

Beatrice Gilmore School Report Card Overview

3rd Grade Mathematics Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children’s progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
The student does not yet demonstrate progress toward initial foundational skills of the topic	The student demonstrates some proficiency in foundational skills of the topic	The student demonstrates proficiency in <u>all grade level</u> skills of the topic	The student demonstrates understanding and performance <u>beyond</u> proficiency and has exceeded the standard.

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Operations and Algebraic Thinking

Demonstrates fluency in problem-solving with multiplication facts of whole numbers.

Standards: 3.OA.A1, 3.OA.A2, 3.OA.A3, 3.OA.A4, 3.OA.B5, 3.OA.B6 and 3.OA.C7.

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1 and 2	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Interpret models and products of whole numbers. ● Understand the relationship between multiplication and division. ● Use multiplication facts within 100 fluently. ● Use multiplication to solve word problems within 100. ● Determine the unknown whole number in a multiplication equation. ● Apply the properties of multiplication as strategies to solve. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Interpret models and products of whole numbers. ● Understand the relationship between multiplication and division. ● Use multiplication facts within 100 fluently. ● Use multiplication to solve word problems within 100. ● Determine the unknown whole number in a multiplication equation. ● Apply properties of operations as strategies to multiply. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Interpret models and products of whole numbers. ● Understand the relationship between multiplication and division. ● Use multiplication facts within 100 fluently. ● Use multiplication to solve word problems within 100. ● Determine the unknown whole number in a multiplication equation. ● Apply properties of operations as strategies to multiply. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Interpret models and products of whole numbers. ● Understand the relationship between multiplication and division. ● Use multiplication facts within 100 fluently. ● Use multiplication to solve word problems within 100. ● Determine the unknown whole number in a multiplication equation. ● Apply properties of operations as strategies to multiply.
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Fluently multiply within 100 from memory. ● Use multiplication to solve word problems. ● Show an understanding of multiplication properties. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Fluently multiply within 100 from memory. ● Use multiplication to solve word problems. ● Show an understanding of multiplication properties. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Fluently multiply within 100 from memory. ● Use multiplication to solve word problems. ● Show an understanding of multiplication properties. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Fluently multiplying within 100 from memory. ● Using multiplication to solve word problems. ● Showing an understanding of multiplication properties.

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Demonstrates fluency in problem-solving with division facts of whole numbers.

Standards: 3.OA.A1, 3.OA.A2, 3.OA.A3, 3.OA.A4, 3.OA.B5, 3.OA.B6 and 3.OA.C7.

Trimester	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u>Will not be assessed during this time</u>			
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Interpret model whole-number quotients of whole numbers. ● Use division facts within 100 fluently. ● Determine the unknown whole number in a division equation relating to 3 or more numbers. ● Apply properties of operations as strategies to divide. ● Understand division as an unknown-factor problem. ● Solve division word problems in situations involving equal groups, arrays, and measurement quantities. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Interpret model whole-number quotients of whole numbers. ● Use division facts within 100 fluently. ● Determine the unknown whole number in a division equation relating to 3 or more numbers. ● Apply properties of operations as strategies to divide. ● Understand division as an unknown-factor problem. ● Solve division word problems in situations involving equal groups, arrays, and measurement quantities. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Interpret model whole-number quotients of whole numbers. ● Use division facts within 100 fluently. ● Determine the unknown whole number in a division equation relating to 3 or more numbers. ● Apply properties of operations as strategies to divide. ● Understand division as an unknown-factor problem. ● Solve division word problems in situations involving equal groups, arrays, and measurement quantities. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Interpret model whole-number quotients of whole numbers. ● Use division facts within 100 fluently. ● Determine the unknown whole number in a division equation relating to 3 or more numbers. ● Apply properties of operations as strategies to divide. ● Understand division as an unknown-factor problem. ● Solving division word problems in situations involving equal groups, arrays, and measurement quantities.

Solves multi-step word problems involving all four operations.

Standards: 3.OA.D8 and 3.OA.D9.

Trimester	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Solve two-step word problems using addition and subtraction operations. ● Represent these problems using equations with a letter standing for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student sometimes can:</p> <ul style="list-style-type: none"> ● Solve two-step word problems using addition and subtraction operations. ● Represent these problems using equations with a letter standing for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student consistently can:</p> <ul style="list-style-type: none"> ● Solve two-step word problems using addition and subtraction operations. ● Represent these problems using equations with a letter standing for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student exceeds in:</p> <ul style="list-style-type: none"> ● Solve two-step word problems using addition and subtraction operations. ● Represent these problems using equations with a letter standing for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation.
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Solve four operations in a word problem. ● Represent problems using equations with variables for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student sometimes can:</p> <ul style="list-style-type: none"> ● Solve four operations in a word problem. ● Represent problems using equations with variables for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student consistently can:</p> <ul style="list-style-type: none"> ● Solve four operations in a word problem. ● Represent problems using equations with variables for the unknown quantity. ● Identify arithmetic patterns (including patterns in a table). ● Assess the reasonableness of their answer with mental computation. 	<p>Student exceeds in:</p> <ul style="list-style-type: none"> ● Solving four operations in a word problem. ● Representing problems using equations with variables for the unknown quantity. ● Identifying arithmetic patterns (including patterns in a table). ● Assessing the reasonableness of their answer with mental computation.

