



# SJPS 3rd Grade Math Report Card Scales


## Math: Measurement and Data

<b>State Standard:</b> Tell and write time to the nearest minute and add and subtract time intervals in minutes to solve word problems involving time. <b>3.MD.1</b> <b>Report Card Standard Language:</b> Tells time and finds elapsed time to the nearest minute.	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Tell and write time to the nearest minute</li> <li>• <b>AND</b> add and subtract time intervals in minutes to solve word problems involving time.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Have partial success with telling and writing time to the nearest minute</li> <li>• <b>AND</b> have partial success with adding and subtracting time intervals in minutes to solve word problems involving time.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>


## Math: Measurement and Data

<b>State Standard:</b> Measure and estimate liquid volumes and masses of objects and solve word problems with addition and subtraction using standard units of grams, kilograms, and liters. <b>3.MD.2</b> <b>Report Card Standard Language:</b> Measures using gram, kilogram, and liters and solves problems of mass/volume.	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• estimate liquid volumes and masses of objects using grams, kilograms, and liters.</li> <li>• <b>AND</b> solve word problems with addition and subtraction involving liquid volumes and mass.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• begin estimating liquid volumes and masses of objects using grams, kilograms, and liters.</li> <li>• <b>OR</b> solve problems with addition and subtraction involving liquid volumes and masses.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>


## Math: Measurement and Data

<b>State Standard:</b> Draw a scaled picture graph and scaled bar graph to represent a data set with several categories and can answer one-and two-step problems using the information <b>3.MD.3</b> Generate measurement data using rulers to the fourth of an inch and create a line plot using the data. <b>3.MD.4</b> <b>Report Card Standard Language:</b> Creates and interprets picture graphs, bar graphs, and line plots.	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0 	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Interprets picture graphs, bar graphs, and line plots.</li> <li>• <b>AND</b> creates picture graphs, bar graphs, and line plots using data</li> <li>• <b>AND</b> generates data by measuring to the <math>\frac{1}{4}</math> inch.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Interprets picture graphs, bar graphs, and line plots.</li> <li>• <b>OR</b> creates picture graphs, bar graphs, and line plots using data</li> <li>• <b>OR</b> generates data by measuring to the <math>\frac{1}{4}</math> inch.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Math: Measurement and Data

<p><b>State Standard:</b> Find the area of a rectangles or rectilinear shapes by tiling, decomposing, or multiplying. <b>3.MD.7</b> Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. <b>3.MD. 8</b></p> <p><b>Report Card Standard Language:</b> Finds the area and perimeter of a rectangle.</p>	
4.0	<b>There is not a 4.0 score attainable for this standard.</b>
3.0 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Accurately finds the area of a rectangle and rectilinear shape.</li> <li>• <b>AND</b> finds the perimeter of a rectangle and rectilinear shape.</li> <li>• <b>AND</b> decomposes a rectangle to find the area.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Accurately finds the area of a rectangle and rectilinear shape.</li> <li>• <b>OR</b> finds the perimeter of a rectangle and rectilinear shape.</li> <li>• <b>OR</b> decomposes a rectangle to find the area.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Math: Operations and Algebraic Thinking

<p><b>State Standard:</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities while using drawings, equations, and a symbol for the unknown. <b>3.OA.3</b></p> <p><b>Report Card Standard Language:</b> Multiplies and divides within 100 to solve word problems.</p>	
4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• In addition to the 3.0 score, students can create and explain multiplication and division word problems within 100, using drawings, arrays, and a number model with an unknown.</li> </ul>
3.0 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• accurately solve multiplication and division word problems within 100</li> <li>• <b>AND</b> use drawings or arrays and a number model with an unknown.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• begin solving multiplication and division word problems within 100 using drawings, arrays, and/or a number model, but will need help with accuracy.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Math: Operations and Algebraic Thinking

<p><b>State Standard:</b> Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division. <b>3.OA.7</b></p> <p><b>Report Card Standard Language:</b> Represents and solves multiplication and division problems within 100.</p>	
4.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>In addition to the 3.0 score, I can explain multiple strategies for solving multiplication and division problems within 100.</li> </ul>
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>accurately solve multiplication and division problems within 100 using strategies</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>use tools to assist in accurately solving multiplication and division problems within 100.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level</li> </ul>


