

Performance Level Descriptors – Grade 3 Mathematics

	Grade 3 Math : Sub-Claim A			
	The student solves problems involving the Major Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Products and Quotients 3.OA.1 3.OA.2 3.OA.4 3.OA.6	Understands and interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. Factors are greater than 5 and less than 10. Represents the multiplication or division situation as an equation.	Understands and interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. Factors are greater than 5 and less than 10.	Interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. One factor is less than or equal to 5.	Interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. Limit to factors less than or equal to 5.
Multiplication and Division 3.OA.3-1 3.OA.3-2 3.OA.3-3 3.OA.3-4	Uses multiplication and division within 100 to solve word problems involving equal groups, arrays, area, and measurement quantities other than area. Factors are greater than 5 and less than 10. Identifies proper context given a numerical expression involving	Uses multiplication and division within 100 to solve word problems involving equal groups, arrays, area, and measurement quantities other than area. Factors are greater than 5 and less than 10.	Uses multiplication and division within 100 to solve word problems involving equal groups and arrays. Both factors are less than or equal to 10.	Given a visual aid, uses multiplication and division within 100 to solve word problems involving equal groups and arrays. Both factors are less than or equal to 10.

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	multiplication and division.			
Two-Step Problems 3.OA.8-1 3.Int.1 3.Int.2	Solves two-step unscaffolded word problems using the four operations, including rounding where appropriate, in which the unknown is in a variety of positions. Both values for each operation performed are substantial (towards the upper limits as defined by the standard assessed).	Solves two-step unscaffolded word problems using the four operations, including rounding where appropriate, in which the unknown is in a variety of positions. One of the values for each operation performed is substantial (towards the upper limits as defined by the standard assessed).	Solves two-step scaffolded word problems using the four operations, including rounding where appropriate , in which the unknown is in a variety of positions. One of the values for each operation performed is substantial (towards the upper limits as defined by the standard assessed).	Solves two-step scaffolded word problems using the four operations and in which the sum, difference, product or quotient is always the unknown. One of the values for each operation performed is substantial (towards the upper limits as defined by the standard assessed).
Fraction Equivalence 3.NF.3a-1 3.NF.3a-2 3.NF.3b-1 3.NF-3c 3.NF-3d 3.NF.A.Int.1	Understands, recognizes and generates equivalent fractions using denominators of 2, 3, 4, 6 and 8. Expresses whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Compares two fractions that	Understands, recognizes and generates equivalent fractions using denominators of 2, 3 , 4, 6 and 8. Expresses whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Compares two fractions that	Understands, recognizes and generates equivalent fractions using denominators of 2, 4 and 8. Expresses whole numbers as fractions. Compares two fractions that	Given visual models, understands, recognizes and generates equivalent fractions using denominators of 2, 4 and 8. Expresses whole numbers as fractions. Compares two fractions that

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	<p>have the same numerator or same denominator using symbols to justify conclusions. Plots the location of equivalent fractions on a number line. The student must recognize that two fractions must refer to the same whole in order to compare.</p> <p>Given a whole number and two fractions in a real world situation compares the three numbers using symbols. Justifies the comparison by plotting points on a number line.</p>	<p>have the same numerator or same denominator using symbols to justify conclusions. Plots the location of equivalent fractions on a number line. The student must recognize that two fractions must refer to the same whole in order to compare.</p> <p>Given a whole number and two fractions in a real world situation plots all three numbers on a number line and determines which fraction is closest to the whole number.</p>	<p>have the same numerator or same denominator using symbols to justify conclusions (e.g., by using a visual fraction model). The student must recognize that two fractions must refer to the same whole in order to compare.</p>	<p>have the same numerator or same denominator using symbols. The student must recognize that two fractions must refer to the same whole in order to compare.</p>
<p>Fractions as Numbers</p> <p>3.NF.1 3.NF.2 3.NF.A.Int.1</p>	<p>Understands $1/b$ is equal to one whole that is partitioned into b equal parts – limiting the denominators to 2, 3, 4, 6 and 8.</p> <p>Represents $1/b$ on a</p>	<p>Understands $1/b$ is equal to one whole that is partitioned into b equal parts – limiting the denominators to 2, 3, 4, 6 and 8.</p> <p>Represents $1/b$ on a</p>	<p>Understands $1/b$ is equal to one whole that is partitioned into b equal parts – limiting the denominators to 2, 4 and 8.</p> <p>Represents $1/b$ on a</p>	<p>Understands $1/b$ is equal to one whole that is partitioned into b equal parts – limiting the denominators to 2 and 4.</p> <p>Represents $1/b$ on a</p>

