Mathematics Standards-Based Report Card Rubric – Third Grade

Domain: Numbers and Operations in Base Ten							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Uses place value understanding to round numbers	**NBT1**	Student independently and consistently demonstrates **ONE** of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten using a math tool (i.e. number line, hundreds chart). **OR** Uses place value understanding to round a number less than 1,000 to the nearest hundred using a math tool (i.e. number line, hundreds chart).	Student independently and consistently demonstrates **ALL** of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten using a math tool (i.e. number line, hundreds chart). **AND** Uses place value understanding to round a number less than 1,000 to the nearest hundred using a math tool (i.e. number line, hundreds chart).	Student independently and consistently demonstrates **ALL** of the following: Uses place value understanding to round a number less than 1,000 to the nearest ten. **AND** Uses place value understanding to round a multi-digit number to the nearest hundred.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** uses numbers greater than 1,000.	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Add and subtract within 1000 using strategies	**NBT2**	Student independently and consistently demonstrates **ONE** of the following: Adds within 100 using strategies. **OR** Subtracts within 100 using strategies	Student independently and consistently demonstrates **ONE** of the following: Adds within 1,000 using strategies. **AND** Subtracts within 1,000 using strategies.	Student independently and consistently demonstrates **ALL** of the following: Adds within 1,000 using strategies. **AND** Subtracts within 1,000 using strategies.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** uses numbers greater than 1,000.	See NBT Assessment Folder	Q1* Q2, Q3, Q4
Multiply one-digit numbers by multiples of 10 using strategies	**NBT3**	Student 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.	Student independently and consistently uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range of 10-90.	Student independently and consistently multiplies 1 digit numbers by multiplies of 10 in the range of 10-90 using place value strategies and properties of operations.	Student independently and consistently demonstrates mastery of everything in the "proficient learner" column **AND** multiplies any 2-digit number by multiplies of 10 using multiple strategies.	See NBT Assessment Folder	Q2* Q3, Q4

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Domain: Numbers and Operations - Fractions							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Understands fractions as numbers (i.e. part to whole)	**NF1**	Student and consistently demonstrates **ALL** of the following with scaffolding: Represent a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts **AND** Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2, 3, 4, 6, and 8)	Student independently and consistently demonstrates **ONE** of the following: Represent a fractions 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts using fraction models (area – parts of a whole; **OR** Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2, 3, 4, 6, and 8)	Student independently and consistently demonstrates **ALL** of the following: Represent a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts **AND** Represent a fraction a/b as the quantity formed by a parts of size 1/b *(limited to fractions with denominators of 2, 3, 4, 6, and 8)	**N/A**	See NF Assessment Folder	Q3* Q4
Represents fractions using a number line to locate/identify given numerals	**NF2**	Student independently and consistently demonstrates **ONE** of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line **OR** Represent fractions (1/b) by partitioning it into b equal parts **OR** Represent a fraction a/b on a number line diagram by	Student independently and consistently demonstrates **TWO** of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line **OR** Represent fractions (1/b) by partitioning it into b equal parts **OR**	Student independently and consistently demonstrates **ALL** of the following: Represent fractions (1/b) on a number line by defining interval from 0 to 1 and recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line **AND** Represent fractions (1/b) by partitioning it into b equal parts **AND**	**N/A**	See NF Assessment Folder	Q3* Q4

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		marking off a lengths 1/b from 0 **OR** Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0 **OR** Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0 **AND** Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line			
Explains equivalence & compares fractions by reasoning about their size with visual models	**NF3**	Student independently and consistently demonstrates **TWO** of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **OR** Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **OR** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at	Student independently and consistently demonstrates **FOUR** of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **OR** Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **OR** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples:	Student independently and consistently demonstrates **ALL** of the following: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **AND** Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. **AND** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that	**N/A**	See NF Assessment Folder	Q3* Q4

