I AM Performance Level Descriptors (PLDs)
Grade 3 Mathematics

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Algebraic Thinking and Data Analysis				
MA.3.AT.1.a.1	Use pictures and/or manipulatives to solve real-world addition and subtraction word problems with sums up to 100.	Uses pictures and/or manipulatives to solve real-world addition or subtraction word problems with sums up to 50.	Uses pictures and/or manipulatives to solve real-world addition or subtraction word problems with sums up to 100.	Uses pictures and/or manipulatives to solve real-world addition and subtraction word problems with sums up to 100.
MA.3.AT.2.a.1	Use pictures, manipulatives, and/or arrays to solve real world one step multiplication and division word problems within 100.	Uses pictures, manipulatives, or arrays to solve real-world one-step multiplication word problems within 50.	Uses pictures, manipulatives, and/or arrays to solve real-world one step multiplication word problems within 100.	Uses pictures, manipulatives, and/or arrays to solve real-world one-step multiplication and division word problems within 100.
MA.3.AT.3.a.1	Use pictures, manipulatives, and/or tables to solve real-world two-step addition and subtraction word problems up to 100.	Uses pictures, manipulatives, or tables to solve real-world two-step addition or subtraction word problems up to 50.	Uses pictures, manipulatives, and/or tables to solve real-world two-step addition or subtraction word problems up to 100.	Uses pictures, manipulatives, and/or tables to solve real-world two-step addition and subtraction word problems up to 100.
MA.3.AT.4.a.1	Create a model to represent a multiplication problem.	With guidance, identifies the represented multiplication problem when given a model.	With guidance, creates a model to represent a multiplication problem.	Creates a model to represent a multiplication problem.
MA.3.AT.5.a.1	Apply properties of operations as strategies to multiplication or division.	Demonstrates an awareness of properties of operations as strategies for multiplication.	Applies properties of operations as strategies for multiplication.	Applies properties of operations as strategies for multiplication or division.
MA.3.AT.6.a.1	Identify number patterns using multiplication within 100.	Identifies number patterns using multiplication facts of 1's, 2's, and 10's.	Identifies number patterns using multiplication facts of 1's, 2's, 5's, and 10's.	Identifies number patterns using multiplication within 100.
MA.3.DA.1.a.1	Organize given data into a graph.	Identifies correct data in a completed graph, with support	Organizes part of a completed graph with given visual supports	Organizes given data into a graph.

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MA.3.DA.1.a.2	Select the appropriate statement that describes the data representations based on a given bar graph or picture graph.	Identifies a bar graph vs. a picture graph.	Selects some but not all appropriate statements that describes the data representations based on a given bar or picture graph.	Selects the appropriate statement that describes the data representations based on a given bar graph or picture graph.
MA.3.DA.2.a.1	Organize measurement data into a line plot.	Identifies correct data in a completed line plot.	Organizes part of the given data into a partially completed line plot.	Organizes measurement data into a line plot.
Computation				
MA.3.C.1.a.1	Add and subtract whole numbers with sums up to 100.	Performs an addition problem with visual supports up to 100. Performs a subtraction problem with visual supports up to 100. The student may not be able to distinguish when to regroup to solve a math problem.	Performs a multi-digit addition and subtraction problem up to 100 without regrouping.	Performs addition and subtraction problems with and without regrouping to 100.
MA.3.C.2.a.1	Represent the concept of multiplication with manipulatives and arrays with numbers 1, 5, and 10.	Uses manipulatives to multiply the numbers 1, 5, and 10. Students will receive guidance to help them create an array for the numbers 1, 5, and 10.	Develops an array to multiply the numbers 1, 5, and 10.	Develops an array and uses manipulatives to multiply the numbers 1, 5, and 10.
MA.3.C.3.a.1	Represent division by sorting a set number of objects into a set number of groups. Up to 20 objects into up to 5 groups.	Sorts up to 20 objects into groups of up to 5 with assistance (e.g., teacher modeling).	When given a set of objects up to 20, sorts the objects into groups of up to 5 with guidance and support (e.g., "Here are 10 objects. Put them into 5 equal groups").	Correctly sorts up to 20 objects into a set number of groups of up to 5 (e.g., "Here are 15 objects. Put them into 3 equal groups").
MA.3.C.4.a.1	Use representations of division (by sorting a set number of objects into a set number of	Sorts up to 20 objects into groups of up to 5 and find how many objects are in 1 group with	When given a set of objects up to 20, sorts the objects into groups of up to 5 and student may be	Correctly sorts up to 20 objects into a set number of groups of up to 5 and finds out how many are in