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	<p>number line diagram by partitioning the number line between 0-1 into b equal parts recognizing that b is the total number of parts.</p> <p>Demonstrates the understanding of the quantity a/b by marking off a parts of $1/b$ from 0 on the number line and states that the endpoint locates the number a/b.</p> <p>Applies the concepts of $1/b$ and a/b in real world situations. Creates the number line that best fits the context.</p>	<p>number line diagram by partitioning the number line between 0-1 into b equal parts recognizing that b is the total number of parts.</p> <p>Demonstrates the understanding of the quantity a/b by marking off a parts of $1/b$ from 0 on the number line and states that the endpoint locates the number a/b.</p> <p>Applies the concepts of $1/b$ and a/b in real world situations.</p>	<p>number line diagram by partitioning the number line between 0-1 into b equal parts recognizing that b is the total number of parts.</p> <p>Demonstrates the understanding of the quantity a/b by marking off a parts of $1/b$ from 0 on the number line.</p>	<p>number line diagram by partitioning the number line between 0-1 into b equal parts recognizing that b is the total number of parts.</p> <p>Represents fractions in the form a/b using a visual model.</p>
<p>Time</p> <p>3.MD.1-1 3.MD.1-2</p>	<p>Tells, writes and measures time to the nearest minute.</p> <p>Creates two-step real world problems involving addition and subtraction of time intervals in minutes.</p>	<p>Tells, writes and measures time to the nearest minute.</p> <p>Solves two-step word problems involving addition and subtraction of time intervals in minutes.</p>	<p>Tells, writes and measures time to the nearest minute.</p> <p>Solves one-step word problems involving addition or subtraction of time intervals in minutes.</p>	<p>Tells, writes and measures time to the nearest minute.</p> <p>Solves one-step word problems involving addition or subtraction of time intervals in minutes, with scaffolding, such as a</p>

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				number line diagram.
Volumes and Masses 3.MD.2-1 3.MD.2-2 3.MD.2-3 3.Int.5	Using grams, kilograms or liters, measures, estimates and solves two-step word problems involving liquid volumes and masses of objects using any of the four basic operations. Number values should be towards the higher end of the acceptable values for each operation. Evaluates usefulness and accuracy of estimations.	Using grams, kilograms or liters, measures, estimates and solves one-step word problems involving liquid volumes and masses of objects using any of the four basic operations. Number values should be towards the higher end of the acceptable values for each operation. Uses estimated measurements to compare answers to one-step word problems.	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects using any of the four basic operations. Uses estimated measurements, when indicated, to answer one-step word problems.	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects using concrete objects (beakers, measuring cups, scales) to develop estimates.
Geometric Measurement 3.MD.5 3.MD.6 3.MD.7b-1	Recognizes area as an attribute of plane figures. Creates a visual model to show understanding that area is measured using square units and can be found by covering a plane figure without gaps or overlaps by unit squares	Recognizes area as an attribute of plane figures. Understands area is measured using square units. Recognizes that area can be found by covering a plane figure without gaps or overlaps by unit squares and counting them.	Recognizes area as an attribute of plane figures. With a visual model, understands area is measured using square units. Area can be found by covering a plane figure without gaps or overlaps by unit squares and counting	Recognizes area as an attribute of plane figures. With a visual model, understands area is measured using square units. Area can be found by covering a plane figure without gaps or overlaps by unit squares and counting

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	<p>and counting them.</p> <p>Connects counting squares to multiplication when finding area.</p> <p>Represents the area of a plane figure as “n” square units.</p>	<p>Connects counting squares to multiplication when finding area.</p> <p>Represents the area of a plane figure as “n” square units.</p>	<p>them.</p> <p>Represents the area of a plane figure as “n” square units.</p>	<p>them.</p>

