

The rubrics are designed to help families understand what numbers on a report card mean for each item under the topic in a particular grade level. As a reminder, the goal for mastery of concepts is by the **end** of the school year and grades communicated before the end of the year reflect progress toward that goal for the current reporting period.

### Grade 3 Rubric for Mathematics

	<b>4 - Exceeds Expectations</b>	<b>3 - Meets Expectations</b>	<b>2 - Approaching Expectations</b>	<b>1 - Beginning Skills</b>
<b>Solves multi-step word problems</b>	Student accurately and efficiently solves multi-step word problems.	Student accurately solves multi-step word problems.	Student inconsistently solves multi-step word problems. Student requires some teacher support.	Student does not yet solve multi-step word problems. Student requires teacher support.
<b>Adds and subtracts multi-digit numbers</b>	Student accurately and efficiently adds and subtracts multi-digit numbers using multiple strategies.	Student accurately adds and subtracts multi-digit numbers using strategies.	Student inconsistently uses strategies to accurately solve addition and/or subtraction problems.	Student does not yet use strategies to accurately solve addition and/or subtraction problems.
<b>Multiplies and divides using strategies</b>	Student accurately and efficiently multiplies and divides using a variety of strategies.	Student represents multiplication and division using a variety of strategies.	Student inconsistently represents multiplication and/or division strategies.	Student does not yet represent multiplication and/or division strategies.
<b>Accurately measures time, money and distance</b>	Student can efficiently determine elapsed time to the minute. Student can make correct change with the fewest amount of coins. Student can measure perimeter and lengths using formulas.	Student can determine elapsed time to the minute. Student can make correct change with the fewest amount of coins. Student can measure perimeter and lengths to the nearest half inch.	Student can determine time to the minute. Student can make correct change. Student can measure perimeter and lengths to the nearest inch. Student may need some teacher support.	Student requires teacher support to determine time, make correct change, and/or measure perimeter and lengths to the nearest inch.
<b>Understands fractions in the real world</b>	Student can read and write fractions. Student can recognize how fractions can represent parts of a whole, parts of a set, and points on a number line. Student can find and explain equivalent fractions.	Student can read and write fractions. Student can recognize how fractions can represent parts of a whole, parts of a set, and points on a number line.	Student inconsistently reads and/or writes fractions. Student inconsistently recognizes how fractions can represent parts of a whole, parts of a set, and points on a number line.	Student does not yet read and/or write fractions. Student does not yet recognize how fractions can represent parts of a whole, parts of a set, and points on a number line.
<b>Participates and Cooperates</b>	Student contributes to discussions and work responsibilities. Student consistently cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities. Student usually cooperates in groups and demonstrates leadership skills.	Student contributes to discussions and work responsibilities when prompted. Student inconsistently cooperates in groups.	Student rarely contributes to discussions and work responsibilities even when prompted. Student needs assistance to cooperate in groups.