

## Continuum for Numeracy Assessment: Grade 3 Entry (Interim)

For Teacher Use Only

Critical Competency	Needs ongoing help	Needs some help to meet expectations	Meets Expectations
Student sorts 3-D objects using one mathematical attribute; identifies attributes such as <i>shape, size, shape of faces, straight edge, curved edge, flat surface, curved surface, vertices.</i>	<ul style="list-style-type: none"> <li>Student <b>needs ongoing assistance</b> to sort 3-D objects using one mathematical attribute.</li> <li>Student <b>needs ongoing assistance to identify mathematical attributes.</b></li> </ul>	<ul style="list-style-type: none"> <li>Student sorts 3-D objects using one mathematical attribute.</li> <li>Student identifies attributes.</li> <li>Student needs assistance with <b>either</b> sorting or identification of attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>independently</b> identifies attributes and sorts 3-D objects using one mathematical attribute.</li> </ul>
Student selects the appropriate non-standard unit; estimates and measures length.	<ul style="list-style-type: none"> <li>Student makes an <b>unreasonable</b> estimate.</li> <li>Student selects a unit but <b>needs assistance</b> with <b>some</b> of the following: starting point, choice of unit.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>usually</b> makes a <b>reasonable</b> estimate.</li> <li>Student correctly chooses an appropriate unit and measures length correctly, with assistance finding the starting point.</li> </ul>	<ul style="list-style-type: none"> <li>Student makes a <b>reasonable</b> estimate.</li> <li>Student <b>independently</b> chooses an appropriate unit and measures accurately.</li> </ul>
Student determines	<ul style="list-style-type: none"> <li>Student relies on <b>limited</b> strategies to determine facts (<i>count all, count on, or count back from</i>), or recalls some facts.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses <b>some</b> strategies to determine facts, but often reverts to <i>count on</i> or <i>count back from</i>, or recalls many facts.</li> </ul>	<ul style="list-style-type: none"> <li>Student uses <b>various</b> strategies (e.g. doubles and combinations to 10, connections among addition and subtraction facts) to determine facts, or recalls all facts.</li> </ul>
<p>addition facts to 10.</p> <hr style="border-top: 1px dashed black;"/> <p>subtraction facts to 10.</p>	<ul style="list-style-type: none"> <li>Student represents a number, in a variety of ways, using manipulatives.</li> <li>Student <b>needs assistance</b> to compare two-digit numbers correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>usually</b> represents a number, in a variety of ways, using manipulatives, <b>diagrams, and symbols.</b></li> <li>Student <b>makes some connections</b> among concrete, pictorial, abstract, and oral descriptions.</li> <li>Student compares two-digit numbers correctly. <b>May need assistance.</b></li> </ul>	<ul style="list-style-type: none"> <li>Student represents a number, in a variety of ways, using manipulatives, diagrams, and symbols.</li> <li>Student <b>readily</b> makes connections among concrete, pictorial, abstract, and oral descriptions.</li> <li>Student <b>independently</b> compares two-digit numbers correctly.</li> </ul>
Student represents and compares numbers to 100 using terms such as <i>more, less, same as, even, odd.</i> <i>It is assumed that the child reads and writes number symbols to 100 and can count and skip count.</i>	<ul style="list-style-type: none"> <li>Student recognizes, <b>with assistance</b>, when to group by tens.</li> <li>Student, <b>with assistance, demonstrates</b> using manipulatives or diagrams, the number of tens and units in numerals for numbers less than 100.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>independently</b> recognizes when to group by tens.</li> <li>Student recognizes a group of <b>10 objects as one ten rather than 10 units.</b></li> <li>Student <b>identifies, with assistance, and independently</b> demonstrates using manipulatives or diagrams, the number of tens and units in numerals for numbers less than 100.</li> <li>Student <b>associates the appropriate numeral with its concrete or pictorial representation.</b></li> </ul>	<ul style="list-style-type: none"> <li>Student independently recognizes when to group by tens.</li> <li>Student recognizes a group of 10 objects as one ten rather than 10 units <b>and a group of 100 as one 100 rather than 100 units or 10 groups of 10.</b></li> <li>Student <b>independently</b> identifies and demonstrates using manipulatives or diagrams, the number of tens and units in numerals for numbers less than 100.</li> <li>Student associates the appropriate numeral with its concrete, pictorial or <b>symbolic</b> representation.</li> <li>Student <b>describes the difference between numbers whose digits are reversed (e.g., 72 and 27).</b></li> </ul>
Student understands place value to 100. <i>It is assumed that the child reads and writes number symbols to 100 and can count and skip count.</i>	<ul style="list-style-type: none"> <li>Student describes and extends, <b>with ongoing help</b>, repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Student describes and extends repeating patterns; needs assistance with increasing patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Student <b>independently</b> describes and extends repeating and increasing patterns.</li> </ul>
Student describes and extends repeating and increasing (numeric and non-numeric) patterns.	<ul style="list-style-type: none"> <li>Student needs assistance solving one-step addition <b>and</b> subtraction story problems.</li> </ul>	<ul style="list-style-type: none"> <li>Student needs assistance <b>creating</b> story problems involving addition or subtraction.</li> <li>Student needs assistance solving either addition <b>or</b> subtraction problems.</li> </ul>	<ul style="list-style-type: none"> <li>Student creates and solves one-step addition <b>and</b> subtraction story problems.</li> </ul>
Student solves and creates addition and subtraction story problems.	<ul style="list-style-type: none"> <li>Student reads the data from a graph.</li> </ul>	<ul style="list-style-type: none"> <li>Student reads data, and <b>compares</b> data <b>with some assistance.</b></li> </ul>	<ul style="list-style-type: none"> <li>Student reads, compares, and <b>generates new questions or statements about the data.</b></li> </ul>
Student reads and interprets concrete graphs and pictographs.			