

Math Rubric 3rd Grade

Math Standards	1	2	3
Operations and Algebraic Thinking			
Fluently model and solve problems involving addition. NBT.2	Unable to model or solve problems involving addition within 1000.	With prompting and support, able to model and solve problems involving addition using a variety of strategies within 1000.	Independently able to model and solve problems involving addition using a variety of strategies within 1000.
Fluently model and solve problems involving subtraction. NBT.3	Unable to model or solve problems involving subtraction within 1000.	With prompting and support, able to model and solve problems involving subtraction using a variety of strategies within 1000.	Independently able to model and solve problems involving subtraction using a variety of strategies within 1000.
Fluently model, and solve problems involving multiplication. OA.1 OA.3	Unable to model or solve problems involving multiplication.	With prompting and support, able to model and solve problems involving multiplication using a variety of strategies.	Independently able to model and solve problems involving multiplication using a variety of strategies.
Fluently, model, and solve problems involving division. OA.2	T2 & T3: Unable to model or solve problems involving division.	T2 & T3: With prompting and support, able to model and solve problems involving division using a variety of strategies.	T2 & T3: Independently able to model and solve problems involving division using a variety of strategies.
Fluently multiply within 100. OA.7	Unable to consistently multiply using 2 one-digit numbers.	Know all products of 2 one-digit numbers using a variety of strategies. Example: pictures, counting, time	Know from memory all products of 2 one-digit numbers. Example: $7 \times 4 = 28$ (product) $28 \div 4 = 7$ (quotient)
Fluently divide within 100. OA.7	Unable to consistently divide using 2 one-digit numbers.	Know all quotients of 2 one-digit numbers using a variety of strategies. Example: pictures, counting, time	Know from memory quotients of 2 one-digit numbers. Example: $7 \times 4 = 28$ (product) $28 \div 4 = 7$ (quotient)
Solve word problems. OA.8 OA.9	Unable to solve word problems with teacher support.	With prompting and support, student is able to solve word problems.	Student is able to accurately solve word problems using the four operations.
Solve two-step word problems. OA.8 OA.9	T2 & T3: Unable to accurately solve a two-step word problem with teacher support.	T2 & T3: With prompting and support, student is able to solve two-step word problems using at least two operations (+/-).	T2 & T3: Student is able to accurately solve a two-step word problem using the four operations.

Number Sense			
Use rounding to solve problems of estimation NBT.1	Unable to use rounding to solve problems of estimation with teacher support.	Able to use rounding to solve problems of estimation with prompting and support.	Able to use rounding to solve problems of estimation independently.
Form fractions by breaking a whole into equal parts. G.2	T3: Unable to divide and label a shape into equal parts with teacher support.	T3: Able to divide and label a shape into equal parts with prompting and support.	T3: Able to divide and label a shape into equal parts.
Compare fractions. Example: (greater than >, less than <, or equal to =) NF.3	T3: Unable to generate and compare equal and unequal fractions with teacher support.	T3: Generate and compare equal and unequal fractions with support. Example: teacher, objects, drawing	T3: Generate and compare equal and unequal fractions independently.
Measurement			
Solve elapsed time problems. MD.1	T1: Unable to solve elapsed time problems with teacher support.	T1: Able to solve elapsed time problems with prompting and support.	T1: Able to solve elapsed time problems independently.
Solve problems using measurement and estimation of liquids and masses. MD.2	T1: Unable to solve problems using measurement and estimation of liquids and masses.	T1: Able to solve problems using measurement and estimation of liquids and masses with prompting and support. Standard units: grams (g), kilograms (kg), and liters (l).	T1: Able to solve problems using measurement and estimation of liquids and masses independently. Standard units: grams (g), kilograms (kg), and liters (l).
Solve simple problems by creating and using information in a graph. MD.3	T3: Unable to solve simple problems by creating and using information in a graph with teacher support.	T3: Able to solve simple problems by reading a graph.	T3: Able to solve simple problems by reading and creating a graph.
Find and solve perimeter of rectangular and non- rectangular shapes. MD.8	T3: Unable to find the perimeter of rectangular and non- rectangular shapes.	T3: Able to find the perimeter of rectangular and non- rectangular shapes with prompting and support.	T3: Able to find the perimeter of rectangular and non- rectangular shapes using addition.
Find and solve area of rectangular and non- rectangular shapes. MD.5.6.7	T2 & T3: Unable to find the area of rectangular and non- rectangular shapes.	T2 & T3: Able to find the area of rectangular and non- rectangular shapes using models and counting.	T2 & T3: Able to find the area of rectangular and non- rectangular shapes using multiplication.