

Student: _____

Sample Rubric for Third Grade Numbers and Operations Georgia Performance Standards

Directions: Enter dates in the box as you move through the unit and examine proof of understanding. You may want to also include a brief description of example.

M3N1. Students will further develop their understanding of whole numbers and ways of representing them.

Element of Standard	No	In progress	Yes
a. Identify place value from tenths through ten thousands.			
b. Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them.			

Student: Meets standard: _____
 Does not meet standard _____

M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.

Element of Standard	No	In progress	Yes
a. Use the properties of addition and subtraction to compute and verify the results of computation.			
b. Use mental math and estimation strategies to add and subtract.			
c. Solve problems requiring addition and subtraction.			

Student: Meets standard _____
 Does not meet standard _____

M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.

Element of Standard	No	In progress	Yes
a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition.			
b. Know the multiplication facts with understanding and fluency to 10 x 10.			
c. Use arrays and area models to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3-digit numbers by a 1-digit number.			
d. Understand the effect on the product when multiplying by multiples of 10.			
e. Apply the identity, commutative, and associative properties of multiplication and verify the results.			
f. Use mental math and estimation strategies to multiply.			
g. Solve problems requiring multiplication.			

Student: Meets standard _____
 Does not meet standard _____

M3N4. Students will understand the meaning of division and develop the ability to apply it in problem solving.

Element of Standard	No	In progress	Yes
a. Understand the relationship between division and multiplication and between division and subtraction.			
b. Recognize that division may be two situations: the first is determining how many equal parts of a given size or amount may be taken away from the whole as in repeated subtraction, and the second is determining the size of the parts when the whole is separated into a given number of equal parts as in sharing model.			
c. Recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions.			
d. Explain the meaning of a remainder in division in different circumstances.			
e. Divide a 2 and 3-digit number by a 1-digit divisor.			
f. Solve problems requiring division.			

Student: Meets standard _____
 Does not meet standard _____

M3N5. Students will understand the meaning of decimals and common fractions in simple cases and apply them in problem-solving situations.

Element of Standard	No	In progress	Yes
a. Understand a decimal and a common fraction represent parts of a whole.			
b. Understand the fraction a/b represents a equal sized parts of a whole that is divided into b equal sized parts.			
c. Understand a one place decimal represents tenths.			
d. Know and use decimals and common fractions to represent the size of parts created by equal divisions of a whole.			
e. Understand the concept of addition and subtraction of decimals and common fractions with like denominators.			
f. Model addition and subtraction of decimals and common fractions.			
g. Solve problems involving fractions.			

Student: Meets standard _____
 Does not meet standard _____