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
	groups) to find how many are in one group. Up to 20 objects into up to 5 groups.	assistance (e.g., teacher modeling).	able to determine how many objects are in one group with guidance and support (e.g., "Here are 10 objects. Put them into 5 equal groups. How many objects are in one group?").	1 group (e.g., "Here are 15 objects. Put them into 3 equal groups. How many objects are in 1 group?").
MA.3.C.5.a.1	Apply strategies of multiplication, including zero property of multiplication and identity property multiplication.	Solves math problems using zero property of multiplication and identity property of multiplication with a model and assistance.	With guidance and support, solves math problems using zero property of multiplication and identity property of multiplication.	Solves math problems using zero property and identity property of multiplication.
MA.3.C.6.a.1	Solve multiplication facts up to 10.	Selects the correct model to solve multiplication facts up to 10.	Creates a model (array, repeated addition, etc.) to represent how to solve multiplication facts up to 10.	Solves multiplication facts up to 10.
Geometry and Measurement				
MA.3.G.1.a.1	Identify the following: cube, sphere, cylinder, and cone.	Sorts but does not identify one or more of the following: cube, sphere, cylinder, and/or cone.	Identifies one or more but not all: cube, sphere, cylinder, and/or cone.	Identifies a cube, sphere, cylinder, and cone.
MA.3.G.2.a.1	Identify shared attributes of shapes based on the models provided.	Given a shape/model example, identifies one but not all shared attributes of shapes based on provided models.	Identifies one but not all shared attributes of shapes based on provided models.	Identifies shared attributes of shapes based on provided models.
MA.3.G.3.a.1	Use points to create a straight line with a ruler, straight edge, or technology.	Attempts to create a straight line when provided with a ruler, straight edge, or technology with modeling or support.	Creates a straight line with a ruler, straight edge, or technology with modeling or support.	Uses points to create a straight line with a ruler, straight edge, or technology.
MA.3.G.4.a.1	Partition shapes into equal parts (halves, thirds, fourths) with equal area.	Identifies halves, thirds, or fourths from given models.	Partitions shapes into equal parts of one but not all: halves, thirds, and fourths with equal area.	Partitions shapes into equal parts, including halves, thirds, and fourths with equal area.

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MA.3.M.1.a.1	Measure volume using gallons, quarts, and liters.	Identifies that gallons, quarts, and liters are used to measure volume.	Measures volume using one but not all: gallons, quarts, or liters.	Measures volume using gallons, quarts, and liters.
MA.3.M.2.a.1	Select appropriate tool for measuring length, weight, and temperature.	Identifies a tool used for measurement but may not be able to apply it in the appropriate context.	Selects appropriate tool for measuring one but not all: length, weight, and temperature.	Selects appropriate tool for measuring length, weight, and temperature.
MA.3.M.3.a.1	Tell and write time to the nearest quarter hour. Solve real-world word problems involving the addition and subtraction of time intervals to whole hours or within an hour (e.g., whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) using manipulatives or pictures of a clock.	Tells time to nearest quarter hour, using manipulatives or pictures of a clock.	Tells or writes time to nearest quarter hour. May be able to add or subtract time intervals to whole hours or within an hour using manipulatives or pictures of a clock.	Tells and writes time to nearest quarter hour. Solves addition and subtraction of time intervals to whole hours and within an hour (e.g., whole hours 5:00 to 8:00, within hours 7:15 to 7:45) using manipulatives or pictures of a clock.
MA.3.M.4.a.1	Solve real-world problems to determine whether there is enough money to make a purchase using the next dollar strategy (round up to the next whole dollar).	Solves real-world problems to determine whether there is enough money to make a purchase, using whole dollars, with manipulatives.	Solves real-world problems to determine whether there is enough money to make a purchase, using whole dollars.	Solves real-world problems to determine whether there is enough money to make a purchase using the next dollar strategy (round up to the next whole dollar).
MA.3.M.5.a.1	Find the area of rectangles by modeling with unit squares.	Counts unit squares in a rectangle, but does not apply to properties of area.	Finds length or width of a rectangle with unit squares, but does not correctly calculate area.	Finds the area of rectangles by modeling with unit squares.

