

Mathematics Grade 3 Number (N)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
N3.1 Demonstrate understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: <ul style="list-style-type: none"> • representing (including place value) • describing • estimating with referents • comparing two numbers • ordering three or more numbers. 	<ul style="list-style-type: none"> • With help, I can represent a whole number up to 1000 concretely, pictorially, physically, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can represent a whole number up to 1000 concretely, pictorially, physically, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can represent a whole number up to 1000 concretely, pictorially, physically, in writing, AND symbolically. 	<ul style="list-style-type: none"> • I can represent a whole number greater than 1000 concretely, pictorially, physically, in writing, OR symbolically and explain my thinking.
	<ul style="list-style-type: none"> • With help, I can describe a whole number up to 1000 concretely, orally, pictorially, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can describe a whole number up to 1000 orally, pictorially, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can describe a whole number up to 1000 orally, pictorially, in writing, AND symbolically. 	<ul style="list-style-type: none"> • I can describe a whole number greater than 1000 orally, pictorially, in writing, OR symbolically, and explain my thinking.
	<ul style="list-style-type: none"> • With help, I can use referents for 10 or 100 to estimate the number of groups in a set of objects. 	<ul style="list-style-type: none"> • I can use referents for 10 or 100 to estimate the number of groups in a set of objects. 	<ul style="list-style-type: none"> • I can select and use referents for 10 or 100 to estimate the number of groups in a set of objects. 	<ul style="list-style-type: none"> • I can defend my choice of referents for 10 or 100 to estimate the number of groups in a set of objects.
	<ul style="list-style-type: none"> • With help, I can order three or more numbers up to 1000 in a few ways: concretely, pictorially, physically, orally, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can order three or more numbers up to 1000 in a few ways: concretely, pictorially, physically, orally, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can order three or more numbers up to 1000 in several ways: concretely, pictorially, physically, orally, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can order a series of numbers up to 1000 in a wide variety of ways: concretely, pictorially, physically, orally, in writing, OR symbolically, and explain my thinking.
	<ul style="list-style-type: none"> • With help, I can compare two numbers up to 1000 in a few ways: concretely, pictorially, physically, orally, in writing, OR symbolically 	<ul style="list-style-type: none"> • I can compare two numbers up to 1000 in a few ways: concretely, pictorially, physically, orally, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can compare two numbers up to 1000 in several ways: concretely, pictorially, physically, orally, in writing, OR symbolically. 	<ul style="list-style-type: none"> • I can compare several numbers up to 1000 in a wide variety of ways: concretely, pictorially, physically, orally, in writing, OR symbolically and explain my thinking.
Comments				

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N3.2 Demonstrate understanding of addition of whole numbers with answers to 1000 and their corresponding subtractions (limited to 1, 2, and 3-digit numerals) including: <ul style="list-style-type: none"> • representing strategies for adding and subtracting concretely, pictorially, and symbolically • solving situational questions involving addition and subtraction • estimating using personal strategies for adding and subtracting 	<ul style="list-style-type: none"> • With help, I can add 1, 2 and 3-digit numbers with sums to 1000 concretely, pictorially OR symbolically. 	<ul style="list-style-type: none"> • I can add 1, 2 and 3-digit numbers with sums to 1000 concretely, pictorially OR symbolically. 	<ul style="list-style-type: none"> • I can add 1, 2 and 3-digit numbers with sums to 1000 concretely, pictorially AND symbolically. 	<ul style="list-style-type: none"> • I can add sums greater than 1000 concretely, pictorially OR symbolically and explain my thinking.
	<ul style="list-style-type: none"> • With help, I can subtract two or more quantities less than 1000 concretely, pictorially OR symbolically. 	<ul style="list-style-type: none"> • I can subtract two or more quantities less than 1000 concretely, pictorially OR symbolically. 	<ul style="list-style-type: none"> • I can subtract two or more quantities less than 1000 concretely, pictorially AND symbolically. 	<ul style="list-style-type: none"> • I can subtract two or more quantities greater than 1000 concretely, pictorially OR symbolically and explain my thinking.
	<ul style="list-style-type: none"> • With help, I can represent the situation in a word problem involving the addition of two or more quantities with a sum up to 1000. 	<ul style="list-style-type: none"> • I can represent the situation in a word problem involving the addition of two or more quantities with a sum up to 1000, and take a step toward the solution. 	<ul style="list-style-type: none"> • I can solve situational problems involving the addition of two or more quantities with a sum up to 1000. 	<ul style="list-style-type: none"> • I can solve multi-step situational problems involving the addition of two or more quantities with a sum up to 1000.
	<ul style="list-style-type: none"> • With help, I can represent the situation in a word problem involving the subtraction of two or more quantities less than 1000. 	<ul style="list-style-type: none"> • I can represent the situation in a word problem involving the subtraction of two or more quantities less than 1000, and take a step toward the solution. 	<ul style="list-style-type: none"> • I can solve situational problems involving the subtraction of two or more quantities less than 1000. 	<ul style="list-style-type: none"> • I can solve multi-step situational problems involving the subtraction of two or more quantities less than 1000.
	<ul style="list-style-type: none"> • With help, I can estimate using a few teacher given strategies. 	<ul style="list-style-type: none"> • I can estimate using a few teacher-given strategies. 	<ul style="list-style-type: none"> • I can estimate using personal strategies for addition. 	<ul style="list-style-type: none"> • I can estimate using a wide variety of strategies.
	<ul style="list-style-type: none"> • With help, I can estimate using a few teacher given strategies. 	<ul style="list-style-type: none"> • I can estimate using a few teacher given strategies. 	<ul style="list-style-type: none"> • I can estimate using personal strategies for subtraction. 	<ul style="list-style-type: none"> • I can estimate using a wide variety of strategies.
Comments				