Numbers and Operations in Base Ten

Understanding of place value.

Standards: 3.NBT.A1

Trimester	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1 and 2	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Use place value understanding to round whole numbers to the nearest 10 or 100 or even 1,000. ● Read, write, and represent numbers to 1,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Use place value understanding to round whole numbers to the nearest 10 or 100. ● Read, write, and represent numbers to 1,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Use place value understanding to round whole numbers to the nearest 10 or 100. ● Read, write, and represent numbers to 1,000 using base-ten materials and expanded form. ● Read, write, and represent numbers to 1,000 using base-ten materials, numeral form, and number name form. ● Compare two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Using place value understanding to round whole numbers to the nearest 10 or 100. ● Reading, writing, and representing numbers to 1,000 using base-ten materials and expanded form. ● Reading, writing, and representing numbers to 1,000 using base-ten materials, numeral form, and number name form. ● Comparing two four-digit numbers based on hundreds, tens, and ones, using $<$, $>$, and $=$.
3	<u><i>Will not be assessed during this time</i></u>			

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Understanding of place value and properties of operations to perform arithmetic.

Standards: 3.NBT.A2 and 3.NBT.A3

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1 and 2	<p>The student is unable to:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10 or 100. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10 or 100. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10 or 100. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> Fluently adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or addition and subtraction relationship. Use place value understanding to round whole numbers to the nearest 10 or 100.
2 and 3	<p>The student is unable to:</p> <ul style="list-style-type: none"> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> Multiplying one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.

Numbers and Operations: Fractions

The understanding of a fraction as a quantity.

Standards: 3.NF.A1

Trimester	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.				
2 and 3 only	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Show mathematical understanding that a fraction has a numerator representing parts to whole amounts. ● Show mathematical understanding that a fraction has a denominator representing whole amounts. ● Understand a fraction as a quantity formed by 1 part when a whole is portioned into equal parts. ● Show analysis understanding of a fraction as a quantity (size-related) formed by equally parts to the whole amount. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Show mathematical understanding that a fraction has a numerator representing parts to whole amounts. ● Show mathematical understanding that a fraction has a denominator representing whole amounts. ● Understand a fraction as a quantity formed by 1 part when a whole is portioned into equal parts. ● Show analysis understanding of a fraction as a quantity (size-related). 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Show mathematical understanding that a fraction has a numerator representing parts to whole amounts. ● Show mathematical understanding that a fraction has a denominator representing whole amounts. ● Understand a fraction as a quantity formed by 1 part when a whole is portioned into equal parts. ● Show analysis understanding of a fraction as a quantity (size-related). 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Understanding a fraction is represented as a/b. ● Showing mathematical understanding that a fraction has a numerator representing parts to whole amounts. ● Showing mathematical understanding that a fraction has a denominator representing whole amounts. ● Understanding a fraction as a quantity formed by 1 part when a whole is portioned into equal parts. ● Showing analysis understanding of a fraction as a quantity (size-related).

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The understanding of a fraction as a quantity in a number line.

Standards: 3.NF.A2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.				
2	The student is unable to: <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Understand a fraction as a number on a number line. ● Represent fractions as numbers on a number line by defining intervals 0 to 1. ● Diagram fractions as numbers on a number line. 	The student sometimes can: <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Understand a fraction as a number on a number line. ● Represent fractions as numbers on a number line by defining intervals 0 to 1. ● Diagram fractions as numbers on a number line. 	The student consistently can: <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Understand a fraction as a number on a number line. ● Represent fractions as numbers on a number line by defining intervals 0 to 1. ● Diagram fractions as numbers on a number line. 	The student exceeds in: <ul style="list-style-type: none"> ● Understand a fraction is represented as a/b. ● Understand a fraction as a number on a number line. ● Represent fractions as numbers on a number line by defining intervals 0 to 1. ● Diagram fractions as numbers on a number line.
Recognize and generate simple equivalent fractions.				
Standards: 3.NF.A3				
3	The student is unable to: <ul style="list-style-type: none"> ● Explain equivalence. ● Understand two fractions as equivalent fractions if they are the same size or point on a number line. ● Express whole numbers as fractions. ● Compare two fractions with the same numerator and denominator by reasons based on size. ● Use visual fraction models. 	The student sometimes can: <ul style="list-style-type: none"> ● Explain equivalence. ● Understand two fractions as equivalent fractions if they are the same size or point on a number line. ● Express whole numbers as fractions. ● Compare two fractions with the same numerator and denominator by reasons based on size. ● Use visual fraction models. 	The student consistently can: <ul style="list-style-type: none"> ● Explain equivalence. ● Understand two fractions as equivalent fractions if they are the same size or point on a number line. ● Express whole numbers as fractions. ● Compare two fractions with the same numerator and denominator by reasons based on size. ● Use visual fraction models. 	The student exceeds in: <ul style="list-style-type: none"> ● Explaining equivalence. ● Understanding two fractions as equivalent fractions if they are the same size or point on a number line. ● Expressing whole numbers as fractions. ● Comparing two fractions with the same numerator and denominator by reasons based on size. ● Using visual fraction models.

