



| Mathematics Grade 3 Number (N) | | | | |
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| Outcome | 1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills. | 2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills. | 3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome. | 4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class. |
| 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, | <ul style="list-style-type: none"> • I can compare two numbers up to 1000 in a few ways: concretely, pictorially, physically, | <ul style="list-style-type: none"> • I can compare two numbers up to 1000 in several ways: concretely, pictorially, | <ul style="list-style-type: none"> • I can compare several numbers up to 1000 in a wide variety of ways: concretely, pictorially, |



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| | pictorially, physically, orally, in writing, OR symbolically | orally, in writing, OR symbolically. | physically, orally, in writing, OR symbolically. | physically, orally, in writing, OR symbolically and explain my thinking. |
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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. |



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| | <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. |
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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. |



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| | <ul style="list-style-type: none"> • With help, I can model processes using concrete, physical OR visual representations to 5×5. | <ul style="list-style-type: none"> • I can model processes using concrete, physical AND visual representations to 5×5. | <ul style="list-style-type: none"> • I can model processes using concrete, physical AND visual representations, and record the process symbolically to 5×5. | <ul style="list-style-type: none"> • I can model processes using concrete, physical OR visual representations, AND record the process symbolically beyond 5×5. |
| | <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 5×5. | <ul style="list-style-type: none"> • I can relate some multiplication facts to their division facts up to 5×5. | <ul style="list-style-type: none"> • I can relate multiplication facts to their division facts up to 5×5. | <ul style="list-style-type: none"> • I can relate multiplication facts to their division facts for numbers greater than 5×5. |
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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 | | | | |