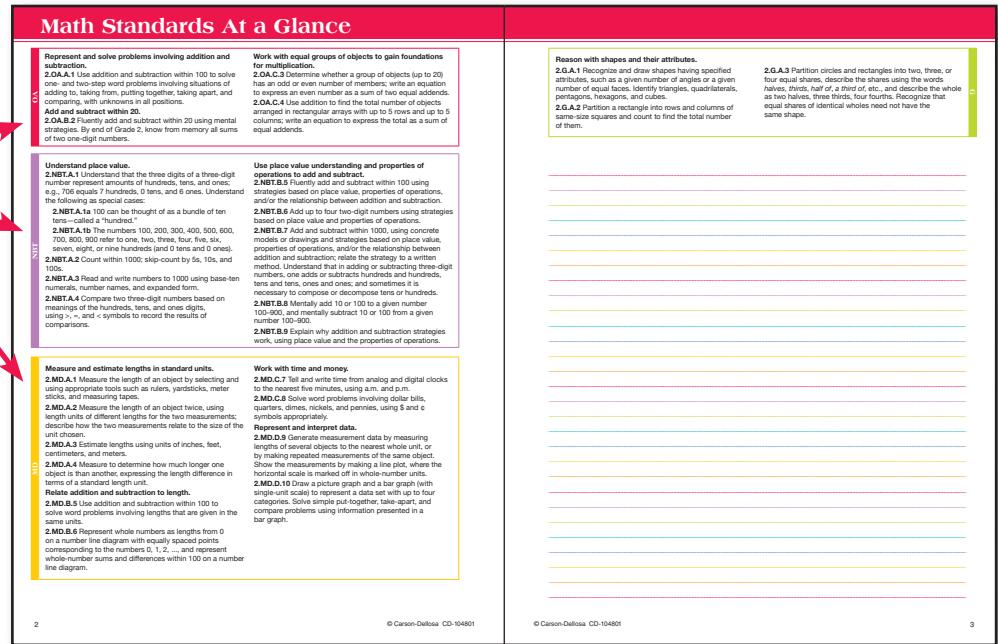# Grade 3

COMMON CORE

Assessment Record Book

The Common Core Assessment Record Book

The At-a-Glance standards pages at the front of the book place all of the Common Core standards at your fingertips for quick and easy reference.
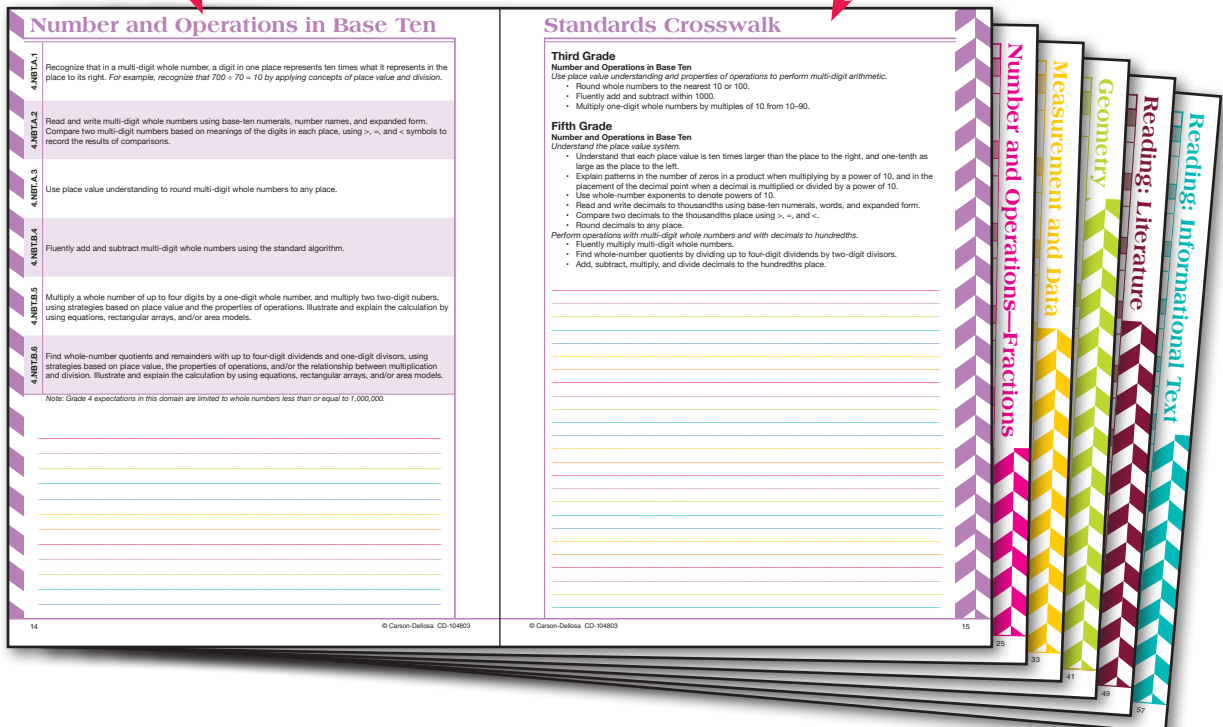
The color of each section corresponds with the color of the record section of that anchor or domain later in the book.