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		the same point of a number line diagram. **OR** Compare two fractions with the same numerator or the same denominator by reasoning about their size. **OR** Recognize that comparisons are valid only when the two fractions refer to the same whole. **OR** Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. **OR** Compare two fractions with the same numerator or the same denominator by reasoning about their size. **OR** Recognize that comparisons are valid only when the two fractions refer to the same whole. **OR** Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. **AND** Compare two fractions with the same numerator or the same denominator by reasoning about their size. **AND** Recognize that comparisons are valid only when the two fractions refer to the same whole. **AND** Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			

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Domain: Operations and Algebraic Thinking							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Represents & solves problems involving multiplication & division within 100	**OA1** **OA2** **OA3** **OA4**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following Interpret products of whole numbers **OR** Interpret whole-number quotients of whole numbers, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each **OR** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities **OR** Determine the unknown whole number in a multiplication or division equation relating three whole numbers	Student independently and consistently demonstrates **TWO** of the following: Interpret products of whole numbers **OR** Interpret whole-number quotients of whole numbers, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each **OR** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities **OR** Determine the unknown whole number in a multiplication or division equation relating three whole numbers	Student independently and consistently demonstrates **ALL** of the following: Interpret products of whole numbers **OR** Interpret whole-number quotients of whole numbers, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each **OR** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities **OR** Determine the unknown whole number in a multiplication or division equation relating three whole numbers	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** understands, models and uses place value understanding beyond 1,000	See OA Assessment Folder	Q2* Q3, Q4
Understands & applies properties of multiplication and division	**OA5** **OA6**	Student inconsistently or with teacher assistance can do ONE of the following: Applies properties of operations as strategies to multiply and divide. **OR** Understands division as an unknown-factor problem.	Student independently and consistently demonstrates **ONE** of the following: Applies properties of operations as strategies to multiply and divide. **OR**	Student independently and consistently demonstrates **ALL** of the following: Applies properties of operations as strategies to multiply and divide. **AND**	**N/A**	See OA Assessment Folder	Q2* Q3, Q4

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			Understands division as an unknown-factor problem.	Understands division as an unknown-factor problem.			
Multiply and divide within 100 using mental math strategies	**OA7**	Student demonstrated limited understanding of the following: Fluently multiplies within 100 using strategies or properties of operations. **AND** Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates **ONE** of the following: Fluently multiplies within 100 using strategies or properties of operations. **AND** Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates **ALL** of the following: Fluently multiplies within 100 using strategies or properties of operations. **AND** Fluently divides within 100 using strategies or properties of operations.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** Fluently multiply with numbers greater than 100 using strategies or properties of operations. **AND** Fluently divides numbers greater than 100 using strategies or properties of operations.	See OA Assessment Folder	Q2* Q3, Q4
Solves two-step word problems involving the four operations	**OA8**	Student independently and consistently demonstrates **ONE** of the following: Solves two-step word problems using the four operations. **AND** Represents problems using equations with a letter standing for the unknown quantity. **AND** Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates **TWO** of the following: Solves two-step word problems using the four operations. **AND** Represents problems using equations with a letter standing for the unknown quantity. **AND** Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	Student independently and consistently demonstrates **ALL** of the following: Solves two-step word problems using the four operations. **AND** Represents problems using equations with a letter standing for the unknown quantity. **AND** Uses mental computation and estimation strategies including rounding to assess the reasonableness of answers.	**N/A**	See OA Assessment Folder	Q2* Q3, Q4

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Identifies & explains patterns in arithmetic using properties of operations	**OA9**	Student identifies arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations with limited understanding or teacher assistance.	Student identifies arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations with limited understanding.	Student independently and consistently identifies arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.	**N/A**	See OA Assessment Folder	Q2* Q3, Q4

