

**Octorara Area School District
 Standards Based Report Card Rubrics
 2018-2019
 3rd GRADE MATH**

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

By the end of the year, students are expected to meet each grade-level standard (M). Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

| SBRC Descriptor | M | SP | LP | NA |
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| Means: | Consistently meets grade level expectations/standards | Demonstrates steady progress toward meeting grade level expectations/standards | Demonstrates limited progress toward meeting grade level expectations/standards | Not assessed at this time |
| Math Fact Fluency | | | | |
| Addition Facts to Sums of 20 | Independently and consistently calculates basic addition facts efficiently, accurately and flexibly | Inconsistently calculates basic addition facts efficiently, accurately and flexibly. May be independent with some facts, but not all. | Dependent upon concrete strategies or tools such as number lines, drawings, or objects to calculate addition facts | Not assessed at this time |
| Subtraction Facts | Independently and | Inconsistently calculates | Dependent upon concrete | Not assessed at this time |

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| within 20 | consistently calculates basic subtraction facts efficiently, accurately and flexibly | basic subtraction facts efficiently, accurately and flexibly. May be independent with some facts, but not all. | strategies or tools such as number lines, drawings, or objects to calculate subtraction facts | |
| Multiplication Facts 0 to 10 | Independently and consistently calculates basic multiplication facts 0-10 efficiently, accurately and flexibly | Inconsistently calculates basic multiplication facts 0-10 efficiently, accurately and flexibly. May be independent with some facts, but not all. | Dependent upon concrete strategies or tools, such as multiplication charts, number lines, or drawings to calculate basic multiplication facts 0-10 | Not assessed at this time. |
| Numbers and Operations - Base Ten | | | | |
| Applies place value understanding and properties of operations to perform multi-digit arithmetic | Independently estimates and add/subtracts single, double, and triple digit numbers with and without regrouping. Multiplies one-digit whole numbers by multiples of 10 in the range 10-90 | Accurately and consistently estimates and add/subtracts single and double digit numbers with and without regrouping | Limited ability to estimate and add/subtract single and double digit numbers with and without regrouping accurately and consistently. | Not assessed at this time. |
| Numbers and Operations-Fractions | | | | |
| Demonstrates an understanding of fractions as numbers | Consistently identifies and draws the fraction that corresponds to a drawing/number line (denominators 2,3,4,6,8) . | Consistently identifies and draws the fraction that corresponds to a drawing (denominators 2,3,4,6,8) | Consistently identifies the fraction that corresponds to a drawing/number line of $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ | Not assessed at this time. |

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| | Identifies equivalent fractions and makes comparisons between fractions. | | | |
| Operations and Algebraic Thinking | | | | |
| Represents and solves problems involving multiplication and division | Independently and consistently multiplies and divides by 1 digit numbers. Solves related word problems involving multiplication or division accurately | Inconsistently multiplies and divides by 1 digit numbers. | Limited understanding of multiplication or division. | Not assessed at this time. |
| Understands and applies properties of operations and the relationship between multiplication and division | Consistently determines if equations involving multiplication/division are true or false and solve problems with the use of commutative/associative/distributive properties | Inconsistently determines if equations involving multiplication are true or false | Does not understand the meaning of the equals sign | Not assessed at this time. |
| Solves problems involving the four operations; identifies and explains patterns in arithmetic | Consistently solves problems with all 4 operations | Consistently solves problems with less than 4 operations | Inability to solve problems | Not assessed at this time |
| Geometry | | | | |

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| Identifies, compares, and classifies shapes and their attributes | Consistently identifies, classifies, draws, and describes properties of 2D shapes | Inconsistently identifies, classifies, draws and/or describes the properties of 2D shapes | Limited ability to identify, classify, draw and describe 2D shapes | Not assessed at this time. |
| Uses the understanding of fractions to partition shapes into parts with equal areas and expresses the area of each part as a fraction of the whole | Partitions shapes into equal areas and express each as a fractional part of the whole | Inconsistently partitions shapes into areas | Unable to partition shapes into equal areas | Not assessed at this time. |
| Measurement and Data | | | | |
| Solves problems involving money using a combination of coins and bills | Solves word/story problems that involve money accurately and consistently | Consistently writes money amounts and compares, orders, and adds money amounts | Inconsistently writes money amounts, compares, orders and adds money | Not assessed at this time. |
| Tells and writes time to the nearest minute and solves problems by calculating time intervals | Tells time to the minute. Solves elapsed time problems using half hours, quarter hours, or minutes | Tells time to the hour, half hour and five minute interval. Determines elapsed time to the hour and half hour | Tells time to the hour or not at all | Not assessed at this time. |
| Solves problems involving measurement and estimation of temperature, liquid | Measures length and height to the nearest $\frac{1}{4}$ inch or centimeter, capacity, and mass | Measures accurately two of the following: length, height, capacity, or mass | Limited ability to measure anything | Not assessed at this time |

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| volume, mass, or length | | | | |
| Represents and interprets data using tally charts, tables, pictographs, line plots, and bar graphs | <p>Displays data on graphs, including tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>Answers questions related to data and graphs and interprets graphs.</p> <p>Translates data from one graph to another.</p> | <p>Displays data on one simple graph, including tally charts, tables, and bar graphs.</p> <p>Answers simple questions or interprets simple graphs</p> | Limited ability to collect, describe, compare and interpret data using tables, charts and graphs | Not assessed at this time |
| Determines the area of a rectangle and applies the concept to multiplication and to addition | Determines the area using both multiplication and addition | Determines the area counting unit squares but inconsistently determines the area using multiplication | Inability to determine the area of a rectangle | Not assessed at this time. |
| Solves problems involving perimeters of polygons and distinguishes between linear and area measures | Consistently solves problems involving perimeters of polygons and distinguish between linear and area measurements | <p>Consistently solve problems involving perimeter of polygons.</p> <p>Inconsistently distinguishes between linear and area measures</p> | Inability to solve problems involving perimeter | Not assessed at this time. |

