



**ADW Academic Standards
Report Card Guide Sheets**

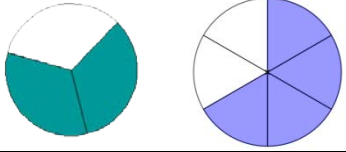
Grade: Third Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Understands and demonstrates the relationship between fractions and decimals								
Learning Targets by Quarter									
1	2	3	4						
I can:	I can: Identify and use correct names for numerators and denominators. Relate decimal to coin equivalency.	I can: Recognize decimals as non-monetary values. Identify equivalent fractions.	I can: Recognize equivalent fractions as decimals. Understand that decimals are fractions written using place value.						
1	2	3	4						
I can:	I can: Say three-fifths when presented with the fraction $\frac{3}{5}$. Model $\frac{1}{4}$ as 25 or $\frac{1}{4}$, a dime as .10 or $\frac{1}{10}$, a nickel as .05 or $\frac{1}{20}$, and a penny as .01 or $\frac{1}{100}$.	Student can: $\frac{1}{2}$ of a pizza = .5 pizzas $\frac{3}{10}$ used pencils in a box = .3 used pencils $\frac{3}{4} = .75$ Show equivalent fractions in fraction and picture form.	Student can: $\frac{1}{3} = \frac{2}{6} = .3$ <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th align="center">Ones</th> <th align="center">Decimal</th> <th align="center">Tenth</th> </tr> </thead> <tbody> <tr> <td align="center">0</td> <td align="center">.</td> <td align="center">7</td> </tr> </tbody> </table> is equal to $\frac{7}{10}$	Ones	Decimal	Tenth	0	.	7
Ones	Decimal	Tenth							
0	.	7							



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Grade: Third Subject: Mathematics

		<p>$2/3 = 4/6$</p> 	
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Grade: Third Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Understands and demonstrates place value.											
Learning Targets by Quarter												
1	2	3	4									
I can: Identify place value to 1000.	I can: Compare numbers up to 1000.	I can:	I can:									
Work Sample for Meets the Grade Level Expectations at this Time by Quarter												
1	2	3	4									
Student can: Write numbers in standard form and expanded form up to 1000. <i>For example:</i> 735 $700 + 30 + 5$ 7 hundred + 3 tens + 5 ones <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center">Hundreds</td> <td align="center">Tens</td> <td align="center">Ones</td> </tr> <tr> <td align="center">9</td> <td align="center">5</td> <td align="center">2</td> </tr> <tr> <td align="center">4</td> <td align="center">8</td> <td align="center">7</td> </tr> </table>	Hundreds	Tens	Ones	9	5	2	4	8	7	Student can: Compare numbers using $<$, $>$, $=$ signs with numbers up to 1000. <i>For example:</i> $735 > 650$ $635 < 833$	Student can:	Student can:
Hundreds	Tens	Ones										
9	5	2										
4	8	7										



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Report Card Guide Sheets

Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Adds whole numbers less than 1000 without regrouping		
Learning Targets by Quarter			
1	2	3	4
I can: Add three- digit numbers without regrouping.	I can: Add three- digit numbers in word problems without regrouping.	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: $\begin{array}{r} 425 \\ + 342 \\ \hline 767 \end{array}$	Student can: Susie has 356 baseball cards. Her brother Sam has 422 baseball cards. How many baseball cards do they have altogether?	Student can:	Student can:



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Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Adds whole numbers less than 1000 with regrouping		
Learning Targets by Quarter			
1	2	3	4
I can: Add three-digit numbers with regrouping.	I can: Add three-digit numbers in a word problem with regrouping.	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: $\begin{array}{r} 485 \\ +257 \\ \hline 742 \end{array}$	Student can: The Maize family drove for two days while visiting family. The first day they drove 288 miles. The second day they drove 337 miles. How many miles did they drive in 2 days?	Student can:	Student can:



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Report Card Guide Sheets

Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Subtracts whole numbers less than 1000 without regrouping		
Learning Targets by Quarter			
1	2	3	4
I can: Subtract 3-digit number without regrouping.	I can: Subtract 3 digit numbers in word problems without regrouping.	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: $\begin{array}{r} 356 \\ - 123 \\ \hline 233 \end{array}$	Student can: Susie has 356 baseball cards. She sold her brother Sam 122 baseball cards. How many baseball cards does she have left?	Student can:	Student can:



