



## Elementary Report Card Grading Benchmarks – Grade 3

### Mathematics

1. Operations and Algebraic Thinking: Fluently multiplies within 100.

1	2	3	4
The student is unable or rarely able to multiply within 100.	The student can sometimes, but is not consistently able to, multiply within 100.	The student consistently meets grade-level expectations in the area of multiplying within 100.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of multiply within 100.

2. Operations and Algebraic Thinking: Represents and solves problems involving multiplication.

1	2	3	4
The student is unable or rarely able to solve word problems involving multiplication.	The student can sometimes, but is not consistently able to, solve word problems involving multiplication.	The student consistently meets grade-level expectations in the area of solving word problems involving multiplication.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of word problems involving multiplication.

3. Operations and Algebraic Thinking: Fluently divides within 100.

1	2	3	4

The student is unable or rarely able to divide within 100.	The student can sometimes, but is not consistently able to, divide within 100.	The student consistently meets grade-level expectations in the area of dividing within 100.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of dividing within 100.
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4. Operations and Algebraic Thinking: Represents and solves problems involving division.

1	2	3	4
The student is unable or rarely able to solve word problems using division within 100.	The student can sometimes, but is not consistently able to, solve word problems using division within 100.	The student consistently meets grade-level expectations in the area of word problems using division within 100.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of word problems using division within 100.

5. Operations and Algebraic Thinking: Represents and solves problems involving division.

1	2	3	4
The student is unable or rarely able to solve word problems using division within 100.	The student can sometimes, but is not consistently able to, solve word problems using division within 100.	The student consistently meets grade-level expectations in the area of word problems using division within 100.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of word problems using division within 100.

6. Operations and Algebraic Thinking: Applies properties of multiplication and an understanding of the relationship between multiplication and division.

1	2	3	4
The student is unable or rarely able to apply properties of multiplication and an	The student can sometimes, but is not consistently able to apply properties of multiplication and an	The student consistently meets grade-level expectations in the area of applying properties of	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in

understanding of the relationship between multiplication and division.	understanding of the relationship between multiplication and division.	multiplication and an understanding of the relationship between multiplication and division.	the area of applying properties of multiplication and an understanding of the relationship between multiplication and division.
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7. Operations and Algebraic Thinking: Solves two-step word problems involving the four operations.

1	2	3	4
The student is unable or rarely able to solve a word problem and determine which operation to use.	The student can sometimes, but is not consistently able to solve a word problem and determine which operation to use.	The student consistently meets grade-level expectations in the area of solving word problems and determining which operation to use.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of solving word problems and determining which operation to use.

8. Numbers and Operations in Base Ten: Rounds whole numbers to the nearest 10 or 100.

1	2	3	4
The student is unable or rarely able to.	The student can sometimes, but is not consistently able to,.	The student consistently meets grade-level expectations using	The student exceeds grade-level expectations, and is able to apply and extend

9. Numbers and Operations in Base Ten: Fluently adds within 1,000.

1	2	3	4
The student is unable or rarely able to add whole numbers up to four digits.	The student can sometimes, but is not consistently able to, add whole numbers up to four digits.	The student consistently meets grade-level expectations in the area of addition of numbers up to four digits, including identifying properties and regrouping.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge independently in the area of addition of numbers up to four

			digits.
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10. Numbers and Operations in Base Ten: Fluently subtracts within 1,000.

1	2	3	4
The student is unable or rarely able to subtract whole numbers up to four digits.	The student can sometimes, but is not consistently able to, subtract whole numbers up to four digits.	The student consistently meets grade-level expectations in the area of solving problems involving subtraction of whole numbers up to four digits.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of solving problems involving subtracting of numbers up to four digits.

11. Number and Operations: Fractions – Demonstrates an understanding of fractions as numbers.

1	2	3	4
The student is unable or rarely able to identify fractions pictorially, verbally, and numerically.	The student can sometimes, but is not consistently able to, identify fractions pictorially, verbally, and numerically.	The student consistently meets grade-level expectations in the area of identifying fractions pictorially, verbally, and numerically.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of identifying fractions pictorially, verbally, and numerically.

12. Number and Operations: Fractions – Compares fractions and identifies equivalent fractions through reasoning.

1	2	3	4
The student is unable or rarely able to compare fractions and identify equivalent fractions through reasoning.	The student can sometimes, but is not consistently able to, compare fractions and identify equivalent fractions through reasoning.	The student consistently meets grade-level expectations in the area of comparing fractions and identifying equivalent fractions through reasoning.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of comparing fractions and identifying equivalent fractions through reasoning.

13. Measurement and Data: Solves problems involving measurement and estimation of masses and volumes using standard units.

1	2	3	4
The student is unable or rarely able to solve problems involving measurement and estimation of mass and volume.	The student can sometimes, but is not consistently able to, solve problems involving measurement and estimation of mass and volume.	The student consistently meets grade-level expectations in the area of solving problems involving measurement and estimation of mass and volume.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of solving problems involving measurement and estimation of mass and volume.

14. Measurement and Data: Solve problems involving measurement and estimation of intervals of time.

1	2	3	4
The student is unable or rarely able to solve problems involving time.	The student can sometimes, but is not consistently able to, solve problems involving time.	The student consistently meets grade-level expectations in the area of solving problems involving time.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of solving problems involving time.

15. Measurement and Data: Represents and interprets data.

1	2	3	4
The student is unable or rarely able to solve problems involving representing and interpreting data on a graph.	The student can sometimes, but is not consistently able to solve problems involving representing and interpreting data on a graph.	The student consistently meets grade-level expectations in the area of solving problems involving representing and interpreting data on a graph.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of solving problems involving representing and interpreting data on a graph.

16. Measurement and Data: Demonstrating understanding of the concepts of area.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of the concepts of area.	The student can sometimes, but is not consistently able to, demonstrate understanding of the concepts of area.	The student consistently meets grade-level expectations in the area of demonstrating understanding of the concepts of area.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating understanding of the concepts of area.

17. Measurement and Data: Solves real world and mathematical problems involving perimeters of polygons.

1	2	3	4
The student is unable or rarely able to recognize and solve problems involving perimeter of polygons.	The student can sometimes, but is not consistently able to, recognize and solve problems involving perimeter of polygons.	The student consistently meets grade-level expectations in the area of recognizing and solving problems involving perimeter of polygons.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of recognizing and solving problems involving perimeter of polygons.

18. Geometry: Demonstrating understanding of the categorization of shapes.

1	2	3	4
The student is unable or rarely able to demonstrate understanding of the categorization of shapes.	The student can sometimes, but is not consistently able to, demonstrate understanding of the categorization of shapes.	The student consistently meets grade-level expectations in the area of demonstrating understanding of the categorization of shapes.	The student exceeds grade-level expectations, and is able to apply and extend content knowledge in the area of demonstrating understanding of the categorization of shapes.

19. Mathematical Reasoning: Models with mathematics.

1	2	3	4
<p>The student is unable or rarely able to model with mathematics in order to solve real world and mathematical problems.</p>	<p>The student can sometimes, but is not consistently able to, model with mathematics in order to solve real world and mathematical problems.</p>	<p>The student consistently meets grade-level expectations by modeling with mathematics in order to solve real world and mathematical problems.</p>	<p>The student exceeds grade-level expectations, and is able to apply and extend content knowledge independently by modeling with mathematics in order to solve real world and mathematical problems.</p> <p>Student is able to communicate mathematical practice clearly in oral, written, and/or graphic form to show why a result makes sense.</p>

