

## **PPS 3<sup>rd</sup> Grade Assessment Planner and Support for Report Card**

Portland Public Schools K-5 Math Department has developed correlation documents that align the PPS 3<sup>rd</sup> Grade report card language and Common Core State Standards to the daily lessons as well as informal and formal assessments found in the Bridges curriculum.

The purpose of the attached document is to provide a “menu” of possible assessment resources for teachers. It is not expected that teachers would need to use all of the assessment tasks listed. This resource is intended to be a guide for teachers to use as they plan for differentiated instruction and/or to inform parents of their child’s math progress on the PPS standards based report card.

It is important to use multiple points of data when assessing students. Teachers gain information about student understandings and growth in many ways, including; classroom observations, discussions, samples of student work, informal and formal assessment tasks. Each assessment opportunity provides a “snapshot” of a student’s understanding. The use of multiple assessment tools, given over a period of time, allow us to see the whole picture.

The CCSS for Mathematical Practice are the "habits of the mind"; what we see and hear students doing as they apply their understanding of mathematical concepts, skills, and reasoning. As teachers observe students tackling mathematical problems and situations they gain evidence about a student’s understanding of the Mathematical Practices. Much like the "Characteristics of a Successful Learner" section of our report card, we need to watch for and record these practices throughout the school year. There is no single “check sheet” or individual assessment task to assess these attributes. The structure of the lessons in the Bridges curriculum allows many opportunities to observe and assess the CCSS Mathematical Practices.

Please refer to the 3<sup>rd</sup> *Grade Common Core Standards to Bridges Correlation* document for more information about standards and assessments.

<http://www.pps.k12.or.us/departments/curriculum/6558.htm>

This assessment packet can be found on the PPS K-5 math curriculum web page. Click “Teacher Digital Resources”, and then click a specific grade level.

<http://www.pps.k12.or.us/departments/curriculum/1896.htm>

### **Standards for Mathematical Practice**

**MP.1. Make sense of problems and persevere in solving them.**

(e.g. understand the meaning of a problem and can explain multiple ways to solve and/or check solution)

**MP.2. Reason abstractly and quantitatively.**

(e.g. understands and connects written numbers to quantities)

**MP.3. Construct viable arguments and critique the reasoning of others.**

(e.g. explains own mathematical thinking and responds to the thinking of others)

**MP.4. Model with mathematics.**

(e.g. represents problem situations in multiple ways including equations, mathematical words, labeled sketches, objects, making a chart, list or graph)

**MP.5. Use appropriate tools strategically.**

(e.g. chooses the best tool, such as estimation or creating a model, for solving mathematical problems)

**MP.6. Attend to precision.**

(e.g. uses clear and precise language in mathematical discussions)

**MP.7. Look for and make use of structures.**

(e.g. recognizes that if  $4 \times 7 = 28$ , then  $28 \div 7 = 4$ )

**MP.8. Look for and express regularity in repeated reasoning.**

(e.g. notices repetitive actions in computation and looks for shortcut methods,  $12 \times 5$  is the same as  $10 \times 5$  and  $2 \times 5$  to arrive at 60)

## PPS Bridges Grade 3 Formative Assessments / Report Card

Number and Operations in Base 10 & Number and Operations: Fractions	Operations and Algebraic Thinking	Geometry	Measurement and Data
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Report Card Language	First Quarter Report Units 1 & 2	Second Quarter Report Unit 3 & 4	Third Quarter Report Units 5 & 6	Fourth Quarter Report Units 7 & 8
Understands multiplication as the total number of objects in equal sized groups. Understands that division requires separating the whole into equal sized groups/parts		<b>G3 CCSS A 4.1-4.3</b> Unit 4 Pre/Post <b>G3 CCSS A 4.5</b> Cats and Kittens		
Uses labeled sketches, models, and equations to solve multiplication and division word problems within 100. (e.g. $4 \times N = 40$ )		<b>G3 CCSS A 4.1-4.3</b> Unit 4 Pre/Post <b>G3 CCSS A 4.7</b> Family Math Night		<b>G3 CCSS A 7.2</b> Number, Geometry, & Multiplication Assessment
Applies properties of operations (commutative, associative, distributive) as strategies to fluently multiply and divide within 100 (e.g. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ or $5 \times 2 = 10$ and $3 \times 10 = 30$ )		<b>G3 CCSS A 4.4</b> Multiplication Fluency Checkup 1 <b>G3 CCSS A 4.6</b> Multiplication Fluency Checkup 2 <b>G3 CCSS A 4.7</b> Family Math Night	<b>G3 CCSS NC A 3.1</b> NC Checkup 3	<b>G3 CCSS NC A 4.2</b> NC Checkup 4 <b>G3 CCSS NC A 4.4</b> NC Checkup 4
Solves word problems involving the four operations, including using variables, and can determine the reasonableness of answers using mental computation and estimation strategies including rounding	<b>G3 CCSS NC A 0.1</b> NC Baseline <b>G3 CCSS NC A 1.1</b> NC Checkup 1		<b>G3 CCSS A 5.3</b> Unit 5 Pre/Post Assessment <b>G3 CCSS A 5.10</b> Flora's Book & Greg's T.V.	<b>G3 CCSS A 7.6</b> Tiling the Kitchen Floor
Uses place value strategies and understandings, algorithms, and properties of operations to perform multi-digit addition and subtraction within 1000 fluently	<b>G3 CCSS A 1.1</b> Addition Fluency Checkup 1 <b>G3 CCSS A 1.2-1.3</b> Add & Sub Story Problems <b>G3 CCSS A 2.1</b> Addition Fluency Checkup 2 <b>G3 CCSS A 2.2</b> Subtraction Fluency Check up 1 <b>G3 CCSS A 2.3-2.4</b> Place Value Assessment <b>G3 CCSS A 2.6</b> Subtraction Fluency Checkup 2	<b>G3 CCSS A 3.9</b> Subtraction Fluency Checkup 3 <b>G3 CCSS NC A 2.1</b> NC Checkup 2	<b>G3 CCSS A 6.1</b> Unit 6 Pre/Post Assessment <b>G3 CCSS NC A 3.1</b> NC Checkup 3 <b>G3 CCSS A 5.1-5.3</b> Unit 5 Pre/Post Assessment <b>G3 CCSS A 5.4</b> Rounding t the Nearest Ten <b>G3 CCSS A 5.5</b> Rounding t the Nearest Hundred <b>G3 CCSS A 5.6</b> Double-Dip Add. & Sub.	<b>G3 CCSS A 7.1</b> Number, Geometry, & Multiplication Assessment <b>G3 CCSS NC A 4.3</b> NC Checkup 4
Uses place value understanding and properties of operations to multiply one-digit numbers by multiples of 10. - e.g. $12 \times 9 = (10 \times 9) + (2 \times 9)$				<b>G3 CCSS A 7.2</b> Number, Geometry, & Multiplication Assessment <b>G3 CCSS A 7.5</b> Area & Perimeter <b>G3 CCSS A 7.4</b> Thinking about Area <b>G3 CCSS A 7.6</b> Tiling the Kitchen Floor <b>G3 CCSS NC A 4.4</b> NC Checkup 4