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Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Subtracts whole numbers less than 1000 with regrouping		
Learning Targets by Quarter			
1	2	3	4
I can: Subtract 3 digit numbers with regrouping.	I can: Subtract 3 digit numbers any word problem with regrouping.	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: $\begin{array}{r} 485 \\ - 256 \\ \hline 229 \end{array}$	Student can: The Maize family drove for two days while visiting family. The total trip was 555 miles. On the first day they drove 327 miles. How many miles did they drive the second day?	Student can:	Student can:



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Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Understands and uses the inverse relationship between multiplication/division		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Use knowledge of fact families to show the inverse operation of the given fact.	I can: Use knowledge of fact families to show the inverse operation of the given fact.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Students can:	Student can:	Student can: Explain that multiplication is the opposite of addition. Student can give an example of a multiplication/division fact family. $2 \times 3 = 6$ $3 \times 2 = 6$ $6 \div 3 = 2$ $6 \div 2 = 3$	Student can: $6 \times 5 = 30$ $30 \div 5 = 6$ or $102 \div 12 = 10$ $12 \times 10 = 120$



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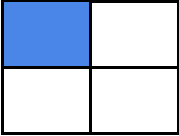
Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Demonstrates knowledge of multiplication facts from 0-12		
Learning Targets by Quarter			
1	2	3	4
I can: Identify and use skip counting patterns.	I can: Memorize and use 2, 3, 4, 5, 10 multiplication facts.	I can: Memorize and use 6, 7, 8, 9, 11, 12 multiplication facts.	I can: Determine answers to multiplication facts the 0 through 12 when placed in random order.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Skip count by 1, 2, 5, 10	Student can: $2 \times 3 = 6$ $3 \times 6 = 18$ $4 \times 4 = 16$ $5 \times 9 = 45$ $10 \times 7 = 70$	Student can: $6 \times 11 = 66$ $7 \times 7 = 49$ $8 \times 9 = 72$ $9 \times 4 = 36$ $11 \times 12 = 132$ $12 \times 8 = 96$	Student can: $6 \times 4 = 24$ $10 \times 5 = 50$ $1 \times 3 = 3$ $8 \times 4 = 32$ $2 \times 6 = 12$ $9 \times 12 = 108$ $3 \times 5 = 15$



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Grade: Third Subject: Mathematics

Report Card Standard	<u>Computation</u> Adds and subtracts simple fractions with the same denominator		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Identify numerator and denominator of fraction. Draw models of simple fractions.	I can: Add and subtract fraction with same denominators.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can Identify 1 as the numerator and 4 as the denominator in the following fraction.  =1/4	Student can: $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$ $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$



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Grade: Third Subject: Mathematics

Report Card Standard	<u>Algebra</u> Creates and solves problems in the form of numeric equations		
Learning Targets by Quarter			
1	2	3	4
I can: Solve addition word problems using numeric equations.	I can: Solve subtraction word problems using numeric equations.	I can: Solve multiplication word problems using numeric equations.	I can: Create a word problem from given numeric equation.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Jill bought 3 folders for \$0.47. How much money did Jill spend?	Student can: Cody had 17 toy cars. 11 are red. How many toy cars are not red?	Student can: Manny played three games of basketball after school. He scored five points in each game. How many points did Manny score all together?	Student can: Write a word problem with a question.



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Report Card Standard	<u>Algebra</u> Understands and uses the commutative rules of multiplication		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Use multiplication facts 2, 3, 4, 5, 10 to explore the commutative rule of multiplication.	I can: Use multiplication facts 6, 7, 8, 9, 11, 12 to explore the commutative rule of multiplication.	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can: $3 \times 4 = 4 \times 3$ $5 \times 6 = 6 \times 5$	Student can: $9 \times 11 = 11 \times 9$ $6 \times 7 = 7 \times 6$	Student can:



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Grade: Third Subject: Mathematics

Report Card Standard		<u>Algebra</u> Understands and uses the associative rules of multiplication	
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Understand and identify the associative property of multiplication when presented in a problem.	I can: Utilize the associative rules of multiplication.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can: $\begin{array}{l} 3 \cdot 4 \cdot 2 = 3 \cdot 4 \cdot 2 \\ (3 \cdot 4) \cdot 2 = 3 \cdot (4 \cdot 2) \\ \quad \swarrow \quad \searrow \\ (12) \cdot 2 = 3 \cdot (8) \\ 24 = 24 \end{array}$ <small>© mathwarehouse.com</small> Retrieved from mathwarehouse.com through Bing .	Student can: $\begin{array}{l} (2 \times 10) \times 3 = 2 \times (10 \times 3) \\ (20) \times 3 = 2 \times (30) \\ 60 = 60 \end{array}$



