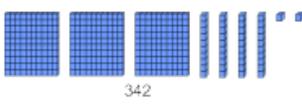
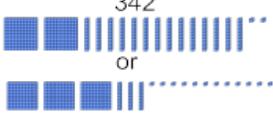


SRPSD Grade 3 Math Rubrics

Part A: Number Strand

N3.1a Demonstrate understanding of whole numbers to 1000 by representing and describing.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 342	342 $300 + 40 + 2$	 342 or

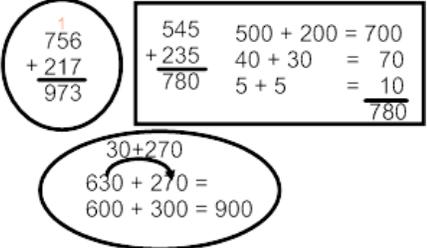
N3.1b Demonstrate understanding of whole numbers to 1000 by estimating with referents.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 900 ❌	 300 ✅	

N3.1c Demonstrate understanding of whole numbers to 1000 by comparing and ordering.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$463 > 241$ $189 > 201$	431, 554, 791 898, 702, 392	

N3.2a Demonstrate understanding of addition (limited to 1, 2, and 3-digit numerals) with sums to 1000.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$\begin{array}{r} 512 \\ + 264 \\ \hline 776 \end{array}$ $\begin{array}{r} 825 \\ + 152 \\ \hline 977 \end{array}$		

N3.2b Demonstrate understanding of subtraction (limited to 1, 2, and 3-digit numerals) with sums to 1000.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$\begin{array}{r} 856 \\ - 624 \\ \hline 232 \end{array}$ $\begin{array}{r} 389 \\ - 172 \\ \hline 217 \end{array}$	$\begin{array}{r} 725 \\ - 216 \\ \hline 509 \end{array}$	

SRPSD Grade 3 Math Rubrics

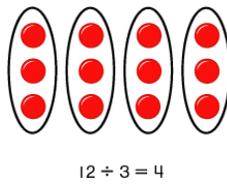
N3.2c Demonstrate understanding of estimation using addition or subtraction.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$387 \begin{matrix} 300 \times \\ 400 \checkmark \end{matrix}$	$387 + 320 \approx 700$ $400 + 300 = 700$	

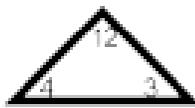
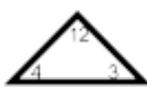
N3.3a Demonstrate understanding of multiplication to 5 x 5 by representing and explaining using repeated addition or subtraction, equal grouping, and arrays, modelling processes using concrete, physical, and visual representations, and recording the process symbolically.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$3 \times 4 = 12$ $5 \times 2 = 10$ $4 \times 0 = 0$	 $4 \times 3 = 12$	

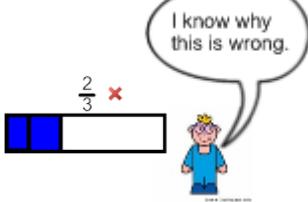
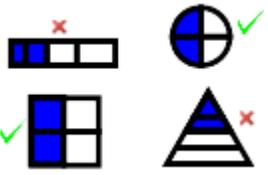
N3.3b Demonstrate understanding of division to 5 x 5 by representing and explaining using repeated addition or subtraction, equal grouping, and arrays, modelling processes using concrete, physical, and visual representations, and recording the process symbolically.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$15 \div 3 = 5$ $16 \div 4 = 4$	 $12 \div 3 = 4$	

N3.3c Demonstrate understanding of relating multiplication and division.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	 $3 \times 4 = 12, 4 \times 3 = 12$	 $3 \times 4 = 12, 4 \times 3 = 12$ $12 \div 3 = 4, 12 \div 4 = 3$	

N3.4 Demonstrate understanding of fractions by representing, observing and describing situations.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
	$\frac{1}{2}$  $\frac{1}{3}$ 		

SRPSD Grade 3 Math Rubrics

Part B: Pattern & Relations Strand

P3.1a Demonstrate understanding of increasing patterns by observing and describing, extending, comparing, creating patterns.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to extend an increasing pattern and identify the pattern rule.	Student is able to extend an increasing pattern but cannot explain the pattern rule.	Student is able to create an increasing pattern and can explain the pattern rule.	Student is able to engage in error analysis and can explain their thinking.

P3.1b Demonstrate understanding of decreasing patterns by observing and describing, extending, comparing, creating patterns.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to extend a decreasing pattern and identify the pattern rule.	Student is able to extend a decreasing pattern but cannot explain the pattern rule.	Student is able to create a decreasing pattern and can explain the pattern rule.	Student is able to engage in error analysis and can explain their thinking.

P3.2 Demonstrate understanding of equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to solve one step addition/subtraction equations.	Student is able to solve one step addition/subtraction equations where the variable is the sum/difference.	Student is able to solve one step addition/subtraction equations.	Student is able to create and solve one step equations related to situational questions.

Part C: Shape & Space Strand

SS3.1 Demonstrate understanding of the passage of time by relating common activities to standard and non-standard units, describing relationships between units, and solving situational questions.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to identify events that involve passage of time.	Student is able to compare common activities involving non-standard passages of time.	Student is able to relate common activities to standard units.	Student is able to solve a situational problem involving the passage of time.

SS3.2 Demonstrate understanding of measuring mass in g and kg by selecting and justifying referents for g and kg, modelling and describing the relationship between g and kg, estimating mass using referents, measuring and recording mass.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to choose the appropriate non-standard unit.	Student is able to select a referent	Student is able to use g or kg units for measuring and record the mass of an object.	Student is able to estimate the mass of an object using g or kg .

SS3.3 Demonstrate understanding of linear measurement (cm and m) by selecting and justifying referents, generalizing the relationship between cm and m, estimating length and perimeter using referents, measuring and recording length, width, height, and perimeter.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to choose the appropriate non-standard unit.	Student is able to select a referent	Student is able to use cm or m units for measuring the perimeter of an object.	Student is able to estimate the length of an object using cm or m .

SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance in constructing or correctly naming a 3-D object.	Student is able to identify attributes of 3-D objects. (faces, vertices....).	Student is able to compare two 3-D objects using attributes like (faces, vertices....).	Student is able to sort 3-D objects and explain the sorting rule used.

SRPSD Grade 3 Math Rubrics

SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons by describing, comparing, and sorting.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance in constructing or correctly naming a 2-D shape.	Student is able to construct and name a 2-D shape.	Student is able to compare two 2-D shapes using attributes like (sides, corners curved, regular and irregular...)	Student is able to sort 2-D shapes and explain the sorting rule used.

Part D: Statistics & Probability Strand

SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), by collecting, organizing, and representing and solving situational questions.

Beginning (1)	Approaching (2)	Proficiency (3)	Mastery (4)
Student needs assistance to collect data.	Student is able to collect data.	Student is able to organize and represent data in a graph.	Student is able to analyze interpretations of graphs and explain whether or not the interpretation is valid based on the data display.