

NMSD 3rd Grade Report Card Rubric: Math

Standard: Math: Operations and Algebraic Thinking: <i>Represents and solves problems involving multiplication and division (3.OA.A.1,2,3,4)</i>		
4.0	In addition to 3.0 Performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to: <ul style="list-style-type: none"> • Select the appropriate operation (multiplication or division) within 100 to solve one-step problems involving measurement quantities of single-digit whole numbers and determine the unknown number in a division equation relating three whole numbers. • Interpret the meaning of whole-number quotients of whole numbers. 	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to: <ul style="list-style-type: none"> • Use multiplication and division within 100 to solve one-step problems using arrays, to interpret the meaning of multiplication of two whole numbers and to determine the unknown number in a multiplication equation relating three whole numbers. 	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5 Partial success at score 2.0 concepts and skills.		
1.0	The student is able to: Even with help, does not understand concept or skill.	
Standard: Math: Operations and Algebraic Thinking: <i>Understands multiplication properties and the relationship between multiplication and division (3.OA.B.5,6)</i>		
4.0	In addition to 3.0 Performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to: <ul style="list-style-type: none"> • Apply the Commutative and Associative Properties of Multiplication and the Distributive Property within 100. • Understand the relationship between multiplication and division when solving an unknown factor problem. 	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to: Apply the Commutative Property of Multiplication to mathematical problems with one-digit factors.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5 Partial success at score 2.0 concepts and skills.		
1.0	The student is able to: <ul style="list-style-type: none"> • Accurately solves 0-14 random subtraction facts within 1-minute. 	

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Standard: Math: Operations and Algebraic Thinking: <i>Multiplies fluently within 100 (3.OA.C.7)</i>		
4.0	In addition to 3.0 Performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates Model Work. 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge to multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: Fluently multiply a one digit number by a multiple of 10, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: Multiply a one digit number by a multiple of 10. Round whole numbers to the nearest 100.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5	Partial success at score 2.0 concepts and skills.	
Standard: Math: Operations and Algebraic Thinking: <i>Divides fluently within 100 (3.OA.C.7)</i>		
4.0	In addition to level 3.0 performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: Fluently divides within 100, using strategies such as the relationship between multiplication and division or properties of operations.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: Can determine the quotients for numbers within 100 with support.	<ul style="list-style-type: none"> • Needs help • Making some progress • Communicates in limited fashion • Partial understanding of concepts and skills • Inconsistent • Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	
1.0	Even with help, does not understand concept or skill.	

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Standard: Math: Numbers and Operations <i>Solves problems involving the four operations and identify and explain patterns in arithmetic (3.OA.D.8,9)</i>		
4.0	In addition to level 3.0 performance, the students will: <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Solve two-step problems using multiplication and division within 100. • Represent the problem using equations with a letter or symbol to represent an unknown quantity. They • Explain patterns in the multiplication table. 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: <ul style="list-style-type: none"> • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1000, • Assess the reasonableness of an answer, and identify patterns in the addition table. 	<ul style="list-style-type: none"> • Needs help • Making some progress • Communicates in limited fashion • Partial understanding of concepts and skills • Inconsistent • Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	
Standard: Math: Number and Operations in Base Ten: <i>Uses place value to perform multi-digit addition (3.NBT.A.2)</i>		
4.0	In addition to level 3.0 performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is 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.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: Add within 1,000, using strategies and algorithms based on the relationship between addition and subtraction. Round whole numbers to the nearest 100.	<ul style="list-style-type: none"> • Needs help • Making some progress • Communicates in limited fashion • Partial understanding of concepts and skills • Inconsistent • Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	

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Standard: Math: Numbers and Operations in Base 10		
<i>Uses place value to perform multi-digit subtraction (3.NBT.B.2)</i>		
4.0	In addition to level 3.0 performance, the student <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: Fluently subtract within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: Subtract within 1,000, using strategies and algorithms based on the relationship between addition and subtraction. They should be able to round whole numbers to the nearest 100.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	
Standard: Math: Number and Operations in Base Ten:		
<i>Uses place value to perform multiplication of a one digit number by a multiple of 10 (3.NBT.A.3)</i>		
4.0	In addition to level 3.0 performance, the student <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Applies knowledge into multiple contexts • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: Fluently multiply a one digit number by a multiple of 10, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: Multiply a one digit number by a multiple of 10. Round whole numbers to the nearest 100.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	