Math Standards At a Glance

Represent and solve problems involving addition and subtraction.
2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
Add and subtract within 20.
2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Understand place value.
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
2.NBT.A.1a 100 can be thought of as a bundle of ten tens—called a "hundred."
2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Measure and estimate lengths in standard units.
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with equal groups of objects to gain foundations for multiplication.
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Use place value understanding and properties of operations to add and subtract.
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Work with time and money.
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
Represent and interpret data.
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Reason with shapes and their attributes.
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Color-coded sections with prominent titles allow simple and straightforward access to each anchor and domain.

Individual math domains and English language arts anchors are presented in full.

Crosswalks for each anchor and domain present a complete picture of what students should already know and what they need to prepare for in the coming year.

Number and Operations in Base Ten

4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Standards Crosswalk

Third Grade
Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.
• Round whole numbers to the nearest 10 or 100.
• Fluently add and subtract within 1000.
• Multiply one-digit whole numbers by multiples of 10 from 10–90.

Fifth Grade
Number and Operations in Base Ten
Understand the place value system.
• Understand that each place value is ten times larger than the place to the right, and one-tenth as large as the place to the left.
• Explain patterns in the number of zeros in a product when multiplying by a power of 10, and in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
• Use whole-number exponents to denote powers of 10.
• Read and write decimals to thousandths using base-ten numerals, words, and expanded form.
• Compare two decimals to the thousandths place using >, =, and <.
• Round decimals to any place.
Perform operations with multi-digit whole numbers and with decimals to hundredths.
• Fluently multiply multi-digit whole numbers.
• Find whole-number quotients by dividing up to four-digit dividends by two-digit divisors.
• Add, subtract, multiply, and divide decimals to the hundredths place.

Number and Operations—Fractions
Measurement and Data
Geometry
Reading: Literature
Reading: Informational Text

The Common Core Assessment Record Book

The student record pages are designed to simplify the assessment of student proficiencies throughout the year.

Record student names across the tops of the pages. You may choose to use numbers to maintain student privacy if the record book will be used during parent-teacher conferences.

Record the date of each assessment. Or, use a section for each quarter of the year.

Record individual proficiencies at each date. Refer to page 4 for a variety of recording options.

Supplement student data with short notes on progress and issues. Coordinate notes with assessment dates by using a different color for each new data point and note.

	Cara Avery				Luis Diaz				Sam Edwards				Jayl	
	$\frac{9}{6}$	$\frac{9}{8}$	$\frac{10}{15}$	$\frac{2}{3}$	$\frac{9}{6}$	$\frac{9}{8}$	$\frac{10}{15}$	$\frac{2}{3}$	$\frac{9}{6}$	$\frac{9}{8}$	$\frac{10}{15}$	$\frac{2}{3}$	$\frac{9}{6}$	$\frac{9}{8}$
1.OA.A.1	1	1	2	2	3	3	3	4	1	2	2	3	2	3
	– struggles with comparing unknowns – needs support with word problems				– successful with all types of problems				– needs help decoding word problems				– strugg subtr	

Reproducible pages at the back of each record book will complement your Common Core assessment needs. Additional reproducible pages are provided at the end of this resource guide. A Standard Record and Planning sheet is provided on page 6 for recording the dates a standard is taught and corresponding classroom proficiency. A Student Self-Assessment sheet and accompanying graph are provided on pages 7 and 8.

This page may be used as an expansion of the recording pages if more space is needed. It may also be used to allow students to record self-assessment data for specific standards throughout the year.

This page is intended as an assessment page and may be included as part of a student portfolio. On a copy of the page, record a prompt to assess a specific standard. Then, make copies for the class. Have students use the space at the bottom of the page to respond to the prompt. See page 5 for more information on using a portfolio system.

Recording Systems

The record books allow for a variety of recording methods. Several options are detailed below so you may choose the recording system that works best for you. Each system may be matched to the rubric at the bottom of the page to simplify assessing a student's level.

- The **numbered rubric system** uses the numbers 0 or 1 through 4 to assess students on a sliding scale. Numbers at the lower end show the least proficiency, while a 4 means that a student is completely proficient at a skill.

0, 1, 2, 3, 4

- A **check mark system** uses different check marks to record proficiency. An X shows that students have had little to no success with the skill. A check minus, check, or check plus show increasing proficiency with the skill.

✗, ✓−, ✓+,

- A **lettered system** uses abbreviations to record assessments. From least to most proficient, a student may be assessed at NI (needs improvement), S (satisfactory), G (good), or E (excellent).

NI, S, G, E

- A **lettered grading system** may be used if one is already in place for report cards. Students are graded with a letter from A to F, which often corresponds to a number grade on a 7- or 10-point scale from 0–100.

F, D, C, B, A

- A **numbered grading system** is common in the upper grades and may already be in use. Students are assigned a number grade from 0–100 that represents the percentage correct on an assessment or an average of several graded assignments.

