Mathematics Grade 3
Shape and Space (SS)

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.
SS3.1 **Demonstrate understanding of the passage of time including:** • **Relating common activities to standard and non-standard units** • **Describing relationships between units** • **Solving situational questions**	• **With help**, I can relate common activities to non-standard units of time measurement.	• I can relate common activities to **non-standard units of time** measurement.	• I can relate common activities to **standard AND non-standard** units of time measurement.	• I can relate **any** activity to standard and non-standard units of time measurement.
	• **With help**, I can describe units of time measurement.	• I can **describe units** of time measurement.	• I can describe **the relationship between** units of time measurement.	• I can describe **complex** relationships between units of time measurement.
	• **With help,** I can answer **some** questions about the passage of time.	• I can answer **some** situational questions about the passage of time.	• I can answer **almost all** situational questions about the passage of time.	• I can **create** and **answer complex situational questions** about the passage of time.
Comments:				

Mathematics Grade 3 Shape and Space (SS)				
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.
SS3.2 **Demonstrate understanding of measuring mass in g and kg by:** • **Selecting and justifying referents for g and kg** • **Modelling and describing the relationship between g and kg** • **Estimating mass using referents** • **Measuring and recording mass.**	• **With help**, I can select appropriate referents for g **OR** kg and explain why.	• I can select appropriate referents for g **OR** kg and explain why.	• I can select appropriate referents for g **AND** kg and explain why.	• I can **apply** appropriate referents for g and kg in real life situations.
	• **With help**, I can model **OR** describe the relationship between g and kg.	• I can model **OR** describe the relationship between g and kg.	• I can model **AND** describe the relationship between g and kg.	• I can **apply** my knowledge of the relationship between g and kg in real life situations.
	• **With help**, I can estimate mass in g **OR** kg using teacher selected referents.	• I can estimate mass in g **AND** kg using **teacher-selected** referents.	• I can estimate mass in g **AND** kg using referents that I select.	• I can estimate mass in g **AND** kg using referents that I select **and defend**.
	• **With help**, I can measure and record mass in g **OR** kg.	• I can measure and record mass in g **OR** kg.	• I can measure **AND** record mass in g **AND** kg.	• I can **apply** my understanding of measuring and recording mass in g and kg in real life situations.

Mathematics Grade 3 Shape and Space (SS)				
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.
SS3.3 **Demonstrate understanding of linear measurement (cm and m) including:** • **selecting and justifying referents** • **generalizing the relationship between cm and m** • **estimating length and perimeter using referents** • **measuring and recording length, width, height and perimeter.**	• **With help**, I can use teacher selected referents for linear measurement.	• I can use **teacher selected** referents for linear measurement.	• I can **select appropriate referents** for linear measurement and **explain my choices**	• I can apply appropriate referents for linear measurement in **word problems and real life situations**.
	• **With help**, I can describe units of linear measurement.	• I can describe units of linear measurement.	• I can **describe** the relationship between cm and m.	• I can use the relationship between cm and m in **word problems and real life situations.**
	• **With help**, I can estimate length and perimeter using teacher selected referents.	• I can estimate length and perimeter using **teacher selected** referents.	• I can estimate length and perimeter using referents I select.	• I can use estimation of length and perimeter using referents in **word problems and real life situations.**
	• **With help**, I can measure and record length width height **OR** perimeter.	• I can measure and record length, width, height **OR** perimeter.	• I can measure and record length, width, height, **AND** perimeter.	• I can **create AND solve** both simple and complex word problems involving length, height, width and perimeter.
Comments				

Mathematics Grade 3 Shape and Space (SS)				
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.
SS3.4 **Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges and vertices.**	• **With help,** I can **identify** characteristics of 3-D objects including faces, edges **OR** vertices.	• I can **identify** characteristics of 3-D objects including faces, edges **OR** vertices.	• I can **describe** characteristics of 3-D objects including faces, edges **AND** vertices.	• I can **describe** characteristics of **combinations** of 3-D objects **found in the environment**, including faces, edges and vertices.
Comments				

Mathematics Grade 3 Shape and Space (SS)				
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.
SS3.5 **Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including:** • **describing** • **comparing** • **sorting.**	• **With help**, I can describe **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can describe **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can **describe** 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.	• I can describe **combination**s of 2-D shapes (regular and irregular) **used in the environment**, including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.
	• **With help,** I can compare **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can compare **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can **compare** 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.	• I can compare **combinations** of 2-D shapes (regular and irregular) **used in the environment**, including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.
	• **With help,** I can sort **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can sort **some** 2-D shapes (regular and irregular), **including** triangles, quadrilaterals, pentagons, hexagons **OR** octagons.	• I can sort 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.	• I can sort **combinations** of 2-D shapes (regular and irregular) **used in the environment**, including triangles, quadrilaterals, pentagons, hexagons **AND** octagons.
Comments				