

Grade 3: Concepts and Procedures Targets A, B, C, and D: Operations and Algebraic Thinking

Student Just Entering
Standard Nearly Met
Should Be Able To:

- Use multiplication and division within 100 to solve one-step mathematical problems involving arrays.
- Determine the unknown number in a multiplication equation relating three whole numbers.
- Apply the Commutative property of multiplication to mathematical problems with one-digit factors.
- Recall from memory all products of two one-digit numbers.
- Solve one- and two-step problems using all four operations with one- and two-digit numbers.
- Identify patterns in the addition table.

Student Just Entering
Standard Met
Should Be Able To:

- Select the appropriate operation to solve one-step problems involving equal groups and arrays.
- Use the properties of operations to multiply within the 10 by 10 multiplication table.
- Fluently multiply within 100.
- Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.

Student Just Entering
Standard Exceeded
Should Be Able To:

- Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers.
- Apply strategies in multiplication.
- Use relevant ideas or procedures to multiply.
- Explain arithmetic patterns.

Grade 3: Concepts and Procedures Target E: Number and Operations – Base Ten

Student Just Entering
Standard Nearly Met
Should Be Able To:

- Round whole numbers to the nearest 10 or 100.

Student Just Entering
Standard Met
Should Be Able To:

- Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.

Student Just Entering
Standard Exceeded
Should Be Able To:

- Represent a fraction approximately on a number line with no partitioning.

Grade 3: Concepts and Procedures Target F: Number and Operations–Fractions

Student Just Entering
Standard Nearly Met
Should Be Able To:

- Identify a fraction on a number line.

Student Just Entering
Standard Met
Should Be Able To:

- Represent a fraction on a number line with partitioning.

Student Just Entering
Standard Exceeded
Should Be Able To:

- Represent a fraction approximately on a number line with no partitioning.

Grade 3: Concepts and Procedures Targets G, H, I, and J: Measurement and Data

Student Just Entering
Standard Nearly Met
Should Be Able To:

- Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms.
- Count unit squares to find the area of rectilinear figures.
- Generate measurement data by measuring lengths using rulers marked with half-inch intervals.
- Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.

Student Just Entering
Standard Met
Should Be Able To:

- Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
- Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
- Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals.
- Solve word problems involving perimeters of polygons.

Student Just Entering
Standard Exceeded
Should Be Able To:

- Solve one-step addition problems involving all time intervals from hours to minutes.
- Find the area of a rectilinear figure in a word problem.

Grade 3: Concepts and Procedures Target K: Geometry

- Partition shapes into parts with equal areas.

- Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.

- N/A

Grade 3: Problem Solving / Modeling and Data Analysis

- Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.
- Use the necessary elements given in a problem situation to solve a problem.
- Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.

- Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.
- Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.

- Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.
- Begin to solve problems optimally.
- Construct multiple plausible solutions and approaches.

Grade 3: Communicating Reasoning

- Find and identify the flaw in an argument.

- Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.
- Use previous information to support his or her own reasoning on a routine problem.

- Begin to construct chains of logic about abstract concepts autonomously.