Third Grade Math Checklist

Name_____   Teacher_____

For each student, indicate his or her level of achievement quarterly using the key below. Leave blank if not taught during the specific quarter.

A (Advanced) indicates mastery; the student will need virtually no review of the skill or concept.
P (Proficient) indicates that the student will need minimal review of the skill or concept.
B (Basic) indicates that the student will need substantial review of the skill or concept.
BB (Below Basic) indicates that the student will need to be re-taught the skill or concept.

Anchors/Indicators	1st quarter	2nd quarter	3rd quarter	4th quarter
M3.A.1. 1. Apply place-value concepts and numeration to counting, ordering, grouping and equivalency. (Reference: 2.1.3.C, 2.1.3.I, 2.11.3.A)				
1. Match the word name with the appropriate whole number (up through 9,999).				
2. Differentiate between and/or give examples of even and odd number (limit to 3 digits).				
3. Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).				
4. Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers).				
5. Match a symbolic representation of numbers to appropriate whole numbers (e.g., base ten blocks, 7 hundreds, 4 tens and 8 ones, etc).				
M3.A.1. 2. Use fractions to represent quantities as part of a whole or part of a set. Reference: 2.1.3.D				
1. Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).				
2. Create a drawing or set that represents a given fraction (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).				
M3.A.1. 3. Count, compare and make change using a collection of coins and one-dollar bills. (Reference: 2.1.3.E)				
1. Count a collection of bills and coins less than $5.00 (penny, nickel, dime, quarter, and dollar).				

Money may be represented as 15 cents, 15¢ or $0.15.				
2. Compare total values of combinations of coins less than $5.00 (penny, nickel, dime, quarter, dollar).				
3. Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, dollar).				
M3.A.2. 1. Understand various meanings of operations and the relationship between them. (Reference: 2.1.3.K, 2.2.3.C, 2.5.3.C)				
1. Represent multiplication as repeated addition.				
2. Demonstrate the inverse relationship between addition and subtraction using fact families and/or factors.				
3. Identify the correct operation(s) to solve a word problem (no more than 2 operations using +, - and/or X).				
M3.A.3. 1. Solve problems using addition, subtraction and multiplication (straight computation and word problems). (Reference: 2.1.3.L, 2.2.3.B)				
1. Solve single- and double- digit addition and subtraction problems with regrouping in vertical and horizontal form.				
2. Solve problems involving multiplication through the 9's tables through 9x5.				
3. Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.				
4. Multiplication tables through the 11's.				
M3.A.3. 2. Use estimation skills to arrive at conclusions. (Reference: 2.2.3.E)				
1. Estimate sums and differences of quantities; round 2-digit numbers to the nearest 10, and 3 digit numbers to the nearest 100, before computing (limit to two numbers).				
M3.B.1. 1. Determine or calculate time and elapsed time. (Reference: 2.3.3.C, 2.3.3.D)				
1. Tell/show time (analog) to the minute.				
2. Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).				
3. Identify times of the day and night as AM and PM.				
M3.B.1. 2. Use the attributes of length, area, volume and weight of objects. (Reference: 2.3.3.A, 2.3.3.E)				
1. Select an appropriate unit for the attribute being measured.				
2. Compare and/or order objects according to length, area, or weight.				

M3.B.2. 1. Determine the measurement of objects with non-standard and standard units. (Reference: 2.3.3.B, 2.3.3.F)				
1. Use a ruler (provided) to measure to the nearest 1/2 inch or centimeter.				
M3.B.2. 2. Estimate measurements of familiar objects. (Reference: 2.3.3.G)				
1. Match the object with its approximate measurement (all measurements given must be of the same system, e.g., about how tall is a soda pop can? 5 inches, 5 feet, 5 yards, etc.).				
M3.C.1. 1. Identify and/or describe two- and three-dimensional objects. (Reference: 2.9.3.A)				
1. Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).				
2. Name/identify geometric shapes in three dimensions (sphere, cube, cylinder, cone, pyramid, rectangular prism).				
M3.C.2. 1. Apply the concepts of transformations and symmetry. (Reference: 2.9.3.E, 2.9.3.F, 2.9.3.H)				
1. Identify/draw one line of symmetry in a two-dimensional figure.				
2. Identify symmetrical two-dimensional shapes.				
M3.D.1. 1. Recognize, describe, or extend a variety of patterns. (Reference: 2.8.3.A, 2.11.3.D)				
1. Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5).				
2. Identify/describe the rule for a pattern shown (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5).				
M3.D.2. 1. Create/model expressions, equations and inequalities to match a problem situation. (Reference: 2.8.3.D)				
1. Create or match a story to a given combination of symbols (+, –, x, <, >, =) and numbers.				
2. Choose the number sentence that matches a given story (one operation, + or – only).				
M3.D.2. 2. Determine the missing number or symbol in a number sentence. (Reference: 2.8.3.B, 2.8.3.F)				
1. Find a missing number that makes a number sentence true (1-digit or 2-digit numbers up to 18 using +, - or x through 9 x 5).				

2. Identify the missing symbol (+, -, =, <, >) that makes a number sentence true.				
M3.E.1. 1. Answer questions based on data shown on tables, charts, or bar graphs. (Reference: 2.6.3.B, 2.7.3.D, 2.11.3.B)				
1. Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.				
2. Describe, interpret and/or answer questions based on data shown in tables, charts, or bar graphs.				
M3.E.1. 2. Organize or display data using tables, charts, or bar graphs. Reference: 2.6.3.A, 2.7.3.C				
1. Graph data or complete a graph given the data (grid is provided).				
2. Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally charts, bar graphs, and tables.				