

## Achievement Level Descriptors Mathematics Grade 3

ALD	Standard	Level 2	Level 3	Level 4	Level 5
Policy		Students at this level demonstrate a <b>below satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate a <b>satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate an <b>above satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate <b>mastery</b> of the most challenging content of the <i>Florida Standards</i> .
		<b>A student performing at Level 2</b>	<b>A student performing at Level 3</b>	<b>A student performing at Level 4</b>	<b>A student performing at Level 5</b>
Operations and Algebraic Thinking					
Range	3.OA.1.1	interprets products of single-digit whole numbers (using factors of 1, 2, or 5) using equal groups of objects and arrays of objects	interprets products of single-digit whole numbers (using factors up to 10)	interprets products of whole numbers within 100, representing context with numbers and words	[intentionally left blank]
Range	3.OA.1.2	interprets whole-number quotients of whole numbers (with a divisor of 1, 2, or 5) using equal groups of objects and arrays of objects	interprets whole-number quotients of whole numbers (with factors up to 10) using partitive division; interprets whole number quotients of whole numbers (with factors up to 10) using measurement division	interprets quotients of whole-number division problems within 100, representing context using numbers and words	[intentionally left blank]
Range	3.OA.1.3	multiplies and divides with factors and divisors of 1, 2, or 5 to solve word problems involving equal groups and arrays	multiplies and divides with factors and divisors that are less than or equal to 10 to solve word problems involving equal groups, arrays, and measurement quantities; writes an equation with a symbol to represent the unknown	multiplies and divides within 100 using a variety of strategies to solve two-step word problems	[intentionally left blank]

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Range	3.OA.1.4	determines the unknown whole number in a multiplication or division equation, when the unknown number is the product or quotient (with factors and divisors of 1, 2, or 5)	determines the unknown whole number in a multiplication or division equation, in any position, with factors and divisors up to 10	[intentionally left blank]	[intentionally left blank]
Range	3.OA.2.5	applies commutative property of multiplication	applies commutative, associative, and distributive properties of operations as strategies to multiply and divide	determines an appropriate strategy or multiple strategies for a given situation	determines the error in the steps of a distributive property strategy
Range	3.OA.2.6	writes multiplication equations to solve division problems with unknown factors where the factors are 1, 2, or 5	writes multiplication equations to solve division problems with unknown factors where the factors are less than or equal to 10	[intentionally left blank]	[intentionally left blank]
Range	3.OA.3.7	fluently multiplies and divides factors of 1, 2, or 5	fluently multiplies and divides numbers with factors up to and including 10, using a variety of strategies	fluently retrieves factor pairs of a product	[intentionally left blank]
Range	3.OA.4.8	solves two-step problems using addition and subtraction within 100 and multiplication and division using factors of 1, 2, or 5	solves two-step word problems using the four operations and using equations with a letter for the unknown quantity	assesses the reasonableness of answers using mental computation and estimation strategies including rounding	creates a two-step word problem from an equation with a variable
Range	3.OA.4.9	identifies simple arithmetic patterns	explains simple arithmetic patterns using properties of operations	explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations	explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations

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<b>Number and Operations in Base Ten</b>					
Range	3.NBT.1.1	uses place value understanding to round a three-digit number to the nearest 10	uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100	uses place value understanding to round whole numbers to both the nearest 10 and 100 where the digit to the left is also affected (e.g., round 199 to the nearest ten)	determines missing original number when given a number that has been rounded
Range	3.NBT.1.2	adds and subtracts within 1,000 when regrouping is not required	fluently adds and subtracts within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	fluently adds and subtracts within 1,000; explains the method used in finding a sum or difference	determines an error and shows the correct answer
Range	3.NBT.1.3	multiplies single-digit whole numbers by 10	multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations	multiplies single-digit whole numbers by multiples of 10 in the range 10-90 in real-world contexts	solves for a missing factor using strategies based on place value and properties of operations
<b>Number and Operations—Fractions</b>					
Range	3.NF.1.1 <b>Also Assesses 3.G.1.2</b>	identifies that the numerator is the number of equal parts being considered; identifies that the denominator is the number of equal parts that make up the whole	partitions a shape in multiple ways to show understanding that $1/b$ is equal to one part when the whole is partitioned into $b$ equal parts; shows the fraction $a/b$ as the quantity formed of $a$ parts of $1/b$	partitions a shape in multiple ways to show understanding that $1/b$ is equal to one part when the whole is partitioned into $b$ equal parts; shows the fraction greater than 1, $a/b$ , as the quantity formed of $a$ parts of $1/b$	[intentionally left blank]