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
Grade: Third Subject: Mathematics

Report Card Standard	Algebra												
	Creates, describes and extends number patterns using multiplication												
Learning Targets by Quarter													
1	2	3	4										
I can:	I can:	I can: Complete number pattern when given a 4-number sequence.	I can: Create and solve function box (input and output) using learned multiplication facts.										
Work Sample for Meets the Grade Level Expectations at this Time by Quarter													
1	2	3	4										
Student can:	Student can:	Student can: 3, 6, 12, 24, ____, ____, 5, 10, 20, ____, ____,	Student can: Tell what the rule is in the following function box. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th align="center">X</th> <th align="center">Y</th> </tr> </thead> <tbody> <tr> <td align="center">1</td> <td align="center">3</td> </tr> <tr> <td align="center">2</td> <td align="center">6</td> </tr> <tr> <td align="center">3</td> <td align="center">9</td> </tr> <tr> <td align="center">4</td> <td align="center">12</td> </tr> </tbody> </table>	X	Y	1	3	2	6	3	9	4	12
X	Y												
1	3												
2	6												
3	9												
4	12												



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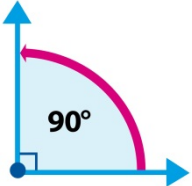
Grade: Third Subject: Mathematics

Report Card Standard	<u>Geometry</u> Identifies and draws lines of symmetry in geometric shapes		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can:	I can: Identify geometric shapes. Draw a line of symmetry in a geometric shape. Describe why a geometric shape may have more than 1 line of symmetry.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:	Student can:  square or rectangle  Why can a square have multiple correct lines of symmetry?



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Report Card Standard	<u>Geometry</u> Identifies common shapes and angles		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Identify common shapes, both plane and solid. Understand that quadrilaterals are solid (2-dimensional) shapes with 4 sides and 4 angles. Identify shapes that are congruent.	I can: Identify angles with 90 degrees as a right angle.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can: Give the attributes of the following: circle, square, triangle, rectangle, pentagon, hexagon, cube, sphere, prism, pyramid, cone, cylinder etc. Identify the plane figures	Student can: Retrieved using Bing . 



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		<p>needed to create common solid figures. (see chart)</p> <table border="1"><tr><td>cube</td><td>6 squares</td></tr><tr><td>triangular prism</td><td>2 triangles, 3 rectangles</td></tr><tr><td>pyramid</td><td>1 square, 4 triangles</td></tr><tr><td>cylinder</td><td>1 rectangle, 2 circles</td></tr></table> <p>Quadrilaterals include:</p> <ul style="list-style-type: none">• square• rectangle• parallelogram• trapezoid	cube	6 squares	triangular prism	2 triangles, 3 rectangles	pyramid	1 square, 4 triangles	cylinder	1 rectangle, 2 circles	<p>Identify right angles in the classroom.</p>
cube	6 squares										
triangular prism	2 triangles, 3 rectangles										
pyramid	1 square, 4 triangles										
cylinder	1 rectangle, 2 circles										



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Report Card Standard	<u>Measurement</u> Finds and writes the value of any collection of coins and bills		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Recognize an add combinations of coins less than \$1 without regrouping.</p>	<p>I can:</p> <p>Recognize and add collection of bills and coins up to \$100 with regrouping.</p>	<p>I can:</p> <p>Add any collection of bills and coins up to \$1000 with or without regrouping.</p>	<p>I can:</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>What is the value of 4 dimes, 2 nickels, and 3 pennies?</p>	<p>Student can:</p> 	<p>Student can:</p> 	<p>Student can:</p>



