

St. Philip Neri Catholic School

Third Grade Report of Progress

Student:

Teacher:

School Year: 2006-2007

ASSESSMENT RUBRIC

| | | | | |
|-------------------------------------|-----------------------|---|---|------------------------------------|
| 4 CONSISTENTLY ABOVE STANDARD | 3 MEETING STANDARD | 2 MAKING PROGRESS TOWARD STANDARD | 1 MAKING MINIMUM PROGRESS TOWARD STANDARD | X NOT EVALUATED AT THIS TIME |
|-------------------------------------|-----------------------|---|---|------------------------------------|

MATHEMATICS

| Trimester I | I | II | III |
|---|---|----|-----|
| Effort/Participation | | | |
| Knows basic math facts (+,-) | | | |
| Number Sense | | | |
| Read, write, count, order, and compare whole numbers to 10,000 | | | |
| Uses expanded notation to represent numbers | | | |
| Finds sum and difference of two whole numbers between 0 and 10,000 with regrouping | | | |
| Finds quotient with one digit divisors and able to name the remainder | | | |
| Memorize multiplication facts from 1 to 12 | | | |
| Add, subtract, and compare simple fractions | | | |
| Solves problems using +, -, *, / of money amounts in decimal notation | | | |
| Begin rounding numbers up to 10,000 | | | |
| Introduction to concept of mixed numbers | | | |
| Algebra and Functions | | | |
| Use a variable to stand for an unknown in a simple equation | | | |
| Solve problems involving numeric equations or inequalities | | | |
| Extend and represent a numerical linear pattern by its rules | | | |
| Use the inverse relationship between multiplication and division to solve and check | | | |
| Measurement and Geometry | | | |
| Estimates and solves area, volume, and perimeter of solid figures using manipulatives | | | |
| Identifies, describes, and classifies polygons | | | |
| Identifies attributes of triangles and quadrilaterals | | | |
| Statistics, Data Analysis, and Probability | | | |
| Records random possible outcomes for a simple event | | | |
| Summarizes/displays results of probability experiments in a clear, organized way | | | |