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MA.3.M.6.a.1	Use tiling and addition to determine area of a rectangle.	Uses manipulatives to tile or add square units in a rectangle.	Uses tiling or addition to determine area of a rectangle.	Uses tiling and addition to determine area of a rectangle.
MA.3.M.7.a.1	Identify a figure as getting larger or smaller when the dimensions of the figure change.	Identifies similar figures within a group.	Identifies a figure as larger or smaller in comparison to a similar figure.	Identifies a figure as getting larger or smaller when the dimensions of the figure change.
MA.3.M.7.a.2	Use addition to find the perimeter of a polygon.	Finds the perimeter of the polygon given all labeled sides and the equation for calculating the perimeter with support.	Finds perimeter of a polygon (up to 4 sides).	Finds perimeter of a polygon.
Number Sense				
MA.3.NS.1.a.1	Read, demonstrate, and write whole numbers up to 200, in standard and word form.	Reads whole numbers in standard form up to 200.	Reads and writes whole numbers up to 200 in standard and word form.	Reads, demonstrates, and writes whole numbers up to 200 in standard and word form.
MA.3.NS.2.a.1	Compare two whole numbers up to 200 using >, =, and < symbols and words.	Indicates the least/greatest number when given two numbers up to 200.	Compares two whole numbers up to 200 using >, =, and < symbols or words.	Compares two whole numbers up to 200 using >, =, and < symbols and words.
MA.3.NS.3.a.1	Identify the numerator of a fraction.	Identifies the numerator of a fraction.	Identifies the numerator of a fraction.	Identifies the numerator of a fraction.
MA.3.NS.3.a.2	Identify the denominator of fractions, limited to halves, thirds, and fourths.	Identifies the denominator of fractions, limited to halves.	Identifies the denominator of fractions, limited to halves and fourths.	Identifies the denominator of fractions, limited to halves, thirds, and fourths.
MA.3.NS.3.a.3	Identify halves, thirds, and fourths of a whole.	With guidance, when given fraction models, student identifies halves of a whole.	Identifies halves and fourths of a whole.	Identifies halves, thirds, and fourths of a whole.

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MA.3.NS.4.a.1	Locate given common unit fractions (i.e., ½, ¼) on a number line that has a value between 0 and 1.	With guidance, locates halves on a number line that has a value between 0 and 1.	Locates halves or fourths on a number line that has a value between 0 and 1.	Locates given common unit fractions (i.e., ½, ¼) on a number line that has a value between 0 and 1.
MA.3.NS.5.a.1	Represent halves and fourths between 0 and 1 on a number line.	With guidance and modeling, represents half between 0 and 1 on a number line.	With guidance, represents halves or fourths between 0 and 1 on a number line.	Represents halves and fourths between 0 and 1 on a number line.
MA.3.NS.6.a.1	Understand when two fractions are equivalent (equal).	With guidance, knows that half is represented by two equal groups (numeric/standard form).	Knows the fraction equivalent for halves (numeric/standard form).	Knows the fraction equivalent for halves and fourths (numeric/standard form).
MA.3.NS.7.a.1	Recognize simple equivalent fractions using models to show equivalence.	With guidance and modeling, chooses the model that represents a half.	Recognizes simple fractions in halves or fourths using models to show equivalence.	Recognizes simple equivalent fractions using models to show equivalence.
MA.3.NS.8.a.1	Use =, <, or > and/or words to compare two fractions with the same denominator using a model.	With guidance and given two fractions with the same denominator, indicates the least/greatest fraction.	Uses =, <, or > or words to compare two fractions with the same denominator using a model.	Uses =, <, or > and words to compare two fractions with the same denominator using a model.
MA.3.NS.9.a.1	Use place value to round two-digit numbers to the nearest 10.	Understands place value rule of rounding but may not be able to apply.	Uses place value to round two-digit numbers to the nearest 10 with visual model.	Uses place value to round two-digit numbers to the nearest 10.
Process Standards				
PS.1	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
PS.2	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.

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PS.3	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
PS.4	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
PS.5	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
PS.6	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
PS.7	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
PS.8	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.