Understands that the numbers in a fraction represent a quantity partitioned into equal parts			<b>G3 CCSS A 6.3</b> Unit 6 Pre/Post Assessment <b>G3 CCSS A 6.7</b> Thinking About Fractions	
Understands fractional quantities and can order them on a number line			<b>G3 CCSS A 6.4-6.5</b> Unit 6 Pre/Post Assessment <b>G3 CCSS A 6.9</b> Fractions on a Number Line <b>G3 CCSS A 6.10</b> Fraction Problems <b>G3 CCSS A 6.11</b> Fraction Review Number Corner - Fraction Number Line Assessment	
Recognize, create and compare equivalent fractions, (e.g., $1/2=2/4$ , $4/6=2/3$ )			<b>G3 CCSS A 6.4-6.5</b> Unit 6 Pre/Post Assessment <b>G3 CCSS A 6.6</b> Fraction Fill & Compare <b>G3 CCSS A 6.8</b> Sandwich Fractions	<b>G3 CCSS NC A 4.4</b> NC Checkup 4
Tells, writes, and measures time to the nearest minute. Solves word problems involving addition and subtraction of time	<b>G3 CCSS NC A 0.3</b> NC Baseline <b>G3 CCSS NC A 1.2</b> NC Checkup 1		<b>NC A 3.2</b> NC Checkup 3	<b>G3 CCSS NC A 4.4</b> NC Checkup 4 Practice pages attached to supplement D3.
Measures and estimates liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes			<b>G3 CCSS A 5.7</b> Weighing in Grams & Kilograms Assessment <b>G3 CCSS A 5.8</b> Grams & Kilograms <b>G3 CCSS A 5.9</b> Kilograms & Pounds	<b>G3 CCSS A 7.3</b> Liters & Quarts
Interprets data and creates a variety of graphs to represent data. (e.g. bar, picture, line plots, etc.)	<b>G3 CCSS A 1.4-1.5</b> The Pencil Survey <b>G3 CCSS A 1.6</b> Sam's Pet Graph	<b>G3 CCSS NC A 2.3</b> NC Checkup 2	<b>G3 CCSS A 6.2</b> Unit 6 Pre/Post Assessment	
Determine the area of a rectangle by covering the shape, without gaps or overlaps, with square units and relate area to multiplication and addition		<b>G3 CCSS 4.1-4.3</b> Unit 4 Pre/Post <b>G3 CCSS 4.9</b> Area & Perimeter <b>G3 CCSS 4.10</b> Area & Perimeter Story Problems <b>G3 CCSS 4.11</b> Measuring to Find Area & Perimeter <b>G3 CCSS 4.12</b> Area & Perimeter, Time & Money	<b>G3 CCSS NC 3.3</b> NC Checkup 3	<b>G3 CCSS A 7.4</b> Thinking about Area <b>G3 CCSS A 7.5</b> Area & Perimeter <b>G3 CCSS A 7.6</b> Tiling the Kitchen Floor
Can determine perimeter of polygons and understands that a given area of a shape can result in different perimeters and that a given perimeter can result in different area		<b>G3 CCSS A 3.5</b> Unit 3 Pre/Post <b>G3 CCSS 4.10</b> Area & Perimeter Story Problems <b>G3 CCSS 4.11</b> Measuring to Find Area & Perimeter <b>G3 CCSS 4.12</b> Area & Perimeter, Time & Money		
Recognizes and describes shapes by their attributes and divides a shape into fractional parts		<b>G3 CCSS A 3.1-3.4</b> Unit 3 Pre/Post <b>G3 CCSS A 3.6</b> Shape Sorting <b>G3 CCSS A 3.7</b> Thinking about Triangles <b>G3 CCSS A 3.8</b> Right, Acute, & Obtuse Angles <b>G3 CCSS A 3.10</b> Parallel, Intersecting & Perpendicular Lines	<b>G3 CCSS 6.3</b> Unit 6 Pre/Post Assessment	<b>G3 CCSS A 7.1</b> Number, Geometry, & Multiplication Assessment