### Math: Operations and Algebraic Thinking

<p><b>State Standard:</b> Solve 2-step word problems using the four operations while using equations and a letter to represent the unknown. Assess the reasonableness of the answer with mental computation and estimation strategies. <b>3.OA.8</b></p> <p><b>Report Card Standard Language:</b> Solve 2-step word problems using all operations</p>	
4.0	In addition to the 3.0 score, I can make connections, inferences, and applications that go beyond what was taught or read.
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>accurately solve two-step word problems using any of the four operations</li> <li>AND use a number model with an unknown.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>With tools and/or help, accurately solve two-step word problems using any of the four operations</li> </ul>
1.0	<ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level</li> </ul>


### Math: Number and operations in Base Ten

<p><b>State Standard:</b> Fluently and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. <b>3.NBT.2</b></p> <p><b>Report Card Standard:</b> Uses place value, strategies, and algorithms to add and subtract within 1000.</p>	
4.0	In addition to the 3.0 score, I can add and subtract fluently within numbers beyond the thousands place value.
3.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Accurately add and subtract within 1000 using place value, strategies, and algorithms.</li> </ul>
2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>accurately add and subtract within 1000 using tools to help me.</li> </ul>
1.0	<ul style="list-style-type: none"> <li>With help and reteaching, I have partial success at the 2.0 level</li> </ul>


### Math: Geometry

<p><b>State Standard:</b> Understand that shapes in different categories may share attributes and may belong to a larger category. Reason about which shapes belong and don't belong in those categories. <b>3.G.1</b></p> <p><b>Report Card Standard Language:</b> Classifies shapes based on attributes and categorizes them into groups.</p>	
<b>4.0</b>	<b>There is not a 4.0 score attainable for this standard.</b>
<b>3.0</b> 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Accurately classify shapes by their attributes</li> <li>• <b>AND</b> draw shapes based on their attributes</li> <li>• <b>AND</b> identify shapes based on their attributes</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• classify some shapes by their attributes</li> <li>• draw some shapes based on their attributes</li> <li>• identify some shapes based on their attributes</li> </ul>
<b>1.0</b>	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>


### Domain: Number and Operations--Fractions

<p><b>State Standard:</b> Understand a fraction as <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts. <b>3.NF.1</b></p> <p><b>Report Card Standard Language:</b> Understand fractions are equal parts and finds fractions of a whole.</p>	
<b>4.0</b>	<b>There is not a 4.0 score attainable for this standard.</b>
<b>3.0</b> 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify and represent fractions of a whole, when the whole is not a collection.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify and represent fractions of a whole, when the whole is not a collection, using tools.</li> </ul>
<b>1.0</b>	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

### Domain: Number and Operations--Fractions

<p><b>State Standard:</b> Understand a fraction as a number on the number line and represent the fraction on the number line. (denominator of 2, 3, 4, 6, 8 only) <b>3.NF.2</b></p> <p><b>Report Card Standard Language:</b> Represent fractions as numbers on a number line.</p>	
<b>4.0</b>	<b>There is not a 4.0 score attainable for this standard.</b>
<b>3.0</b> 	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• accurately partition number lines into fractions</li> <li>• <b>AND</b> recognize fractions on a number line</li> <li>• <b>AND</b> represent fractions on a number line.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• accurately partition number lines into fractions</li> <li>• <b>OR</b> recognize fractions on a number line</li> <li>• <b>OR</b> represent fractions on a number line.</li> </ul>
<b>1.0</b>	<ul style="list-style-type: none"> <li>• With help and reteaching, I have partial success at the 2.0 level</li> </ul>

**Domain: Number and Operations--Fractions**

<b>State Standard:</b> Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. <b>3.NF.3</b>	
<b>Report Card Standard Language:</b> Understand equivalence of fractions and compares them by size.	
<b>4.0</b>	<b>There is not a 4.0 score attainable for this standard.</b>
<b>3.0</b> 	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• recognize equivalent fractions</li><li>• <b>AND</b> generate equivalent fractions with models</li></ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• recognize equivalent fractions</li><li>• <b>OR</b> generate equivalent fractions with models</li></ul>
<b>1.0</b>	<ul style="list-style-type: none"><li>• With help and reteaching, I have partial success at the 2.0 level</li></ul>