Strand	Standards Reference *Assessed Locally	Grade 3: MATH Grade Level Expectations	SBA Emphasis
Numeration M 1.1	**Understanding Numbers**	**The student understands WHOLE NUMBERS and SIMPLE FRACTIONS. Student can:**	20-24%
	[3] N-1	Read, write, order, and [count*] numbers between 1 & 1000.	
	[3] N-2	Model using base ten blocks or identify place value positions to thousands.	
	[3] N-3	Use appropriate representations of ordinal and cardinal numbers.	
	[3] N-4	Identify, describe with explanations, or illustrate equal parts of a whole, a region, or a set (using models).	
	[3] N-5	Identify, describe w/ explanations, or illustrate equivalent representation of fractions with denominators of 2, 3, 4, or 10 (using models).	
	Understanding Operations	**The student understands MATHEMATICAL OPERATIONS. Student can:**	
	[3] N-6	[Use models, explanations, number lines, or real life situations*], describe, or illustrate addition and subtraction.	
	Number Theory	**The student understands NUMBER THEORY. Using manipulatives or models, student can:**	
	[3] N-7*	Describe or illustrate identity property of addition.	
	[3] N-8*	Model (with manipulatives) and explain commutative property of addition.	
	[3] N-9	Identify or use patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers).	
Measurement M 2.1	**Measurable Attributes**	**The student understands MEASURABLE ATTRIBUTES. Student can:**	12-18%
	[3] MEA-1*	Estimate length to the nearest inch or foot.	
	[3] MEA-2	Compare and order objects according to measurable attributes (calendar, length, [temperature, weight, area, & volume*]).	
	[3] MEA-3	Identify or describe objects that are greater than, less than, or equal to a unit of measure (standard or nonstandard).	
	[3] MEA-4	Select an appropriate unit of English, metric, or non-standards measurement to estimate length, time, weight, or temperature.	
	[3] MEA-5	Identify coins, their value, or the value of a set of coins.	
	Measurement Techniques	**The student understands MEASUREMENT TECHNIQUES. Student can:**	
	[3] MEA-6	Measure length to nearest half-inch.	
	[3] MEA-7	Tell time to nearest quarter-hour using an analog clock or [distinguish between morning, afternoon, and evening*].	
	[3] MEA-8	Determine elapsed time using a calendar.	
	[3] MEA-9*	Count back change from $1.00.	
Estimation & Computation M 3.1	**Estimation**	**The student understands ESTIMATION. Student can:**	18-22%
	[3] E&C-1	Find "how many" or "how much" to 50.	
	[3] E&C-2	Estimate results of simple addition and subtraction problems up to 1,000.	
	Computation	**The student understands COMPUTATION. Student can:**	
	[3] E&C-3*	Recall basic addition and subtraction facts, sums up to 20, and corresponding subtraction facts efficiently.	
	[3] E&C-4	Add or subtract two-digit whole numbers.	
	[3] E&C-5	Use repeated addition to model multiplication with whole numbers with products to 25.	
	[3] E&C-6	Use grouping or "sharing equally" to model division with whole numbers to 25.	
	Patterns & Functions	**The student understands PATTERNS & FUNCTIONS. Student can:**	
	[3] F&R-1	Identify a missing element in a pattern up to the next three terms or explain how missing elements could be found.	
	[3] F&R-2*	Express a generalization of a pattern using words.	

Functions & Relationships M 4.1	[3] F&R-3*	Use manipulatives, including a calculator, as tools when describing, extending, or representing patterns.	12-16%
	Equations/ Inequalities	**The student understands EQUATIONS & INEQUALITIES. Student can:**	
	[3] F&R-4	Use an open number sentence (addition or subtraction) to solve for an unknown represented by a box or circle (e.g., 5 + O =16).	
	[3] F&R-5	Use appropriate vocabulary or symbols for greater than, less than, or equal to.	
Geometry M 5.1	**Geometric Relationships**	**The student understands GEOMETRIC RELATIONSHIPS. Student can:**	12-16%
	[3] G-1	Use the number or length of sides to identify, describe, [model*], or compare triangles or rectangles (including squares).	
	[3] G-2	Use the attributes and properties of plane figures to [model*], identify, compare, or describe plane figures (circles, rectangles, squares, and triangles) [and solid figures (cubes, cylinders, or spheres)*].	
	Shapes	**The student understands SIMILARITY, CONGRUENCE, SYMMETRY, & TRANSFORMATION OF SHAPES. Student can:**	
	[3] G-3	Identify, create, or draw lines of symmetry for real-world objects (e.g., block letters, flags, insects).	
	[3] G-4	Compare or describe shapes (circles, triangles, or rectangles) as "larger than," "smaller than," or "congruent to" a given shape.	
	[3] G-5	Illustrate or identify the results of transformations (slides) of polygons.	
	Perimeter & Area	**The student understands PERIMETER, AREA, VOLUME, & SURFACE AREA. Student can:**	
	[3] G-6	Estimate or determine area or perimeter of rectangular or square shapes on grids.	
	Position & Direction	**The student understands POSITION & DIRECTION. Using manipulatives or models, student can:**	
	[3] G-7*	Use directional terms (inside, outside, right, left, horizontal, vertical) to describe relative location of objects in a picture.	
	Construction	**The student understands GEOMETRIC DRAWINGS OR CONSTRUCTIONS. Student can:**	
	[3] G-8*	Draw real-world objects that consist of geometric shapes (squares, rectangles, triangles, or circles).	
Statistics/ Probability M 6.1	**Data Display**	**The student understands ORGANIZATION & CLASSIFICATION OF DATA. Student can:**	12-16%
	[3] S&P-1	[Design an investigation and collect, record*], organize, display, or explain the classification of data in real-world problems (e.g., literature, self, or family) using bar graphs and [Venn diagrams*].	
	Analysis & Central Tend.	**The student understands ANALYSIS & CENTRAL TENDANCY. Student can:**	
	[3] S&P-2	Use information from a variety of displays (tallies, tables, pictographs, bar graphs, or [Venn diagrams*]).	
	[3] S&P-3	Use the terms "maximum" or "minimum."	
	Probability	**The student understands PROBABILITY. Student can:**	
	[3] S&P-4*	Explain the differences between chance and certainty or recognize events that may be certain or chance events.	
	[3] S&P-5	[Find, record*], & make predictions about the likelihood of outcomes of a simple probability experiment (e.g., spinner, tossing a coin).	
Problem Solving M 7.1	**Problems Solving**	**The student understands PROBLEM SOLVING STRATEGIES. Student can:**	Assessed but not separately reported
	[3] PS-1	Select & apply appropriate strategy (e.g., guess & check, draw a picture, make a model, extend a pattern) to solve a variety of problems.	
Communication M 8.1	**Communication**	**The student COMMUNICATES MATHEMATICAL THINKING. Student can:**	
	[3] PS-2	Represent math problems using manipulatives, models, pictures, and/or everyday language, or use everyday language to explain thinking about the problem-solving strategies and solutions to problems.	
Reasoning M 9.1	**Reasoning**	**The student uses LOGIC & REASONING to solve mathematical problems. Student can:**	
	[3] PS-3	Draw conclusions about math problems or find examples that support or refute	

		mathematical statements.	
	[3] PS-4	Explain whether or not a prediction, estimation, or solution is reasonable.	
Connections M 10.1	**Connections**	**The student CONNECTS & APPLIES MATHEMATICAL CONCEPTS. Student can:**	
	[3] PS-5	Understand & apply mathematical skills & processes in real-world contexts such as literature, self, and family.	