



Grade 3 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Number Sequences	<input type="checkbox"/> Says the number sequence 0 to 100 and above by: <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1 	<input type="checkbox"/> With models or prompts, says the number sequence 0 to 100 by: <ul style="list-style-type: none"> • counting by 1s forward between any two given numbers • extending a given skip counting sequence (by 2s, 5s or 10s) forward and backward, using concrete materials (e.g., number line) • skip counting by 10s 	<input type="checkbox"/> Is beginning to use opportunities from everyday situations to count on by 1s
	Looking for strategies to assess students' understanding of this concept? Try the following: <ul style="list-style-type: none"> • Pearson's <i>Math Makes Sense 2</i>, ProGuide, Unit 2, Assessment for Learning Task, page 43 • Nelson's <i>Math Focus 2</i>, Teacher Resource, Chapter 6, pages 78 and 80 		
Notes			



Grade 3 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

	Proficient	Approaching proficiency	Limited
Represents Numbers	<input type="checkbox"/> Represents and describes numbers to 100 and above, concretely, pictorially and symbolically	<input type="checkbox"/> With models or prompting, represents numbers to 100, concretely and pictorially	<input type="checkbox"/> Is beginning to represent numbers to 20, concretely or pictorially
	Looking for strategies to assess students' understanding of this concept? Try the following: <ul style="list-style-type: none"> • Pearson's <i>Math Makes Sense 2</i>, ProGuide, Unit 2, Assessment for Learning Task, page 43 • Nelson's <i>Math Focus 2</i>, Teacher Resource, Chapter 6, pages 78 and 80 		
Notes			

Grade 3 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

	Proficient	Approaching proficiency	Limited
Addition and Subtraction	<input type="checkbox"/> Demonstrates an understanding of addition of 1- and 2-digit numerals with answers to 100 and above and the corresponding subtraction by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • creating and solving problems that involve addition and subtraction • using the commutative property of addition (the order in which numbers are added does not affect the sum) • using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) • explaining that the order in which numbers are subtracted may affect the difference 	<input type="checkbox"/> With models and exemplars, demonstrates an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • using familiar mathematical language to describe additive and subtractive actions (e.g., more, less) • solving problems in contexts that involve addition and subtraction • modelling addition and subtraction, using concrete representations, and recording the process symbolically 	<input type="checkbox"/> With models and prompts, is beginning to demonstrate an understanding of addition with answers to 20 and the corresponding subtraction by: <ul style="list-style-type: none"> • using simple mathematical language • modelling addition and subtraction, using pictorial representations and concrete materials
	Looking for strategies to assess students' understanding of this concept? Try the following: <ul style="list-style-type: none"> • Pearson's <i>Math Makes Sense 2</i>, ProGuide, Unit 5, Lesson 9, page 71 • Nelson's <i>Math Focus 2</i>, Teacher Resource, Chapter 8, page 78 		
Notes			

Grade 3 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

	Proficient	Approaching proficiency	Limited
Mental Mathematics	<input type="checkbox"/> Applies mental mathematics strategies, such as: <ul style="list-style-type: none"> • using doubles making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction • for basic addition facts and related subtraction facts to 18 	<input type="checkbox"/> With models and prompts, is beginning to apply mental mathematics strategies, such as: <ul style="list-style-type: none"> • using doubles making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction • for basic addition facts and related subtraction facts to 18 	<input type="checkbox"/> With prompts and support, is beginning to explore mental mathematics strategies, such as: <ul style="list-style-type: none"> • one more, one less • two more, two less
	Looking for strategies to assess students' understanding of this concept? Try the following: <ul style="list-style-type: none"> • Pearson's <i>Math Makes Sense 2</i>, ProGuide, Unit 2, Assessment for Learning Task, page 43 • Nelson's <i>Math Focus 2</i>, Teacher Resource, Chapter 3, pages 50 and 52 		
Notes			