplication and division word problems situations within 100 involving equal groups, arrays and measurement quantities.
Exceeding the Standard (E)	Represents and solves multiplication and division word problems situations beyond 100 involving equal groups, arrays and measurement quantities.

OPERATIONS & ALGEBRAIC THINKING

Essential Standard: Represents and solves two step word problems involving the four operations (+, -, x, ÷)

STANDARDS ADDRESSED:

- 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80) using strategies based on place value and properties of operations.

First Trimester: Benchmarks
Not assessed in this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to solve 2-step problems, even with prompting and support.
Consistent Progress Toward Standard (C)	With prompting and support, represents and solves 2-step word problems involving addition and multiplication.
Meeting the Standard (M)	Represents and solves 2-step word problems involving addition and multiplication.
Exceeding the Standard (E)	Represents and solves 2-step word problems involving the 4 operations.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, represents and solves 2-step problems involving addition and multiplication..
Consistent Progress Toward Standard (C)	Represents and solves 2-step word problems involving addition and multiplication. With support, represents and solves 2-step word problems involving all 4 operations.
Meeting the Standard (M)	Represents and solves 2-step word problems involving the 4 operations.
Exceeding the Standard (E)	Represents and solves multi-step word problems involving the 4 operations.

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NUMBER & OPERATIONS IN BASE TEN

Essential Standard: Uses place value understanding to round whole numbers to the nearest 10 or 100

STANDARDS ADDRESSED:

3.NBT.A.1 Uses place value understanding to round whole numbers to the nearest 10 or hundred.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to round whole numbers within 100 to the nearest 10, even with prompting and support.
Consistent Progress Toward Standard (C)	With prompting and support, uses place value understanding to round whole numbers within 100 to the nearest 10.
Meeting the Standard (M)	Uses place value understanding to round whole numbers within 100 to the nearest 10.
Exceeding the Standard (E)	Uses place value understanding to round whole numbers to the nearest 10.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, uses place value understanding to round whole numbers within 100 to the nearest 10.
Consistent Progress Toward Standard (C)	Uses place value understanding to round whole numbers within 100 to the nearest 10. With prompting and support, uses place value understanding to round whole numbers within 1,000 to the nearest 100.
Meeting the Standard (M)	Uses place value understanding to round whole numbers within 100 to 10 and whole numbers within 1,000 to 100.
Exceeding the Standard (E)	Uses place value understanding to round whole numbers the nearest 10 or 100

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses place value understanding to round whole numbers within 100 to the nearest 10. With prompting and support, uses place value understanding to round whole numbers within 1000 to the nearest 100.

Consistent Progress Toward Standard (C)	Uses place value understanding to round whole numbers within 100 to 10 and whole numbers within 1,000 to 100. With prompting and support, uses place value understanding to round whole numbers to the nearest 10 or 100.
Meeting the Standard (M)	Uses place value understanding to round whole numbers to the nearest 10 or 100.
Exceeding the Standard (E)	Uses place value understanding to round whole numbers the nearest 10 or 100 or 1,000.

NUMBER & OPERATIONS - FRACTIONS

Essential Standard: Partitions wholes into equal parts

STANDARDS ADDRESSED:

3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$
 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, partitions wholes into 2 equal parts.
Consistent Progress Toward Standard (C)	Partitions wholes into 2 equal parts. With prompting and support, partitions rectangular wholes into 4 and 8 equal parts.
Meeting the Standard (M)	Partitions wholes into 2, 4 and 8 equal parts.
Exceeding the Standard (E)	Partitions wholes into 2, 4, 8, 3 and 6 equal parts.

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Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Partitions wholes into 2 equal parts. With prompting and support, partitions wholes in 4 and 8 equal parts.
Consistent Progress Toward Standard (C)	Partitions wholes into 2, 4 and 8 equal parts. With prompting and support, partitions rectangular wholes into 3 and 6 equal parts.
Meeting the Standard (M)	Partitions wholes into 2, 4, 8, 3 and 6 equal parts.
Exceeding the Standard (E)	Partitions wholes into equal parts beyond 8 shares.

NUMBER & OPERATIONS - FRACTIONS

Essential Standard: Represents unit fractions on a number line

STANDARDS ADDRESSED:

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

A. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into **b equal parts**. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.

B. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off **a** lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

First Trimester: Benchmarks	
	Not assessed in this trimester

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, represents unit fractions on a number line with a denominator of 2.
Consistent Progress Toward Standard (C)	Represents unit fractions on a number line with denominators of 2. With prompting and support, represents unit fractions on a numberline with denominators of 4 and 8.
Meeting the Standard (M)	Represents unit fractions on a number line with denominators of 2, 4 and 8.
Exceeding the Standard (E)	Represents unit fractions on a number line with denominators of 2 ,4, 8, 3 and 6.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents unit fractions on a number line with a denominator of 2. With prompting and support, represents unit fractions on a number line with denominators of 4.
Consistent Progress Toward Standard (C)	Represents unit fractions on a number line with denominators of 2, 4 and 8. With prompting and support, represents unit fractions on a numberline with denominators of 3 and 6.
Meeting the Standard (M)	Represents unit fractions on a number line with denominators of 2, 4, 8, 3 and 6
Exceeding the Standard (E)	Represents unit fractions on a number line with denominators beyond 8.

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NUMBER & OPERATIONS - FRACTIONS

Essential Standard: Compares fractions by using visual fraction models and/or by reasoning about their size

STANDARDS ADDRESSED:

- 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e.g. Express 3 in the form $\frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.)
 - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
- 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

First Trimester: Benchmarks

Not assessed in this trimester

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, compares fractions with denominators of 2 and 4.
Consistent Progress Toward Standard (C)	Compares fractions with denominators of 2 and 4 by using visual fraction models and/or by reasoning about their size. With prompting and support, can compare fractions with denominators of 8.
Meeting the Standard (M)	Compares fractions with denominators of 2, 4 and 8 by using visual fraction models and/or by reasoning about their size
Exceeding the Standard (E)	Compares fractions with denominators of 2, 4, 8, 3 and 6 by using visual fraction models and/or by reasoning about their size.

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	Compares fractions with denominators of 2 and 4 by using visual fraction models and/or by reasoning about their size. With prompting and support, can compare fractions with denominators of 8.
Consistent Progress Toward Standard (C)	Compares fractions with denominators of 2, 4 and 8 by using visual fraction models and/or by reasoning about their size. With prompting and support, can compare fractions with denominators of 3 and 6.
Meeting the Standard (M)	Compares fractions with denominators of 2, 4, 8, 3 and 6 by using visual fraction models and/or by reasoning about their size.
Exceeding the Standard (E)	Compares fractions with denominators beyond 8 by using visual fraction models and/or by reasoning about their size.

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MEASUREMENT & DATA

Essential Standard: Solve elapsed time problems

STANDARDS ADDRESSED:

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, solves elapsed time problems, to the nearest hour, involving addition by representing the problem on a number line diagram.
Consistent Progress Toward Standard (C)	With prompting and support, solves elapsed time problems, to the nearest hour and half hour, involving addition by representing the problem on a number line diagram.
Meeting the Standard (M)	Solves elapsed time problems to the nearest hour and half hour, involving addition, by representing the problem on a number line diagram.
Exceeding the Standard (E)	Solves elapsed time problems to the nearest hour, half hour, and quarter hour, involving addition, by representing the problem on a number line diagram.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Solves elapsed time problems, to the nearest hour, involving addition and subtraction by representing the problem on a number line diagram. With prompting and support, solves elapsed time problems, to the nearest half hour, involving addition and subtraction, by representing the problem on a number line diagram.
Consistent Progress Toward Standard (C)	Solves elapsed time problems, to the nearest hour and half hour, involving addition and subtraction by representing the problem on a number line diagram. With prompting and support, solves elapsed time problems, to the nearest quarter hour, involving addition and subtraction.
Meeting the Standard (M)	Solves elapsed time problems to the nearest hour, half hour and quarter hour, involving addition and subtraction, by representing the problem on a

	number line diagram.
Exceeding the Standard (E)	Solves elapsed time problems to the nearest minute involving addition and subtraction, by representing the problem on a number line diagram.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Solves elapsed time problems, to the nearest hour and half hour, involving addition and subtraction by representing the problem on a number line diagram. With prompting and support, solves elapsed time problems, to the nearest quarter hour, involving addition and subtraction, by representing the problem on a number line diagram.
Consistent Progress Toward Standard (C)	Solves elapsed time problems, to the nearest hour, half hour and quarter hour, involving addition and subtraction by representing the problem on a number line diagram. With prompting and support, solves elapsed time problems, to the nearest minute, involving addition and subtraction, by representing the problem on a number line diagram.
Meeting the Standard (M)	Solves elapsed time problems to the nearest minute, involving addition and subtraction, by representing the problem on a number line diagram.
Exceeding the Standard (E)	Solves 2-step elapsed time problems to the nearest minute involving addition and subtraction, by representing the problem on a number line diagram.

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MEASUREMENT & DATA

Essential Standard: Solves problems involving measurement (liquid volume and mass).

STANDARDS ADDRESSED:

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent problems.

