



# Third Grade Observation Profile for On-Going Assessment and End of the Year Evaluation

NAME \_\_\_\_\_

## • Number and Operations

1.01 Develop number sense for whole numbers through 9,999.

a) Connect model, number word, and number using a variety of representations.

b) Build understanding of place value (ones through thousands).

c) Compare and order.

1.02 Develop fluency with multi-digit addition and subtraction through 9,999 using:

a) Strategies for adding and subtracting numbers.

b) Estimation of sums and differences in appropriate situations.

c) Relationships between operations.

1.03 Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:

a) Strategies for multiplying and dividing numbers.

b) Estimation of products and quotients in appropriate situations.

c) Relationships between operations.

1.04 Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.

1.05 Use area or region models and set models of fractions to explore part-whole relationships.

a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).

b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.

c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.

d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.

e) Understand and use mixed numbers and their equivalent fraction forms.

1.06 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

## • Measurement

2.01 Solve problems using measurement concepts and procedures involving:

a) Elapsed time.

b) Equivalent measures within the same measurement system.

2.02 Estimate and measure using appropriate units.

a) Capacity (cups, pints, quarts, gallons, liters).

b) Length (miles, kilometers)

c) Mass (ounces, pounds, grams, kilograms).

d) Temperature (Fahrenheit, Celsius).

## • Geometry

3.01 Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.

3.02 Use a rectangular coordinate system to solve problems.

a) Graph and identify points with whole number and/or letter coordinates.

b) Describe the path between given points on the plane.

## • Data Analysis & Probability

4.01 Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.

4.02 Determine the number of permutations and combinations of up to three items.

4.03 Solve probability problems using permutations and combinations.

## • Algebra

5.01 Describe and extend numeric and geometric patterns.

5.02 Extend and find missing terms of repeating and growing patterns.

5.03 Use symbols to represent unknown quantities in number sentences.

5.04 Find the value of the unknown in a number sentence.

### Level IV (Exceeds expectations)

- consistent performance beyond grade level
- works independently
- understands advanced concepts
- applies strategies creatively
- analyzes and synthesizes
- shows confidence and initiative
- justifies and elaborates responses
- makes critical judgements
- makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

### Level III (Proficient)

- exhibits consistent performance
- shows conceptual understanding
- applies strategies in most situations
- responds with appropriate answer or procedure
- completes tasks accurately
- needs minimal assistance
- exhibits fluency and applies learning
- shows some flexibility in thinking
- works with confidence
- recognizes cause and effect relationships
- applies, models, and explains concepts

### Level II (Not yet proficient)

- exhibits inconsistent performance and misunderstandings at times
- shows some evidence of conceptual understanding
- has difficulty applying strategies or completing tasks in unfamiliar situations
- responds with appropriate answer or procedure sometimes
- requires teacher guidance frequently
- needs additional time, opportunities
- demonstrates some Level III competencies but is inconsistent

### Level I (Limited performance)

- exhibits minimal performance
- shows very limited evidence of conceptual understanding and use of strategies
- responds with inappropriate answer and/or procedure frequently
- very often displays misunderstandings
- completes task appropriately and accurately infrequently
- needs assistance, guidance and modified instruction