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	Grade 3 Math: Sub-Claim B			
	The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.			
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Multiply One-Digit Whole Numbers 3.NBT.3	Multiplies one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value .	Multiplies one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.	Uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations .	Uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations with scaffolding.
Scaled Graphs 3.MD.3-1 3.MD.3-3 3.Int.4	Completes a scaled picture graph and a scaled bar graph to represent a data set. Solves one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. Creates problems that provide a context for information on the graph.	Completes a scaled picture graph and a scaled bar graph to represent a data set. Solves one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	Completes a scaled picture graph and a scaled bar graph to represent a data set. Solves one-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	Completes a scaled picture graph and a scaled bar graph to represent a data set, with scaffolding, such as using a model as a guide. Solves one- step “how many more” and “how many less” problems using information presented in scaled bar graphs.
Measurement Data 3.MD.4	Generates measurement data by measuring lengths to the nearest half and fourth inch. Shows the data by making a	Generates measurement data by measuring lengths to the nearest half and fourth inch. Shows the data by making a	Generates measurement data by measuring lengths to the nearest half inch. Shows the data by making a line plot, where the	Generates measurement data by measuring lengths to the nearest half inch. Shows the data by making a line plot, where the

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	line plot, where the horizontal scale is marked in appropriate units-whole number, halves or quarters. Uses the line plot to answer questions or solve problems.	line plot, where the horizontal scale is marked in appropriate units-whole number, halves or quarters .	horizontal scale is marked in appropriate units-whole number or halves.	horizontal scale is marked in appropriate units-whole number or halves with scaffolding.
Understanding Shapes 3.G.1	Understands the properties of quadrilaterals and the subcategories of quadrilaterals. Recognizes and sorts examples of quadrilaterals that have shared attributes and shows that the shared attributes can define a larger category. Draws examples and non-examples of quadrilaterals with specific attributes.	Understands the properties of quadrilaterals and the subcategories of quadrilaterals. Recognizes that examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category. Draws examples and non-examples of quadrilaterals with specific attributes.	Understands the properties of quadrilaterals and the subcategories of quadrilaterals. Recognizes that examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category. Draws examples of quadrilaterals with specific attributes.	Identifies examples of quadrilaterals and the subcategories of quadrilaterals. Recognizes that examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category.
Perimeter and Area	Solves real-world and mathematical problems involving perimeters of	Solves real-world and mathematical problems involving perimeters of	Solves mathematical problems involving perimeters of polygons,	Solves mathematical problems involving perimeters of polygons,

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3.G.2 3.MD.8 3.Int.3	<p>polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Number values should be towards the higher end of the acceptable values for each operation.</p> <p>Partitions shapes in multiple ways into parts with equal areas and expresses the area as a unit fraction of the whole</p>	<p>polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Number values should be towards the higher end of the acceptable values for each operation.</p> <p>Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole.</p>	<p>including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same area and different perimeters.</p> <p>Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole.</p>	<p>including finding the perimeter given the side lengths, and exhibiting rectangles with the same area and different perimeters.</p> <p>Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole limited to halves and quarters.</p>

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Grade 3 Math: Sub-Claim C				
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.				
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Properties of Operations 3.C.1-1 3.C.1-2 3.C.1-3 3.C.2	<p>Clearly constructs and communicates a complete written response based on explanations/reasoning using the:</p> <ul style="list-style-type: none"> properties of operations relationship between addition and subtraction relationship between multiplication and division identification of arithmetic patterns <p>Response may include:</p> <ul style="list-style-type: none"> a logical/defensible approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) an efficient and logical progression of steps 	<p>Clearly constructs and communicates a complete written response based on explanations/reasoning using the:</p> <ul style="list-style-type: none"> properties of operations relationship between addition and subtraction relationship between multiplication and division identification of arithmetic patterns <p>Response may include:</p> <ul style="list-style-type: none"> a logical/defensible approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) a logical progression of steps 	<p>Constructs and communicates a written response based on explanations/reasoning using the:</p> <ul style="list-style-type: none"> properties of operations relationship between addition and subtraction relationship between multiplication and division identification of arithmetic patterns <p>Response may include:</p> <ul style="list-style-type: none"> a logical approach based on a conjecture and/or stated assumptions a logical, but incomplete, progression of steps minor calculation errors some use of grade-level 	<p>Constructs and communicates an incomplete written response based on explanations/reasoning using the:</p> <ul style="list-style-type: none"> properties of operations relationship between addition and subtraction relationship between multiplication and division identification of arithmetic patterns <p>Response may include:</p> <ul style="list-style-type: none"> an approach based on a conjecture and/or stated or faulty assumptions an incomplete or illogical progression of steps an intrusive calculation error