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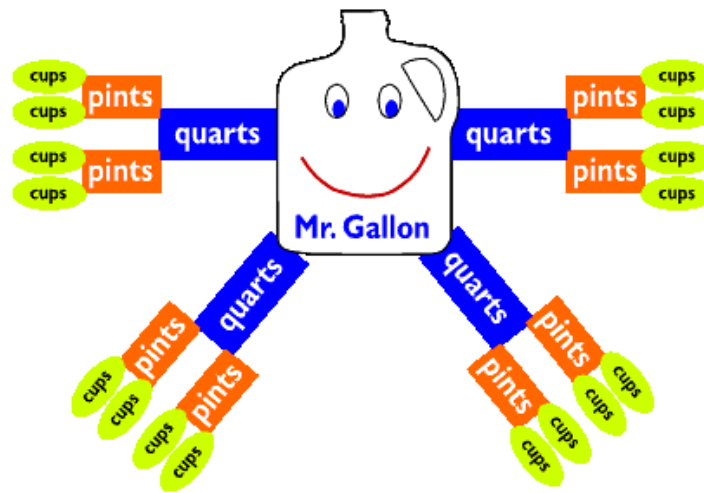
Report Card Standard	<u>Measurement</u> Estimate and measure capacity and weight		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Measure capacity and weight. Memorize capacity comparisons. (see Mr. Gallon graphic)	I can: Estimate the capacity of a container. Estimate the weight of an object.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can: Weigh objects using a triple beam balance. Record the findings and compare objects by weight. Use small objects with defined measures (cup, pint) to fill large objects (quart, gallon). Record results and compare how many cups or pints are needed to fill a quart or gallon. Findings can be recorded on a chart.	Student can: Make a guess about how many cubes will it take to fill a box. Make a guess as to how much liquid will fill a cup or glass. Make a guess about the weight or an object using prior knowledge.



ADW Academic Standards
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Grade: Third Subject: Mathematics

Mr. Gallon Display





**ADW Academic Standards
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Grade: Third Subject: Mathematics

Report Card Standard	<u>Measurement</u> Carries out simple unit conversions within a measurement system		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: Use a ruler to measure objects using inches, feet, yards, centimeters, and meters. Understand the relationship between seconds, minutes, hours, days, etc.	I can: Convert hours to days, days to weeks, weeks to months, months to years. Convert inches to feet, feet to yards. Convert centimeters to meters.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can: Measure common objects found in a classroom. Measure your height using both the US Customary Units and the Metric System. Compare the two measurements.	Student can: <i>Example questions:</i> <ul style="list-style-type: none"> • If it takes Sally 21 days to complete her project, how many weeks was she working to complete it? • Jeremy receives a letter from his grandmother every other Friday. If there are 52 weeks in a



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			<p>year, how many letters does he receive?</p> <ul style="list-style-type: none">• Joe needs a board that is 72 inches long. The hardware store sells boards that are 2 yards or 3 yards. Which board should he buy?
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A solid dark blue horizontal bar spans the width of the table below the row of cells.



ADW Academic Standards
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Grade: Third Subject: Mathematics

Report Card Standard	<u>Data and Probability</u> Identify whether everyday events are certain, likely, unlikely, or impossible.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Define certain, likely, unlikely, and impossible.	I can: Tell whether an event is certain, likely, unlikely, or impossible.	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can: Tell what the terms mean. Give example sentences using the words. Place 8 red cubes and 3 blue cubes in a bag. Determine whether or not it is certain, likely, unlikely, or impossible that you will pull out a red cube? Blue cube?	Student can: <i>Example questions:</i> <ul style="list-style-type: none"> • It is raining outside. Is it certain, likely, unlikely, or impossible that the tree in the yard will get wet? • There is a 10% chance of snow in the forecast. Is it certain, likely, unlikely, or impossible that it will snow? • It is July in Maryland. Is it likely that it will be hot or cold outside? 	Student can:



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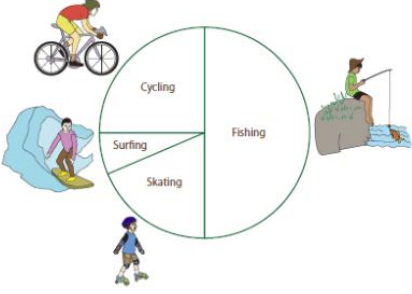
Grade: Third Subject: Mathematics

Report Card Standard	<u>Data and Probability</u> Interprets data displayed in a circle graph to answer questions about a situation		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Reads and understands a circle graph and answers any questions about the data presented in the graph.	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can: Use a circle graph to answer questions. <i>For example:</i> <ul style="list-style-type: none"> • What fraction of the students like fishing? • Did more students like cycling or skating? • Which 2 activities, when added together, equal cycling? 	Student can:	Student can:



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