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Measurement and Data

Solving problems involving the measurement of volumes and masses of any object.

Standards: 3.MD.A2

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Measure and estimate the liquid volume of masses of objects. ● Assess the standard units of grams, kilograms, and liters. ● Use all four operations to solve one-step word problems involving masses or volumes in the same unit of measure. ● Show an understanding of measurement through visual models such as a drawing or a beaker. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Measure and estimate the liquid volume of masses of objects. ● Assess the standard units of grams, kilograms, and liters. ● Use all four operations to solve one-step word problems involving masses or volumes in the same unit of measure. ● Show an understanding of measurement through visual models such as a drawing or a beaker. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Measure and estimate the liquid volume of masses of objects. ● Assess the standard units of grams, kilograms, and liters. ● Use all four operations to solve one-step word problems involving masses or volumes in the same unit of measure. ● Show an understanding of measurement through visual models such as a drawing or a beaker. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Measuring and estimating the liquid volume of masses of objects. ● Assessing the standard units of grams, kilograms, and liters. ● Using all four operations to solve one-step word problems involving masses or volumes in the same unit of measure. ● Showing an understanding of measurement through visual models such as a drawing or a beaker.

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Solving problems involving time.

Standards: 3.MD.A1

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	The student is unable to: <ul style="list-style-type: none"> ● Tell and write time. ● Tell and write time to the nearest minute. ● Measure intervals in minutes. ● Solve word problems involving the addition of time intervals in minutes. ● Solve word problems involving the subtraction of time intervals in minutes. ● Represent a time problem on a number line diagram. 	The student sometimes can: <ul style="list-style-type: none"> ● Tell and write time. ● Tell and write time to the nearest minute. ● Measure intervals in minutes. ● Solve word problems involving the addition of time intervals in minutes. ● Solve word problems involving the subtraction of time intervals in minutes. ● Represent a time problem on a number line diagram. 	The student consistently can: <ul style="list-style-type: none"> ● Tell and write time. ● Tell and write time to the nearest minute. ● Measure intervals in minutes. ● Solve word problems involving the addition of time intervals in minutes. ● Solve word problems involving the subtraction of time intervals in minutes. ● Represent a time problem on a number line diagram. 	The student exceeds in: <ul style="list-style-type: none"> ● Telling and writing time. ● Telling and writing time to the nearest minute. ● Measuring intervals in minutes. ● Solving word problems involving the addition of time intervals in minutes. ● Solving word problems involving the subtraction of time intervals in minutes. ● Representing a time problem on a number line diagram.

Represent and interpret data.

Standards: 3.MD.B3 and 3.MD.B4

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Draw a scaled picture graph to represent a data set with several categories. ● Draw a scaled bar graph to represent a data set with several categories. ● Solve multi-step problems using the information presented in scaled graphs. ● Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Show data in a line plot. ● Determine an appropriate interval to mark off units: whole numbers, halves, or quarters. ● Teacher support required. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Draw a scaled picture graph to represent a data set with several categories. ● Draw a scaled bar graph to represent a data set with several categories. ● Solve multi-step problems using the information presented in scaled graphs. ● Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Show data in a line plot. ● Determine an appropriate interval to mark off units: whole numbers, halves, or quarters. ● Student may need extra support. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Draw a scaled picture graph to represent a data set with several categories. ● Draw a scaled bar graph to represent a data set with several categories. ● Solve multi-step problems using the information presented in scaled graphs. ● Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Show data in a line plot. ● Determine an appropriate interval to mark off units: whole numbers, halves, or quarters. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Drawing a scaled picture graph to represent a data set with several categories. ● Drawing a scaled bar graph to represent a data set with several categories. ● Solving multi-step problems using the information presented in scaled graphs. ● Generating measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Showing data in a line plot. ● Determining an appropriate interval to mark off units: whole numbers, halves, or quarters.

Problem-solving involving area of a figure.