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	The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
	<p>with appropriate justification</p> <ul style="list-style-type: none"> • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • determination of whether an argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other’s responses, reasonings, and approaches, utilizing mathematical connections (when appropriate). Provides a counter-example where applicable. 	<ul style="list-style-type: none"> • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluating, interpreting and critiquing the validity of other’s responses, reasonings, and approaches, utilizing mathematical connections (when appropriate). 	<p>vocabulary, symbols and labels</p> <ul style="list-style-type: none"> • partial justification of a conclusion based on own calculations • evaluating the validity of other’s responses, approaches and conclusions. 	<ul style="list-style-type: none"> • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations
Concrete Referents and Diagrams	Clearly constructs and communicates a well-organized and complete response based on	Clearly constructs and communicates a well-organized and complete response based on	Constructs and communicates a response based on operations using concrete referents such as	Constructs and communicates an incomplete response based on operations using

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Grade 3 Math: Sub-Claim C				
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3.C.3-1 3.C.3-2 3.C.6-1 3.C.6-2	<p>operations using concrete referents such as diagrams – including number lines (whether provided in the prompt or constructed by the student) and connecting the diagrams to a written (symbolic) method, which may include:</p> <ul style="list-style-type: none"> • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an efficient and logical progression of steps with appropriate justification • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion 	<p>operations using concrete referents such as diagrams – including number lines (whether provided in the prompt or constructed by the student) and connecting the diagrams to a written (symbolic) method, which may include:</p> <ul style="list-style-type: none"> • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • a logical progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion 	<p>diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include:</p> <ul style="list-style-type: none"> • a logical approach based on a conjecture and/or stated assumptions • a logical, but incomplete, progression of steps • minor calculation errors • some use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations. 	<p>concrete referents such as diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include:</p> <ul style="list-style-type: none"> • a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other’s responses

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Grade 3 Math: Sub-Claim C				
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.				
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
	<ul style="list-style-type: none"> determination of whether an argument or conclusion is generalizable evaluating, interpreting, and critiquing the validity of other’s responses, approaches, and reasoning, and providing a counter-example where applicable. 	<ul style="list-style-type: none"> evaluating, interpreting, and critiquing the validity of other’s responses, approaches, and reasoning. 	<ul style="list-style-type: none"> evaluating the validity of other’s responses, approaches and conclusions 	
Distinguish Correct Explanation/ Reasoning from that which is Flawed 3.C.4-1 3.C.4-2 3.C.4-3 3.C.4-4 3.C.4-5 3.C.4-6 3.C.5-1 3.C.5-2	Clearly constructs and communicates a well-organized and complete response by: <ul style="list-style-type: none"> presenting and defending solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately evaluating explanation/reasoning; 	Clearly constructs and communicates a well-organized and complete response by: <ul style="list-style-type: none"> presenting and defending solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately distinguishing correct explanation/reasoning 	Constructs and communicates a complete response by: <ul style="list-style-type: none"> presenting solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately distinguishing correct explanation/reasoning from that which is 	Constructs and communicates an incomplete response by: <ul style="list-style-type: none"> presenting solutions to scaffolded two-step problems in the form of valid chains of reasoning, sometimes using symbols such as equal signs appropriately distinguishing correct