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Range	3.NF.1.2	identifies the fraction on the number line where the increments are equal to the denominator	represents a fraction $a/b$ on a number line by partitioning the number line into $b$ equal parts, and marking off $a$ lengths of $1/b$ from zero; recognizes that the resulting interval has size $a/b$ and that its endpoint locates the fraction $a/b$ on the number line	represents a fraction greater than 1 on a number line	represents a set of fractions and fractions greater than 1 with unlike denominators on a number line by partitioning into equal parts
Range	3.NF.1.3	identifies equivalent fractions given models; compares two fractions with the same denominator, using visual fraction models, and records results using symbols	generates equivalent fractions; explains why the fractions are equivalent; recognizes and expresses fractions that are equivalent to whole numbers, and vice versa; compares two fractions that have the same numerator or same denominator using symbols and justifies the conclusions	generates a fraction that falls between two given fractions with the same numerator or denominator	[intentionally left blank]
<b>Measurement and Data, Geometry</b>					
Range	3.MD.1.1	tells and writes time to the nearest minute	solves one-step word problems involving addition or subtraction of time intervals in minutes, including the use of a number line	solves one-step word problems involving addition or subtraction of time intervals in minutes	solves two-step real-world problems involving addition and subtraction of time intervals in minutes
Range	3.MD.1.2	measures liquid volumes and masses of objects using models and standard units	estimates liquid volume and mass of objects using standard units; solves one-step word problems involving any of the four operations	[intentionally left blank]	[intentionally left blank]

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Range	3.MD.2.3	solves one-step problems using a given picture or scaled bar graph (with a scale factor of 1 or 5)	creates a scaled picture graph and a scaled bar graph to represent a data set; solves two-step “how many more” and “how many less” problems using information presented in scaled bar graphs	completes a scaled picture graph by using addition and subtraction to find missing data values	creates a scaled picture graph or a scaled bar graph to represent a data set and determines what the scale factor should be; draws conclusions when analyzing data
Range	3.MD.2.4	measures lengths to the nearest half and whole number	generates measurement data by measuring lengths to the nearest half- and quarter-inch; shows the data by making a line plot, where the horizontal scale is marked in appropriate units (whole number, halves, or quarters)	creates the horizontal scale in appropriate units (whole number, halves, or quarters)	[intentionally left blank]
Range	3.MD.3.5 3.MD.3.6	understands that area is measured in square units and that a plane figure can be covered without gaps or overlaps to find an area	measures area of a rectangle by counting the square units	identifies a scenario where area measurement is applicable	creates and explains a scenario where area measurement is applicable
Range	3.MD.3.7	[intentionally left blank]	finds the area of a rectangle by tiling and shows that the area of a rectangle found when tiling is the same as would be found by multiplying the side lengths; multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area	finds areas of rectangles by multiplying the side lengths in the context of solving real-world problems; decomposes a rectilinear figure into multiple rectangular parts and finds the area of the new rectangles	creates area models to represent the distributive property for area of a rectangle
Range	3.MD.4.8	finds the perimeter of a rectangle given the side lengths	solves real-word and mathematical problems involving perimeters of polygons	finds unknown side lengths involving perimeter; exhibits rectangles with the same perimeter and different area or with the same area and different perimeter	constructs rectangles that have the same perimeter but different area and the reverse

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Range	3.G.1.1	identifies rhombuses, rectangles, and squares as examples of quadrilaterals; explains that quadrilaterals have shared attributes, and that the shared attributes can define a larger category	sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples of quadrilaterals that do not belong to the categories of rhombuses, rectangles, and squares	draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares	explains the common attributes