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N3.3 Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: <ul style="list-style-type: none"> representing and explaining using repeated addition or subtraction, equal grouping, and arrays creating and solving situational questions modelling processes using concrete, physical, and visual representations, and recording the process symbolically relating multiplication and division. 	<ul style="list-style-type: none"> With help, I can represent OR explain multiplication to 5x5 using repeated addition, equal grouping OR arrays. 	<ul style="list-style-type: none"> I can represent OR explain multiplication to 5x5 using repeated addition, equal grouping OR arrays. 	<ul style="list-style-type: none"> I can represent AND explain multiplication to 5x5 using repeated addition, equal grouping AND arrays. 	<ul style="list-style-type: none"> I can represent AND explain multiplication greater than 5x5 using repeated addition, equal grouping OR arrays.
	<ul style="list-style-type: none"> With help, I can represent OR explain division to 25/5 using repeated subtraction, equal grouping OR arrays. 	<ul style="list-style-type: none"> I can represent OR explain division to 25/5 using repeated subtraction, equal grouping OR arrays. 	<ul style="list-style-type: none"> I can represent AND explain division to 25/5 using repeated subtraction, equal grouping AND arrays. 	<ul style="list-style-type: none"> I can represent AND explain division greater than 25/5 using repeated subtraction, equal grouping OR arrays.
	<ul style="list-style-type: none"> With help, I can create OR solve situational questions up to 5 x 5. 	<ul style="list-style-type: none"> I can create OR solve situational multiplication questions to 5x5 	<ul style="list-style-type: none"> I can create AND solve situational multiplication questions to 5 x 5. 	<ul style="list-style-type: none"> I can create AND solve multi-step situational multiplication questions.
	<ul style="list-style-type: none"> With help I can create OR solve situational division questions to 25/5 	<ul style="list-style-type: none"> I can create OR solve situational division questions to 25/5 	<ul style="list-style-type: none"> I can create AND solve situational division questions to 25/5. 	<ul style="list-style-type: none"> I can create AND solve multi-step situational division questions to 25/5.
	<ul style="list-style-type: none"> With help, I can model processes using concrete, physical OR visual representations to 5 x 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical AND visual representations to 5 x 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical AND visual representations, and record the process symbolically to 5 x 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical OR visual representations, AND record the process symbolically beyond 5 x 5.
	<ul style="list-style-type: none"> With help, I can model processes using concrete, physical OR visual representations to 25/ 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical AND visual representations to 25/ 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical AND visual representations, AND record the process symbolically up to 25/ 5. 	<ul style="list-style-type: none"> I can model processes using concrete, physical OR visual representations, AND record the process symbolically beyond 25/ 5.
	<ul style="list-style-type: none"> With help, I can relate some multiplication facts to their division facts up to 5 x 5. 	<ul style="list-style-type: none"> I can relate some multiplication facts to their division facts up to 5 x 5. 	<ul style="list-style-type: none"> I can relate multiplication facts to their division facts up to 5 x 5. 	<ul style="list-style-type: none"> I can relate multiplication facts to their division facts for numbers greater than 5 x 5.
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N3.4 Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: <ul style="list-style-type: none"> • representing • observing and describing situations • comparing • relating to quantity. 	<ul style="list-style-type: none"> • With help, I can represent fractions concretely, pictorially, physically OR orally. 	<ul style="list-style-type: none"> • I can represent fractions concretely, pictorially, physically OR orally. 	<ul style="list-style-type: none"> • I can represent fractions concretely, pictorially, physically AND orally. 	<ul style="list-style-type: none"> • I can represent complex fractions concretely, pictorially, physically or orally.
	<ul style="list-style-type: none"> • With help, I can observe and describe situations involving fractions concretely, pictorially, physically OR orally. 	<ul style="list-style-type: none"> • I can observe and describe situations involving fractions concretely, pictorially, physically OR orally. 	<ul style="list-style-type: none"> • I can observe and describe situations involving fractions concretely, pictorially, physically AND orally. 	<ul style="list-style-type: none"> • I can observe and describe situations involving complex fractions concretely, pictorially, physically or orally.
	<ul style="list-style-type: none"> • With help, I can compare concrete, pictorial, physical OR oral fractions. 	<ul style="list-style-type: none"> • I can compare concrete, pictorial, physical OR oral fractions. 	<ul style="list-style-type: none"> • I can compare concrete, pictorial, physical AND oral fractions. 	<ul style="list-style-type: none"> • I can compare complex concrete, pictorial, physical or oral fractions.
	<ul style="list-style-type: none"> • With help, I can relate concrete, pictorial, physical OR oral fractions to a quantity. 	<ul style="list-style-type: none"> • I can relate concrete, pictorial, physical OR oral fractions to a quantity. 	<ul style="list-style-type: none"> • I can relate concrete, pictorial, physical AND oral fractions to a quantity. 	<ul style="list-style-type: none"> • I can relate complex fractions concretely, pictorially, physically or orally.
Comments				