Student:
School:
Teacher:
Year:

INDIAN PRAIRIE SCHOO' ISTRICT 204
GRADE 3 MATHEMATICS STUDE.. PROFILE OF PROGRESS

	Q1	Q2	Q3	Q4
OPERATIONS & ALGEBRAIC THINKING				
Interpret products of whole numbers.				
Interpret whole-number quotients.				
Use multiplication and division to solve word problems.				
Determine the unknown number in a multiplication or division problem that makes the equation true.				
Apply commutative, associate, or distributive property to multiply and divide.				
Understand division as an unknown factor problem.				
Students should know all products of two one- digits by the end of third grade.				
Solve two step word problems using the four operations using equations with a letter standing for the unknown quantity.				
Identify arithmetic patterns and explain them using properties of operations.				
NUMBER & OPERATIONS –FRACTIONS				
Explain any fraction as a/b as "a" (numerator) being the number of parts and "b" (denominator) as the total number of equal parts in the whole.				
Understand two fractions are equivalent (equal) if they are the same size, or same point on number line.				
Recognize and generate simple equivalent fractions.				
Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.				
Compare two fractions with the same numerator or the same denominator by reasoning about their size. Record the results of comparison with symbols (greater than, equal to, less than).				
MEASUREMENT & DATA				
Tell and write time to the nearest minute.				
Solve word problems involving addition and subtraction of time intervals in minutes.				
Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).				
Add, subtract, multiply, or divide to solve one step word problems involving masses or volume.				
Recognize areas of plane figures and understand concepts of area measurement.				
Measure area by counting unit squares (square m, square inch, square ft.).				
Find area of rectangle by tiling it and represent as a multiplication equation.				
Multiply side lengths to find areas of rectangles to solve real world and mathematical problems.				
Use tiling to show area models to represent the distributive property in mathematical reasoning.				
Explain area as an additive to solve real world problems.				
Decompose rectilinear figures into non overlapping rectangles.				

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Rev 7-30-12: IPSD Dept of Teaching & Learning

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INDIAN PRAIRIE SCHOOL DISTRICT 204
GRADE 3 MATHEMATICS STUDENT PROFILE OF PROGRESS

RUBRIC

Beginning (B): Your child cannot yet complete the task independently and shows little understanding of the concept or skill.
Developing (D): Your child shows some understanding of concepts and skills. However, errors or misunderstandings still occur. Reminders, hints, or suggestions are needed to complete the task.
Secure (S): Your child demonstrates firm understanding of the concept/skills and can apply these concepts/skills accurately and independently.

All concepts and skills listed above are considered most essential to master at this grade level. Concepts and skills are taught throughout the school year and are expected to be mastered, or secured, by the *end* of the school year.

***Shaded boxes indicate the concept/skill has not yet been introduced into the grade level curriculum. A blank box (with no letter designation) indicates the concept/skill was not formally evaluated in the quarter. Please see further comment regarding this in the "teacher comment' section of the report card.**

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