1. **C** (Number) Standard Form
2. **C** (Number) Skip Counting Backwards
3. **C** (Number) Place Value
4. **B** (Number) Estimation
5. **C** (Number) Ten Frames
6. **D** (Number) Ordinals
7. **D** (Number) Operations
8. **C** (Number) Representing
9. **D** (Number) Odd and Even
10. **B** (Number) Ascending Order
11. **A** (Number) Place Value
12. **A** (Number) Missing Addend
13. **B** (Pattern) Identify Core
14. **B** (Pattern) Increasing
15. **A** (Variables & Equations) Equality
16. **A** (Variables & Equations) Symbolic
17. **B** (Measurement) Time
18. **B** (Measurement) Length
19. **B** (Measurement) Calendar
20. **B** (Measurement) Mass
21. **A** (3D Objects) Attributes
22. **C** (2D Objects) Identify
23. **D** (3D Objects) Identify
24. **D** (Data Analysis) Graphing
25. **B** (Data Analysis) Graphing

26.

25¢	10¢	5¢
1	0	1
0	3	0
0	2	2
0	1	4
0	0	6

1	2	3	4
Some attempt but no correct answer	1 correct way	2 or 3 correct ways	4 - 5 correct ways

27.   <u>Combinations</u>

C,B
C,V
C,S
B,V
B,S
S,V

1	2	3	4
A start beyond copying that shows some understanding (draws a 2 scoop cone)	1 or 2 correct combinations (not counting reversals)	3 or 4 correct combinations not counting reversals	5 or 6 correct combinations not counting reversals

Basic Math Computations

17	9	8	33
29	36	27	75
15	95	90	19

Numeracy Performance Standards, Grade 3 Prototype

Quick Scale: Numeracy Performance Standards (Grades 1-3)

Task: _____   **Grade ____**

Strand	Key concepts required by this task (see IRP p. 16)

	Not Yet Within Expectations	**Meets Minimal Expectations**	**Fully Meets Expectations**	**Exceeds Expectations**
Snapshot *Note: the snapshot can be used alone as a holistic scale for marking some assignments*	*Unable to complete tasks in a reasonable amount of time without one-to-one help. Cannot explain results.*	*Completes most parts of basic tasks, but without help, work and explanation are flawed and/or incomplete in important ways.*	*Completes all parts of basic tasks; reaches and explains the results. May have minor flaws.*	*Completes all parts of basic tasks, including explanations, appropriately, with confidence and ease. Flexible; often innovative.*
Concepts and Connections - recognizes/connects mathematics (see relevant and application to problems) [R] [V] [CN] - explains/demonstrates relevant concepts [R]	• Needs one-to-one support to recognize and connect mathematical concepts/procedures • Shows very limited understanding of relevant concepts; does not explain or demonstrate	• In simple situations, recognizes/connects concepts/procedures with limited support • Shows partial understanding of relevant concepts; explanations/demonstrations may be vague and incomplete	• In familiar situations, recognizes/connects concepts and procedures needed for all parts of the task(s) • Shows understanding of relevant concepts; explanations are logical and complete	• In various contexts, recognizes/connects concepts/procedures needed for all parts of the task • Shows thorough understanding of relevant concepts/ procedures; explanations/.demonstrations are precise and show insight
Problem-solving and reasoning -selects and uses appropriate strategies (including visualization; technology) to analyze, solve and create problems [PS] [V] - uses estimation strategies [ME] - verifies and justifies that results are reasonable [R]	• Does not use appropriate strategies; needs extensive support • No evidence of estimation strategies (answers are often highly improbable) • Does not verify results or solutions without step-by-step help	• Uses some appropriate strategies • Some evidence of estimation; somewhat effective (some answers reasonable) • Inconsistent in verifying results or solutions (may verify parts; often needs direction)	• Uses appropriate strategies • Uses estimation strategies appropriately; most answers are reasonable • Verifies and justifies results or solutions (may be inefficient; imprecise)	• Uses highly effective, and often innovative, strategies • Uses effective estimation strategies; answers are reasonable (relatively precise) • Verifies and justifies results or solutions with efficiency and precision
Procedures - accurate and precise in recording, substitutions, calculations, units, and symbols [C] - fluent; efficient in applying procedures including mental math [ME]	• Uses procedures with Limited accuracy; major errors or omissions • Inefficient; struggles (e.g., false starts; repeats; little evidence of mental math strategies)	• Uses some procedures accurately; some errors or omissions • Inconsistent; may be fluent with some procedures but inefficient or struggle with others	• Uses procedures accurately with some minor errors or omissions • Uses most procedures and strategies fluently; self-corrects; may be inefficient with procedures in places	• Uses procedures with accuracy and precision; very few if any minor errors/omissions • Uses procedures and mental math strategies with ease and efficiency; may find own 'shortcuts'
Representation and Communication - represents numbers required by grade level LOs concretely, pictorially, symbolicially [C] [V] **-** communicates mathematically [C]	• Represents a limited range of numbers; does not use a variety of ways; frequent errors/omissions • Unable to explain or demonstrate how to complete the task	• Represents most numbers required in some ways; noticeable errors/omissions • With prompting, partially explains/demonstrates how to complete task	• Represents most numbers required in a variety of ways; some errors or inconsistencies • Explains/demonstrates how to complete task (some math'l language)	• Represents numbers required in a variety of ways; very few/no errors • Clearly explains or demonstrates how to complete task; uses appropriate mathematical language

Used for major tasks, projects, or ongoing observations.