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, uses addition to solve problems involving mass.
Consistent Progress Toward Standard (C)	With prompting and support, uses addition and subtraction to solve problems involving mass.
Meeting the Standard (M)	Uses addition and subtraction to solve problems involving mass.
Exceeding the Standard (E)	Uses addition and subtraction to solve problems involving mass and liquid volume.

Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses addition and subtraction to solve problems involving mass. With prompting and support, uses addition and subtractions to solve problems involving liquid volume.
Consistent Progress Toward Standard (C)	Uses addition, subtraction and multiplication to solve problems involving mass. With prompting and support, uses addition, subtraction and multiplication to solve problems involving liquid volume.
Meeting the Standard (M)	Uses addition, subtraction and multiplication to solve problems involving mass and liquid volume.

Exceeding the Standard (E)	Uses addition, subtraction, multiplication and division to solve problems involving mass and liquid volume.
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Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Uses addition and subtractions to solve problems involving mass and liquid volume. With prompting and support, solves problems using multiplication to solve problems involving mass and liquid volume. May or may not be able to solve division problems involving mass or liquid volume even with prompting and support.
Consistent Progress Toward Standard (C)	Uses addition, subtraction and multiplication to solve problems involving mass and liquid volume. With prompting and support, uses division to solve problems involving mass and liquid volume.
Meeting the Standard (M)	Uses addition, subtraction, multiplication and division to solve problems involving mass and liquid volume.
Exceeding the Standard (E)	Uses addition, subtraction, multiplication and division to solve 2 step problems involving mass and liquid volume.

MEASUREMENT & DATA

Essential Standard: Represents and interprets data on scaled graphs (picture and bar)

STANDARDS ADDRESSED:

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. solves one- and two- step “how many more” and “how many less” problems using information presented in scaled bar graphs.

First Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, represents data on a single-unit scale picture graph.
Consistent Progress Toward Standard (C)	With prompting and support, represents and interprets data on a scaled picture graph.
Meeting the Standard (M)	Represents and interprets data on a scaled picture graph.

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Exceeding the Standard (E)	Represents and interprets data on a scaled picture graph and solves 1-step problems.
Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, represents data on a scaled picture graphs.
Consistent Progress Toward Standard (C)	Represents and interprets data on a scaled picture graph. With prompting and support, represent and interprets data on a scaled bar graph.
Meeting the Standard (M)	Represents and interprets data on a scaled picture and bar graph and solves 1-step problems.
Exceeding the Standard (E)	Represents and interprets data on a scaled picture and bar graph and solves 1 and 2-step problems.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Represents data on a scaled picture graphs. With prompting and support, interprets data on scaled picture graphs. With prompting and support, represents and interprets data on single-unit bar graphs.
Consistent Progress Toward Standard (C)	Represents and interprets data on a scaled picture and bar graph and solves 1-step problems. With prompting and support, solves 2-step problems.
Meeting the Standard (M)	Represents and interprets data on a scaled picture and bar graph and solves 1 and 2-step problems.
Exceeding the Standard (E)	Represents and interprets data on a scaled picture and bar graph and solves 1 and 2-step problems. Is able to represent and interpret data on line and circle graphs.

MEASUREMENT AND DATA

Essential Standard: Generates and represents data on a line plot

STANDARDS ADDRESSED:

3.MD.4 Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths

First Trimester: Benchmarks	
	Not assessed in this trimester.
Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Unable to record and show data by making a line plot, where horizontal scale is marked off in appropriate units – whole numbers, halves, or fourths
Consistent Progress Toward Standard (C)	With prompting and support, record and show data by making a line plot, where horizontal scale is marked off in appropriate units – whole numbers, halves, or fourths
Meeting the Standard (M)	Independently records and shows data by making a line plot, where horizontal scale is marked off in appropriate units – whole numbers, halves, or fourths
Exceeding the Standard (E)	Independently records and shows data by making a line plot, where horizontal scale is marked off in appropriate units – whole numbers, halves, or fourths Provides analysis of data represented by line plot

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MEASUREMENT & DATA

Essential Standard: Uses a variety of strategies to find the area of regions (rectangles and regions that can be decomposed into rectangles).

STANDARDS ADDRESSED:

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \cdot b$ and $a \cdot c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

First Trimester: Benchmarks

Not assessed in this trimester.

Second Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, uses counting and tiling to find the area of rectangles.
Consistent Progress Toward Standard (C)	Uses counting and tiling to find the area of regions (rectangles and regions that can be decomposed into rectangles).
Meeting the Standard (M)	Uses counting and tiling to find the area of regions (rectangles and regions that can be decomposed into rectangles).