Standards: 3.MD.C5, 3.MD.C6, and 3.MD.C7

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Recognize area as an attribute of plane figures. ● Understand the concepts of area measurement. ● Measure areas by counting unit squares. ● Relate area to multiplication and addition. ● Say a square with side length “1” is called a square unit. ● A plane figure cannot have gaps or overlaps to determine the area. ● Use tiling to show in a concrete case the area of a rectangle. ● Recognize area as additive. ● Use area models to represent the distributive property. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Recognize area as an attribute of plane figures. ● Understand the concepts of area measurement. ● Measure areas by counting unit squares. ● Relate area to multiplication and addition. ● Say a square with side length “1” is called a square unit. ● A plane figure cannot have gaps or overlaps to determine the area. ● Use tiling to show in a concrete case the area of a rectangle. ● Recognize area as additive. ● Use area models to represent the distributive property. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Recognize area as an attribute of plane figures. ● Understand the concepts of area measurement. ● Measure areas by counting unit squares. ● Relate area to multiplication and addition. ● Say a square with side length “1” is called a square unit. ● A plane figure cannot have gaps or overlaps to determine the area. ● Use tiling to show in a concrete case the area of a rectangle. ● Recognize area as additive. ● Use area models to represent the distributive property. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Recognizing area as an attribute of plane figures. ● Understanding the concepts of area measurement. ● Measuring areas by counting unit squares. ● Relating area to multiplication and addition. ● Saying a square with side length “1” is called a square unit. ● A plane figure cannot have gaps or overlaps to determine the area. ● Using tiling to show in a concrete case the area of a rectangle. ● Recognizing area as additive. ● Using area models to represent the distributive property.

Problem-solving involving perimeter of a figure.

Standards: 3.MD.D8

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u><i>Will not be assessed during this time</i></u>			
2	<u><i>Will not be assessed during this time</i></u>			
3	The student is unable to: <ul style="list-style-type: none"> ● Solve real-world and mathematical problems involving perimeters of polygons. ● Find the unknown side length of any figure. ● Find the perimeter given the side lengths. ● Create rectangles with the same area and different perimeters and vice versa. 	The student sometimes can: <ul style="list-style-type: none"> ● Solve real-world and mathematical problems involving perimeters of polygons. ● Find the unknown side length of any figure. ● Find the perimeter given the side lengths. ● Create rectangles with the same area and different perimeters and vice versa. 	The student consistently can: <ul style="list-style-type: none"> ● Solve real-world and mathematical problems involving perimeters of polygons. ● Find the unknown side length of any figure. ● Find the perimeter given the side lengths. ● Create rectangles with the same area and different perimeters and vice versa. 	The student exceeds in: <ul style="list-style-type: none"> ● Solving real-world and mathematical problems involving perimeters of polygons. ● Finding the unknown side length of any figure. ● Finding the perimeter given the side lengths. ● Creating rectangles with the same area and different perimeters and vice versa.

Geometry

Analyze, compare, and reason with shapes and their attributes.

Standards: 3.G.A1

Trimester	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<u>Will not be assessed during this time</u>			
2	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Understand that shapes in different categories may share the same attributes. ● Recognize rhombuses, rectangles, and squares as examples of quadrilaterals. ● Draw examples of quadrilaterals that do not belong to any of the subcategories. ● Name different quadrilaterals. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Understand that shapes in different categories may share the same attributes. ● Recognize rhombuses, rectangles, and squares as examples of quadrilaterals. ● Draw examples of quadrilaterals that do not belong to any of the subcategories. ● Name different quadrilaterals. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Understand that shapes in different categories may share the same attributes. ● Recognize rhombuses, rectangles, and squares as examples of quadrilaterals. ● Draw examples of quadrilaterals that do not belong to any of the subcategories. ● Name different quadrilaterals. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Understanding that shapes in different categories may share the same attributes. ● Recognizing rhombuses, rectangles, and squares as examples of quadrilaterals. ● Drawing examples of quadrilaterals that do not belong to any of the subcategories. ● Naming different quadrilaterals.
Partition shapes into equal areas and express the area of each part as a fraction.				
3	<p>The student is unable to:</p> <ul style="list-style-type: none"> ● Partition shapes into parts with equal areas. ● Express the area of each part as a unit fraction of the whole. 	<p>The student sometimes can:</p> <ul style="list-style-type: none"> ● Partition shapes into parts with equal areas. ● Express the area of each part as a unit fraction of the whole. 	<p>The student consistently can:</p> <ul style="list-style-type: none"> ● Partition shapes into parts with equal areas. ● Express the area of each part as a unit fraction of the whole. 	<p>The student exceeds in:</p> <ul style="list-style-type: none"> ● Partition shapes into parts with equal areas. ● Express the area of each part as a unit fraction of the whole.

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