

## Third Grade Mathematics Progress Report Benchmarks 2020-21

See *Assessment in This Unit* in each unit for sources of evidence.

Observations of student thinking during Ten Minute Math, activities, games, and discussions should be used as additional sources of evidence.

<p><b>Beginning:</b> Requires significant teacher support and/or cues  <b>Progressing:</b> Requires some teacher support or teacher prompting  <b>Meeting:</b> Meets all benchmarks consistently and independently  <b>Exceeding:</b> Meets level M and engages productively and independently with the offered extensions</p>	
<b>Progress Report Item</b>	<b>Term 1 Units 1 and 2 Consistently and independently...</b>
<p><b>Perseverance</b> Makes sense of problems and perseveres at solving them</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Looks for entry points</li> <li><input type="checkbox"/> Represents problems</li> <li><input type="checkbox"/> Uses related problems</li> <li><input type="checkbox"/> Checks for reasonableness</li> </ul> <p>Sources of evidence: Assessment Checklist A2 Unit 1</p>
<p><b>Communication</b> Communicates mathematical thinking clearly and precisely, orally and in writing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explains and justifies reasoning and can use representations to support thinking</li> <li><input type="checkbox"/> Listens to/reads each other's ideas and tries to understand classmates thinking by asking clarifying questions and specifying points of agreement and disagreement</li> <li><input type="checkbox"/> Builds on thinking of others</li> <li><input type="checkbox"/> Reconsiders their own argument in response to the critique of others</li> </ul>
<b>Word Problems</b>	N/A
<b>Multiplication / Division Properties/ Models and Strategies</b>	<p>Unit 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an understanding of multiplication and division as involving equal groups.</li> <li><input type="checkbox"/> Solve multiplication and related division problems by using skip counting or known multiplication facts.</li> <li><input type="checkbox"/> Interpret and use multiplication and division notation.</li> </ul>
<b>Multiplication / Division Fluency</b>	<p>Unit 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate fluency with multiplication facts x1, x2, x5, x10</li> </ul>
<b>Place Value Application</b>	N/A
<b>Fractions</b>	N/A
<b>Measurement &amp; Data</b>	N/A
<b>Geometry</b>	N/A

Updated: October 2020