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

	Insufficient Skills	Skills Emerging	Skill Mastered	Not Yet 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	Skills Emerging	Skill Mastered	Not Yet 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.				