Domain: Measurement and Data							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Solves problems involving measurement & estimation of intervals of time	**MD1**	Student demonstrated limited understanding **OR** independently and consistently demonstrates the following: Tells, writes, and measures time to the nearest minute.	Tells, writes, and measures time to the nearest minute. **AND** Solves one-step word problems involving addition or subtraction of time intervals in minutes, with scaffolding, such as a number line diagram.	Student independently and consistently demonstrates **ALL** of the following: Tells, writes, and measures time to the nearest minute. **AND** Solves word problems involving addition and subtraction of time intervals in minutes.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** solves multi-step word problems involving addition and subtraction of time intervals in minutes.	See MD Assessment Folder	Q3* Q4
Solves problems involving measurement & estimation of liquid volumes and masses of objects	**MD2**	Student independently and consistently demonstrates the following: Measures liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	Student independently and consistently demonstrates **ONE** of the following: Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). **OR** Solve one-step word problems involving masses or volumes that	Student independently and consistently demonstrates ALL of the following: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). **AND** Solve one-step word problems involving masses or volumes that	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** solves multi-step word problems involving masses or volumes that are given in the same units.	See MD Assessment Folder	Q3* Q4

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			are given in the same units using drawings to represent the problem.	are given in the same units using drawings to represent the problem.			
Draw and interpret scaled picture and bar graphs to represent data to solve problems	**MD3**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following: Draw a scaled picture graph and bar graph to represent a data set with several categories **OR** Solves one and two step word problems using information from graphs **OR** Generate measurement data by measuring lengths to nearest ¼ inch **OR** Show data by making a line plot marked off in wholes, halves, or quarters	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Draw a scaled picture graph and bar graph to represent a data set with several categories **OR** Solves one and two step word problems using information from graphs **OR** Generate measurement data by measuring lengths to nearest ¼ inch **OR** Show data by making a line plot marked off in wholes, halves, or quarters	Student independently and consistently demonstrates **ALL** of the following: Draw a scaled picture graph and bar graph to represent a data set with several categories **AND** Solves one and two step word problems using information from graphs **AND** Generate measurement data by measuring lengths to nearest ¼ inch **AND** Show data by making a line plot marked off in wholes, halves, or quarters	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** Generates measurement data by measuring lengths to nearest 1/6 and 1/8 inch. **AND** Show data by making a line plot marked off in wholes, halves, quarters, sixths or eighths.	See MD Assessment Folder	Q1* Q2, Q3, Q4
Measure lengths (including ½ and ¼) and represent on a line plot	**MD4**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following: Generates measurement data by measuring lengths using rulers marked with halves. **OR** Generates measurement data by measuring lengths using rulers marked with fourths.	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Generates measurement data by measuring lengths using rulers marked with halves. **OR** Generates measurement data by measuring	Student independently and consistently demonstrates **ALL** of the following: Generates measurement data by measuring lengths using rulers marked with halves. **AND** Generates measurement data by measuring lengths using rulers marked with fourths. **AND**	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** generates measurement data by measuring lengths using rulers marked with eighths.	See MD Assessment Folder	Q1* Q2, Q3, Q4

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		OR Create a line plot with appropriate units across the horizontal axis to show the data.	lengths using rulers marked with fourths. **OR** Create a line plot with appropriate units across the horizontal axis to show the data.	Create a line plot with appropriate units across the horizontal axis to show the data.			
Understands concepts of area & relates area to multiplication & addition	**MD5** **MD6** **MD7**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. **OR** Measures area by counting unit squares. **OR** Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. **OR** Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. **OR** Uses tiling to represent the distributive property. **OR** Uses area models to represent the distributive property.	Student demonstrated limited understanding **OR** independently and consistently demonstrates **FOUR** of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. **OR** Measures area by counting unit squares. **OR** Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. **OR** Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. **OR** Uses tiling to represent the distributive property. **OR** Uses area models to represent the distributive property.	Student independently and consistently demonstrates **ALL** of the following: Recognizes area as an attribute of plane figures and understand concepts of area measurement. **AND** Measures area by counting unit squares. **AND** Tiles a rectangle to find the area and relates it to the multiplication of the side lengths. **AND** Solves real world mathematical problems by multiplying side lengths to find the area of a rectangle. **AND** Uses tiling to represent the distributive property. **AND** Uses area models to represent the distributive property.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** solves multi-step real world mathematical problems by multiplying side lengths to find the area of a rectangle.	See MD Assessment Folder	Q2* Q3, Q4