NMSD 3rd Grade Report Card Rubric: Math

Standard: Math: Numbers and Operations-Fractions: <i>Demonstrates an understanding of fractions as numbers (3.NF.A.1,2)</i>		
4.0	In addition to level 3.0 performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge into multiple contexts
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; • Understand a fraction a/b as the quantity formed by a parts of size $1/b$; • Represent a fraction $1/b$ on a number line 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: <ul style="list-style-type: none"> • understand a fraction a/b as the quantity formed by a parts of size $1/b$; • represent a fraction on a number line with partitioning. 	<ul style="list-style-type: none"> • Needs help • Making some progress • Communicates in limited fashion • Partial understanding of concepts and skills • Inconsistent • Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	
Standard: Math: Numbers and Operations-Fractions <i>Compares fractions and understands equivalence (3.NF.A.a,b,c,d)</i>		
4.0	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	The student is able to: <ul style="list-style-type: none"> • Generate simple equivalent fractions and recognize when they are equal to whole numbers • Compare two fractions with the same numerator or the same denominator by reasoning about their size. 	
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	The student is able to: <ul style="list-style-type: none"> • Recognize simple equivalent fractions; • Express whole numbers as fractions • Recognize that comparisons are valid only when the two fractions refer to the same whole. 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Even with help, does not understand concept or skill.	

NMSD 3rd Grade Report Card Rubric: Math

Standard: Math: Measurement and Data <i>Solves problems involving measurement and estimation of time, volume, and mass (3.MD.A.1, 3.MD.A.2)</i>		
4.0	In addition to 3.0 performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge into multiple contexts
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to: solve one-step addition and subtraction problems involving time intervals in minutes. Multiply or divide to solve one-step problems involving masses or volumes that are given in the same units.	<ul style="list-style-type: none"> • Showing time intervals on a line diagram. • Measure and estimate volumes and masses by using drawings (such as a beaker with a measurement scale) to represent the problem.
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to: <ul style="list-style-type: none"> • Tell and write time to the nearest minute • Solve one-step addition problems involving five-minute time intervals. • Measure liquid volumes using liters and masses of objects using grams and kilograms • Add or subtract to solve one-step word problems involving masses or liquid volumes that are given in the same units. 	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		
Standard: Math: Measurement and Data <i>Represents and interprets data (3.MD.B.3,4)</i>		
4.0	In addition to level 3.0 performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Demonstrates model work 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Applies knowledge into multiple contexts
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to: <ul style="list-style-type: none"> • Draw a scaled picture graph and a scaled bar graph to represent a data set; solve two-step "how many more?" and "how many less?" problems using information presented in a scaled bar graph; • Generate measurement data by measuring length using rulers marked with quarter inch intervals; and create a line plot with a horizontal scale marked in quarter-unit intervals. 	<ul style="list-style-type: none"> • such as a given number of angles or a given number of equal faces
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to: Solve one-step "how many more?" and "how many less?" problems using information presented in picture and bar graphs; Generate measurement data by measuring lengths using rulers marked with half-inch intervals; and represent measurement data on a line plot with a horizontal scale marked in half-unit intervals.	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Even with help, does not understand concept or skill.		

NMSD 3rd Grade Report Card Rubric: Math

Standard: Math: Measurement and Data <i>Understands the concept of area (3.MD.C.5, 6, 7)</i>		
4.0	In addition to 3.0 Performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to : <ul style="list-style-type: none"> • Define a square unit and use them to measure area. • Measure areas by counting unit squares • Show that area can be found by multiplying side lengths. • Multiply side lengths to find area of rectangles with whole number lengths in the context of solving real world problems. • Use area models to represent the distributive property in mathematical reasoning • Recognize area as additive. 	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to : <ul style="list-style-type: none"> • Define a square unit and use them to measure area. • Measure areas by counting unit squares 	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5 Partial success at score 2.0 concepts and skills.		
1.0	The student is able to: Even with help, does not understand concept or skill.	
Standard: Math: Measurement and Data: Solves problems involving perimeter (3.MD.D.8)		
4.0	In addition to 3.0 Performance, The student is able to: <ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts 	<ul style="list-style-type: none"> • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication • Demonstrates model work
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	The student is able to: <ul style="list-style-type: none"> • Solve real world problems involving perimeters of polygons, including finding the perimeter given the side lengths • Finding an unknown side length • Exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. 	
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	The student is able to: solve for an unknown side length of a polygon when given the perimeter in problems.	Partial understanding of concepts and skills, inconsistent, needs help, making some progress, approaching standard.
1.5 Partial success at score 2.0 concepts and skills.		
1.0	The student is able to: Even with help, does not understand concept or skill.	