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Exceeding the Standard (E)	Uses a variety of strategies to find the area of regions (rectangles and regions that can be decomposed into rectangles).
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Third Trimester: Benchmarks

Limited Progress toward Standard (L)	Uses counting and tiling to find the area of rectangles. With prompting and support, uses counting and tiling to find the area of regions that can be decomposed into rectangles.
Consistent Progress Toward Standard (C)	Uses counting and tiling to find the area of regions (rectangles and regions that can be decomposed into rectangles). With prompting and support, uses multiplication to find the area of regions, (rectangles and regions that can be decomposed into rectangles).
Meeting the Standard (M)	Uses a variety of strategies to find the area of regions (rectangles and regions that can be decomposed into rectangles).
Exceeding the Standard (E)	Uses multiplication and division to find the missing length, width or area of a rectangular region using the given length or width or area.

MEASUREMENT & DATA

Essential Standard: Solves problems involving perimeter of polygons including missing side length problems

STANDARDS ADDRESSED:

3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

First Trimester: Benchmarks

Not assessed in this trimester.

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Second Trimester: Benchmarks	
Limited Progress toward Standard (L)	With prompting and support, solves problems involving perimeter of rectangles.
Consistent Progress Toward Standard (C)	With prompting and support, solves problems involving perimeter of polygons.
Meeting the Standard (M)	Solves problems involving perimeter of polygons.
Exceeding the Standard (E)	Solves problems involving perimeter of polygons including missing side length problems and exhibits rectangles with the same perimeter and different areas or with the same areas and different perimeters.

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Solves problems involving perimeter of rectangles. With prompting and support solves problems involving perimeter of other polygons.
Consistent Progress Toward Standard (C)	Solves problems involving perimeter of polygons. With prompting and support, solves problems involving perimeter with missing side lengths in rectangles.
Meeting the Standard (M)	Solves problems involving perimeter of polygons including missing side length problems and exhibits rectangles with the same perimeter and different areas or with the same areas and different perimeters.
Exceeding the Standard (E)	Solves problems involving perimeter of polygons including missing side length problems and exhibits rectangles with the same perimeter and different areas or with the same areas and different perimeters. Uses the perimeter formula using multiplication and addition to solve perimeter problems of rectangles. e.g. of 2 (4 cm) + 2 (6cm) = 14cm

GEOMETRY

Essential Standard: Identifies shapes as belonging to more than one category

STANDARDS ADDRESSED:

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

First Trimester: Benchmarks	
	Not assessed in this trimester.

Second Trimester: Benchmarks	
	Not assessed in this trimester

Third Trimester: Benchmarks	
Limited Progress toward Standard (L)	Can identify shapes but does not see them as sharing attributes.
Consistent Progress Toward Standard (C)	With prompting and support, identify shapes as belonging to more than one category based on shared attributes.
Meeting the Standard (M)	Identifies shapes as belonging to more than one category based on shared attributes and categorize them into a larger category (quadrilaterals).
Exceeding the Standard (E)	Identifies shapes as belonging to more than one category based on shared attributes and categorize them into a larger category (quadrilaterals).

Grade 3 Math Scoring Rubric

GEOMETRY

Essential Standard: Compares classifies shapes by their sides and angles (right angle/non-right angle)

STANDARDS ADDRESSED:

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

First Trimester: Benchmarks

Not assessed in this trimester

Second Trimester: Benchmarks

Not assessed in this trimester

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, compares and classifies shapes by their sides (number of).
Consistent Progress Toward Standard (C)	With prompting and support, compares and classifies shapes by their sides (number of) and angles (right angle/non-right angle).
Meeting the Standard (M)	Compares classifies shapes by their sides(number of) and angles (right angle/non-right angle).
Exceeding the Standard (E)	Compares classifies shapes by their sides (presence or absence of parallel or perpendicular) and angles (right, acute, obtuse).

GEOMETRY

Essential Standard: Partitions shapes into parts with equal areas

STANDARDS ADDRESSED:

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal areas and describe the area of each part as $\frac{1}{4}$ of the area of the shape.*

First Trimester: Benchmarks

Not assessed in this trimester.

Second Trimester: Benchmarks

Not assessed in this trimester

Third Trimester: Benchmarks

Limited Progress toward Standard (L)	With prompting and support, partitions shapes into parts with equal areas with up to 4 parts.
Consistent Progress Toward Standard (C)	With prompting and support, partitions shapes into parts with equal areas and express the area of each part as a unit fraction (limited to denominators of 2, 4, 8, 3, and 6).
Meeting the Standard (M)	Partitions shapes into parts with equal areas and express the area of each part as a unit fraction (limited to denominators of 2, 4, 8, 3, and 6).
Exceeding the Standard (E)	Partitions shapes into parts with equal areas and express the area of each part as a unit fraction beyond the denominator of 8. Expresses the area of multiple parts together as a fraction.