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Recognizes perimeter as an attribute of plane figures	**MD8**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. **OR** Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. **OR** Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. **OR** Solves real world and mathematical problems involving perimeters of rectangles with the same area measures and different perimeter measures.	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. **OR** Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. **OR** Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. **OR** Solves real world and mathematical problems involving perimeters of rectangles with the same area measures and different perimeter measures.	Student independently and consistently demonstrates **ALL** of the following: Solves real world and mathematical problems involving perimeters of polygons given the measure of all sides. **AND** Solves real world and mathematical problems involving perimeters of polygons given the measure of some of the sides. **AND** Solves real world and mathematical problems involving perimeters of rectangles with the same perimeter and different area measures. **AND** Solves real world and mathematical problems involving perimeters of rectangles with the same area measures and different perimeter measures.	Student independently and consistently demonstrates understanding in all five parts described in the "proficient learner" column **AND** solves real world multi-step mathematical problems involving perimeters of polygons given the measure of all sides.	See MD Assessment Folder	Q4*

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Domain: Geometry							
Indicator	**Standard**	**1 – Beginner Learner**	**2 – Developing Learner**	**3 – Proficient Learner**	**4 – Distinguished Learner**	**Evidence**	**Assessed**
Draws, understands, compares, & contrasts characteristics of quadrilaterals	**G1**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following: Identifies examples of quadrilaterals and the subcategories of quadrilaterals. **OR** Recognizes examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category.	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Understands the properties of quadrilaterals and subcategories of quadrilaterals. **AND** Recognizes and sorts examples of quadrilaterals that have shared attributes can define a larger category. **AND** Draws examples of quadrilaterals with specific attributes.	Student independently and consistently demonstrates **ALL** of the following: Understands the properties of quadrilaterals and subcategories of quadrilaterals. **AND** Recognizes and sorts examples of quadrilaterals that have shared attributes can define a larger category. **AND** Draws examples and non-examples of quadrilaterals with specific attributes.	**N/A**	See G Assessment Folder	Q4*
Partitions shapes into parts with equal areas	**G2**	Student demonstrated limited understanding **OR** independently and consistently demonstrates **ONE** of the following: Partitions shapes into parts the correct amount of parts to represent the whole. **OR** Each of the parts of the whole is represented with equal areas. **OR** Expresses the area as a unit fraction of the whole	Student demonstrated limited understanding **OR** independently and consistently demonstrates **TWO** of the following: Partitions shapes into parts the correct amount of parts to represent the whole. **OR** Each of the parts of the whole is represented with equal areas. **OR** Expresses the area as a unit fraction of the whole	Student independently and consistently demonstrates **ALL** of the following: Partitions shapes into parts the correct amount of parts to represent the whole. **AND** Each of the parts of the whole is represented with equal areas. **AND** Expresses the area as a unit fraction of the whole	**N/A**	See G Assessment Folder	Q3* Q4