0–100

Rubrics are often helpful to assess students' skills when many levels of understanding are possible. See below for a sample rubric to follow when assessing students' proficiency.

0	Even with help, the student doesn't understand.
1	The student is beginning to understand but is still unable to complete the task.
2	The student can complete the task with help.
3	The student can complete the task without help.
4	The student is able to explain his thinking and teach the skill to others.

The Portfolio System

Student portfolios are a collection of student work. Portfolios are most useful if they include work spanning the entire year, although starting a portfolio system at any point in the year can be beneficial. They may include a variety of work and may be teacher-directed, student-directed, or a combination of both. Think about the purpose you would like student portfolios to serve, and let that guide your decisions throughout the implementation process.

A portfolio system can be extremely useful in the Common Core classroom because it gives a broader picture of a student's success or challenges with standards throughout the year. In conjunction with the Common Core Assessment Record Book, a portfolio can be beneficial in planning individual goals and interventions for students, and in engaging other staff and parents in the process.

A student portfolio system can be a valuable addition to an assessment program since it adds depth and meaning to the numbers or letters assigned to a student's proficiency. Some of the advantages of using a portfolio system include:

- It supports a teacher's assessment of a student's skill level.

- It allows administrators, parents, and support staff to better understand a student's skill level and decide on necessary interventions.

- It gives a detailed view of a student's progress over time.

- It can include a variety of documentation, such as work samples, anecdotal notes, and assessments.

- It gives students ownership over their goals and progress.

While implementing portfolio systems can seem overwhelming, here are several solutions and suggestions for beginning and maintaining one:

- Use pizza boxes, magazine holders, or three-ring binders to store portfolio work.

- To save space, consider keeping digital portfolios by scanning or taking photos of student work. Save the files to a folder designated for each student.

- Allow students to choose work to add to their portfolios.

- You may also choose to have students reflect on why they kept each piece of work. Make copies of reflection prompts such as *I enjoyed*…, *I struggled with*…, or, *At first I…, then I*… Have students complete these and staple them to the pieces of work before adding them to the portfolios.

- Jot anecdotal evidence on self-stick notes as it occurs. At the end of each day or week, place the notes inside a file folder included in each student's portfolio.

- Include students in parent-teacher conferences by allowing them to guide their guardians through their work.

Language Standards

L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1c Use abstract nouns (e.g., *childhood*).
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.

L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2a Capitalize appropriate words in titles.
- L.3.2b Use commas in addresses.
- L.3.2c Use commas and quotation marks in dialogue.
- L.3.2d Form and use possessives.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- L.3.2f Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.3a Choose words and phrases for effect.
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Standards Crosswalk

Second grade

Language

Conventions of Standard English
- Use collective nouns; form and use frequently occurring irregular plural nouns; use reflexive pronouns; form and use the past tense of common irregular verbs; use adjectives and adverbs appropriately.
- Produce, expand, and rearrange complete simple and compound sentences.
- Capitalize holidays, product names, and geographic names; use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words; consult reference materials as needed to check and correct spellings.

Knowledge of Language
- Compare formal and informal uses of English.

Vocabulary Acquisition and Use
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine meaning when a known prefix is added to a known word; use a known root word to determine an unknown word with the same root; use knowledge of individual words to predict the meaning of compound words; use glossaries and dictionaries to determine the meaning of new words.
- Identify real-world connections between words and their uses.
- Distinguish shades of meaning among related verbs and related adjectives.
- Use words and phrases (including descriptive adjectives and adverbs) acquired through conversations, reading and being read to, and responding to texts.

Fourth Grade

Language

Conventions of Standard English
- Use relative pronouns and relative adverbs; form and use progressive verb tenses; use modal auxiliaries to convey various conditions; order adjectives within sentences according to conventional patterns; form and use prepositional phrases.
- Produce complete sentences and correct fragments and run-on sentences.
- Correctly use frequently confused words.
- Use correct capitalization, punctuation, and spelling when writing.
- Use correct punctuation when writing quotations and dialogue; use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Choose when to use formal or informal language.

Vocabulary Acquisition and Use
- Determine or clarify the meanings of unknown and multiple-meaning words and phrases.
- Use context as a clue to the meaning of a word or phrase; use Greek and Latin prefixes, suffixes, and roots to understand unfamiliar words; consult reference materials to find the pronunciation and meaning of words and phrases.
- Understand figurative language, word relationships, and nuances in word meanings; explain the meaning of simple similes and metaphors in context; recognize and explain the meaning of common idioms, adages, and proverbs.
- Use antonyms and synonyms to better understand words.
- Learn and use academic and subject-specific vocabulary, including words that signal precise actions, emotions, or states of being.

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L.3.1					
L.3.2					
L.3.3					
L.3.4					
L.3.5					
L.3.6					

Keep track of all your Common Core details in one place! The *Common Core Assessment Record Book* is a must-have for busy teachers who track their students' progress in meeting each standard. With comprehensive standards and crosswalks for each anchor and domain at your fingertips, this record book is invaluable for lesson planning, student goal setting, and parent-teacher conferences.