SKILL-BASED MATH CHECKLIST Grade 3

Name of Student_____

Name of Teacher_____ Date Completed_____

Please evaluate the student's skills in math based on the Common Core Standards below.

List some of the student's **strengths** in the classroom in the area of math:

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Operations and Algebraic Thinking

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can arrange objects (blocks, arrays, pictures, number lines,				
chips, cubes, etc.) into equal groups, and understand the				
product.				
Can start with a set of objects and divide into equal shares.				
Can write an equation about the equal groups made.				
Can make a model showing the equation made.				
Can describe a context for a number expression.				
Can start with a set of objects and divide into equal shares.				
Can solve multiplication word problems using different				
strategies, such as models, arrays, drawings, or equations.				
Can solve division word problems using different strategies,				
such as models, arrays, drawings, or equations.				
Can use a symbol for an unknown amount when writing an				
equation.				
Can find a missing number in a multiplication or division				
problem to make the number sentence true.				
Can use the distributive property for multiplication and division.				
Can use the associative property for multiplication.				
Can use the commutative property for multiplication.				
Can understand division in ways that make sense to him/her.				
Can understand the relationship between multiplication and				
division in ways that make sense to him/her.				
Can find the unknown factor of division using different				
strategies that make sense to him/her.				
Can solve multiplication and division problems using fact				
families.				
Can solve multiplication and division quickly because he/she				
knows facts from 1-9.				
Can solve word problems with two steps using addition,				
subtraction, multiplication, and division.				
Can use a letter to stand for an unknown number.				
Can check if the answer is reasonable using mental math.				
Can check if the answer is reasonable using estimating.				
Can see patterns in a group of numbers.				
Can explain patterns using properties of operations (addition,				
subtraction, multiplication, division).				

Number and Operations in Base Ten

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can round any number to the nearest ten.				
Can round any number to the nearest hundred.				
Can add numbers to 999 in many ways using a strategy that				
makes sense to him/her.				
Can subtract numbers to 999 in many ways using a strategy				
that makes sense to him/her.				
Can multiply one-digit numbers (0-9) by multiples of 10 using a				
strategy based on place value or properties of operations that				
make sense to him/her.				

Number and Operations Fractions

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can show equal parts of a whole with a fraction in many				
different ways.				
Can name the equal parts on a number line.				
Can show where to put a fraction on a number line.				
Can show a whole can be divided or cut up into equal pieces.				
Can recognize a fraction through pictures of objects.				
Can compare the size of two fractions with the same				
numerator or denominator and show which fraction is greater				
than, less than, or equal to another fraction by illustrating a				
picture.				
Can recognize, understand, and explain whole numbers as				
equal (equivalent) fractions by illustrating pictures or creating a				
number line showing the equal fractional pieces.				

Measurement and Data

		Skills	Skill	Not Yet
	SKIIIS	Emerging	Mastered	Taught
Can tell time to the nearest minute.				
Can write time to the nearest minute.				
Can solve word problems involving addition and subtraction of time in minutes.				
Can represent time problems using addition and subtraction				
strategies.				
Can measure time intervals in minutes.				
Can measure and estimate liquid volumes using standard units.				
Can measure and estimate masses of objects using standard				
units.				
Can use addition, subtraction, multiplication, and division				
strategies to solve word problems involving liquid volumes and				
masses.				
Can draw a scaled picture graph to represent data.				
Can draw a scaled bar graph to represent data.				
Can solve problems using the graph data.				
Can use a ruler to measure lengths in haves and fourths of an				
inch.				
Can show measurement data by creating a line plot.				

Measurement and Data (cont.)

	Insufficient	Skills	Skill	Not Yet
	Skills	Emerging	Mastered	Taught
Can measure the area of a plane figure in square units.				
Can use square units to cover the space inside a plane figure				
without leaving gaps or overlapping.				
Can measure the area of a figure by counting the unit squares.				
Can find area of a rectangle by covering and counting with				
tiles.				
Can find the area of a rectangle by multiplying side lengths.				
Can use the area model to represent multiplication problems.				
Can use the area model to show the distributive property.				
Can break apart a rectangle into small rectangles and add				
their areas to find the area of the entire rectangle.				
Can solve real-world problems concerning area.				
Can solve real-world problems using perimeters of polygons.				
Can find unknown side lengths and the perimeter of polygons.				
Can show rectangles that have the same area but different				
perimeters.				
Can show rectangles that have the same perimeter but				
different areas.				

Geometry

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet Taught
Can identify common attributes between shapes.				
Can use common attributes among shapes to define a larger				
group.				
Can identify rhombuses, rectangles, and squares as quadrilaterals.				
Can draw a quadrilateral that is not a rhombus, rectangle, or				
square.				
Can partition shapes into parts with equal areas.				
Can express the area of each part as a fraction.				