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Domain: Standards for Mathematical Practice							
Indicator	**Standard**	**1 – Rarely**	**2 – Sometimes**	**3 – Usually**	**4 – Always**	**Evidence**	**Assessed**
Make sense of problems and persevere in solving them.	**SMP.1**	Student is rarely able (or unable) to figure out the meaning of a problem and is rarely able to independently determine an appropriate strategy/tool to use to solve the problem. Constant teacher prompting is usually required.	Student inconsistently explains to himself/herself the meaning of a problem and/or is inconsistently able to independently determine an appropriate strategy to use to solve problems. Student needs prompting by the teacher on a regular basis.	Student usually explains to himself/ herself the meaning of a problem and determines an appropriate strategy/ tool to use to solve grade-level appropriate problems.	Student self-starts and is consistently able to make the problem make sense to him/her using prior knowledge. The student can determine an appropriate strategy to use to solve grade-level appropriate problems. Student can explain the meaning of a problem and look for ways to solve it. The student may use concrete objects or pictures to help them conceptualize and solve problems.		Q1* Q2, Q3, Q4
Reason abstractly and quantitatively	**SMP.2**	Student is rarely able to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented in a problem solved using objects, pictures, drawings or actions.	Student is inconsistently able or may require teacher prompting to connect a quantity to a written symbol and demonstrate a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions	Student usually connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions.	Student consistently and independently connects a quantity to a written symbol and demonstrates a clear understanding of the meaning of quantity as represented using objects, pictures, drawings or actions. Student recognizes that a number represents a specific quantity and connects the quantity to written symbols.		Q1* Q2, Q3, Q4
Construct viable arguments and critique the reasoning of others	**SMP.3**	Student is rarely able to explain his/her mathematical reasoning and/or respond to others' thinking. Student is rarely able to explain his/her thinking or participate in mathematical discussions.	Student is inconsistently able to explain his/her mathematical reasoning and/or respond to others' thinking.	Student can usually explains his/her mathematical reasoning and responds to others' thinking.	Student consistently and independently explains his/her mathematical reasoning and responds to others' thinking.		Q1* Q2, Q3, Q4
Model with mathematics	**SMP.4**	Student rarely represents problem situations in multiple ways. Including numbers, words, drawing	Student sometimes represents problem situations in multiple ways. Including	Student usually represents problem situations in multiple ways. Including numbers,	Student consistently represents problem situations in multiple ways. Including numbers, words, drawing pictures, using objects,		Q1* Q2, Q3, Q4

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		pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is usually required.	numbers, words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is frequently required.	words, drawing pictures, using objects, acting out, making a chart, list, or graph, etc. Teacher prompting is sometimes required.	acting out, making a chart, list, or graph, etc. Teacher prompting is rarely necessary.		
Use appropriate tools strategically	**SMP.5**	Student is rarely able to consider strategies and tools available to solve a problem or decide which tool/ strategy would be helpful.	Student sometimes considers available tools and strategies available to solve a problem with teacher prompting or examples and decides which tools/strategies might be helpful.	Student usually considers available tools and strategies when solving a problem and decides which tools/strategies might be helpful.	Student consistently and independently considers available tools and strategies (including estimation) when solving a problem and decides which tools/strategies might be helpful.		Q1* Q2, Q3, Q4
Attend to precision	**SMP.6**	Student begins to explain their mathematical reasoning with others but does not use clear and precise language, or student is unable to communicate mathematical reasoning.	Student is sometimes able to communicate mathematical reasoning using clear and precise language.	Student inconsistently communicates mathematical reasoning using clear and precise language.	Student is able to consistently communicate mathematical reasoning using clear and precise language.		Q1* Q2, Q3, Q4
Look for and make use of structure	**SMP.7**	Student is rarely able to see the pattern or structure in any given problem. Student rarely adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is usually required.	Student is sometimes able to see the pattern or structure in any given problem. Student sometimes adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is frequently required.	Student usually looks closely to discover a pattern or structure in any given problem. Student usually adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is sometimes required.	Student consistently looks closely to discover a pattern or structure in any given problem. Student consistently adopts mental math strategies based on patterns (making 5, using ten frame and seeing 10, counting on, etc.). Teacher prompting is rarely necessary.		Q1* Q2, Q3, Q4
Look for and express regularity in repeated reasoning	**SMP.8**	Student rarely notices repetitive actions in counting and computation, etc. Teacher prompting is usually required.	Student sometimes notices repetitive actions in counting and computation, etc. Teacher prompting is frequently required.	Student usually notices repetitive actions in counting and computation, etc. Teacher prompting is sometimes required.	Student consistently notices repetitive actions in counting and computation, etc. Students continually checks his/her work by asking themselves, “Does this make sense?”		Q1* Q2, Q3, Q4