

Performance Level Descriptors

Mathematics

Grade 3

Performance Level Descriptors (PLDs)				
	Level 1	Level 2	Level 3	Level 4
Policy Statement	The student has a minimal understanding of grade-level standards and needs additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
Operations and Algebraic Thinking				
3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.7a 3.OA.7b 3.OA.8 3.OA.9	A student at this level <ul style="list-style-type: none"> identifies the number of groups and the size of each group in multiplication problems, calculates whole-number products, and 	A student at this level <ul style="list-style-type: none"> identifies the number of groups and the size of each group in multiplication and division problems; applies a property of operations in order to multiply; calculates whole-number products and quotients; finds unknown terms in multiplication equations; 	A student at this level <ul style="list-style-type: none"> represents multiplication and division using the number of groups and the size of each group; applies a property of operations in order to multiply and divide; calculates and interprets whole-number products and quotients up to 100, including one-step word problems; finds unknown terms in multiplication and division equations involving three whole numbers; 	A student at this level <ul style="list-style-type: none"> explains strategies used to solve multiplication and division problems; applies multiple properties of operations in order to multiply and divide; relates real-world context to a given whole-number product or quotient; and

	<ul style="list-style-type: none"> solves one-step word problems using multiplication. 	<ul style="list-style-type: none"> solves one-step word problems using multiplication or division; and extends the terms of an arithmetic pattern. 	<ul style="list-style-type: none"> solves two-step word problems using any of the four operations, including representing context as an equation where the unknown is a variable; and identifies and explains rules for arithmetic patterns. 	<ul style="list-style-type: none"> justifies how to solve two-step word problems using any of the four operations.
Operations with Numbers: Base Ten				
3.NBT.10 3.NBT.11 3.NBT.12	<p>A student at this level</p> <ul style="list-style-type: none"> adds whole numbers up to 1,000 by applying a variety of strategies. 	<p>A student at this level</p> <ul style="list-style-type: none"> rounds two-digit whole numbers to the nearest 10 and adds or subtracts whole numbers up to 1,000 by applying a variety of strategies. 	<p>A student at this level</p> <ul style="list-style-type: none"> rounds up to three-digit whole numbers to the nearest 10 or 100, multiplies one-digit whole numbers by multiples of 10 from 10 to 90, and adds and subtracts whole numbers up to 1,000 by applying a variety of strategies. 	<p>A student at this level</p> <ul style="list-style-type: none"> rounds four-digit whole numbers to the nearest 10 or 100; multiplies one-digit whole numbers by multiples of 100; evaluates which strategies work to solve a given addition or subtraction equation; and identifies errors in a solution strategy for a given addition or subtraction equation.

Operations with Numbers: Fractions				
3.NF.13 3.NF.14 3.NF.14a 3.NF.14b 3.NF.15 3.NF.15a 3.NF.15b	A student at this level <ul style="list-style-type: none"> identifies fractional parts of one whole and recognizes unit fractions on a visual model. 	A student at this level <ul style="list-style-type: none"> understands a unit fraction as an equal part of one whole and represents unit fractions on a number line, recognizes fractional equivalence supported by visual models, including fractions that are equivalent to 1 or more wholes, and compares fractions with the same denominator using $<$, $>$, or $=$. 	A student at this level <ul style="list-style-type: none"> understands fractions as equal parts of a whole and as intervals on a number line, recognizes and generates fractional equivalence supported by visual models, including fractions that are equivalent to 1 or more wholes, and compares fractions with the same numerator or the same denominator using $<$, $>$, or $=$. 	A student at this level <ul style="list-style-type: none"> understands fractions, fractional equivalence, comparisons, and unit fractions in terms of equal partitions of one or more wholes and intervals on a number line.
Data Analysis				
3.DA.16 3.DA.16a 3.DA.16b 3.DA.17	A student at this level <ul style="list-style-type: none"> interprets a scaled picture graph or bar graph to represent data. 	A student at this level <ul style="list-style-type: none"> draws, interprets, or solves one-step problems involving scaled picture graphs and bar graphs and measures lengths to the nearest half inch and creates a line plot from the data. 	A student at this level <ul style="list-style-type: none"> determines a simple probability from a context, draws, interprets, or solves one- and two-step problems involving scaled picture graphs and bar graphs, and measures lengths to the nearest quarter inch and creates a line plot from the data. 	A student at this level

Measurement				
3.M.18 3.M.18a 3.M.19 3.M.19a 3.M.20 3.M.21 3.M.22 3.M.23 3.M.24 3.M.25	A student at this level <ul style="list-style-type: none"> recognizes metric units of liquid volume and mass and finds the perimeter of rectangles given the side lengths. 	A student at this level <ul style="list-style-type: none"> tells and writes time to the nearest minute; measures or estimates liquid volume and mass in metric units; finds the area of a rectangle that is broken into unit squares; and finds perimeters of polygons given the side lengths. 	A student at this level <ul style="list-style-type: none"> tells and writes time to the nearest minute and measures and solves problems involving time; solves one-step problems involving liquid volume or mass in metric units; finds the area of a rectangle or rectilinear figure given whole number side lengths; and solves real-world and mathematical problems related to perimeters of polygons. 	A student at this level <ul style="list-style-type: none"> solves time interval problems involving hours and minutes when the time changes from a.m. to p.m., justifies the steps required to solve a problem involving area of rectilinear figures, and recognizes patterns between area and perimeter of rectangles.
Geometry				
3.G.26 3.G.26a	A student at this level <ul style="list-style-type: none"> identifies and names the different types of quadrilaterals when images of the shapes are provided. 	A student at this level <ul style="list-style-type: none"> identifies and names the different types of quadrilaterals. 	A student at this level <ul style="list-style-type: none"> creates examples and nonexamples of quadrilaterals based on a given category and recognizes that a set of attributes for a quadrilateral can fit into different categories. 	A student at this level <ul style="list-style-type: none"> justifies why a polygon fits into multiple categories.