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Grade 3 Math: Sub-Claim C				
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.				
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3.C.7	<p>if there is a flaw in the argument</p> <ul style="list-style-type: none"> presenting and defending corrected reasoning <p>Response may include:</p> <ul style="list-style-type: none"> a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) an efficient and logical progression of steps with appropriate justification precision of calculation correct use of grade-level vocabulary, symbols and labels 	<p>from that which is flawed</p> <ul style="list-style-type: none"> identifying and describing the flaw in reasoning or describing errors in solutions to multi-step problems presenting corrected reasoning <p>Response may include:</p> <ul style="list-style-type: none"> a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) a logical progression of steps precision of calculation correct use of grade-level vocabulary, symbols and labels justification of a conclusion 	<p>flawed</p> <ul style="list-style-type: none"> identifying and describing the flaw in reasoning or describing errors in solutions to multi-step problems presenting corrected reasoning <p>Response may include:</p> <ul style="list-style-type: none"> a logical approach based on a conjecture and/or stated assumptions a logical, but incomplete, progression of steps minor calculation errors some use of grade-level vocabulary, symbols and labels partial justification of a conclusion based on own calculations 	<p>explanation/reasoning from that which is flawed</p> <ul style="list-style-type: none"> identifying an error in reasoning <p>Response may include:</p> <ul style="list-style-type: none"> a conjecture based on faulty assumptions an incomplete or illogical progression of steps an intrusive calculation error limited use of grade-level vocabulary, symbols and labels partial justification of a conclusion based on own calculations accepting the validity of other's responses.

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	<ul style="list-style-type: none"> • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting, and critiquing the validity of other’s responses, approaches and reasoning, and providing a counter-example where applicable. 	<ul style="list-style-type: none"> • evaluating, interpreting and critiquing the validity of other’s responses, approaches and reasoning. 	<ul style="list-style-type: none"> • evaluating the validity of other’s responses, approaches and conclusions. 	

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Grade 3 Math: Sub-Claim D				
The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for the making use of structure, and/or looking for and expressing regularity in repeated reasoning.				
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Modeling 3.D.1 3.D.2	Devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: <ul style="list-style-type: none"> • using stated assumptions or making assumptions and using approximations to simplify a real-world situation • analyzing and/or creating constraints, relationships and goals • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions 	Devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: <ul style="list-style-type: none"> • using stated assumptions or making assumptions and using approximations to simplify a real-world situation • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in the context of the 	Devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: <ul style="list-style-type: none"> • using stated assumptions and approximations to simplify a real-world situation • illustrating relationships between important quantities by using provided tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in a simplified context • reflecting on whether 	Devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: <ul style="list-style-type: none"> • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities by using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an arithmetic expression or equation to describe a situation

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Grade 3 Math: Sub-Claim D				
The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for the making use of structure, and/or looking for and expressing regularity in repeated reasoning.				
Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command	
<ul style="list-style-type: none"> • justifying and defending models which lead to a conclusion • interpreting mathematical results in the context of the situation • reflecting on whether the results make sense • improving the model if it has not served its purpose • writing a concise arithmetic expression or equation to describe a situation 	<p>situation</p> <ul style="list-style-type: none"> • reflecting on whether the results make sense • modifying and/or improving the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation 	<p>the results make sense</p> <ul style="list-style-type: none"> • modifying the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation 		

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	Grade 3 Math: Sub-Claim E			
	The student demonstrates fluency in areas set forth in the Standards for Content in grades 3-6.			
	Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command
Fluency 3.NBT.2 3.OA.7	<p>Accurately and quickly adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Correctly calculates 100 percent of sums and differences in less than the allotted time on items which are timed.</p> <p>Accurately and quickly multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.</p> <p>Knows from memory 100 percent of the multiplication and division facts within 100 in less than the allotted time on items which are timed.</p>	<p>Accurately in a timely manner adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Correctly calculates 100 percent of sums and differences in the allotted time on items which are timed.</p> <p>Accurately in a timely manner multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.</p> <p>Knows from memory 100 percent of the multiplication and division facts within 100 in the allotted time on items which are timed.</p>	<p>Accurately adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Correctly calculates more than 75 percent and less than 100 percent of sums and differences of items which are timed.</p> <p>Accurately multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.</p> <p>Knows from memory more than 80 percent and less than 100 percent of the multiplication and division facts within 100 on items which are timed.</p>	<p>Adds and subtracts within 1000, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Correctly calculates at least 75 percent of the sums and differences of items which are timed.</p> <p>Multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.</p> <p>Knows from memory greater than or equal to 70 percent and less than or equal to 80 percent of the multiplication and division facts within 100 on items which are timed.</p>