

## Nova Scotia Assessment: Mathematics in Grade 3 Performance Levels

The following descriptors provide a general overview of students' mathematical performance levels and behaviours at each level. These descriptors are more detailed than, though not essentially different from, the descriptors used on the Student Assessment Reports. These more detailed descriptors are intended to help teachers interpret the meaning of each level. Through classroom observation and assessment teachers can further identify individual strengths and areas of need.

<b>Level 1</b> (below the expectation for the end of grade 3)
<p>The student generally:</p> <ul style="list-style-type: none"> <li>• is able to solve problems that are simple or where the method to solve the problem is suggested to the student</li> <li>• is able to solve previously learned routine problems</li> <li>• <i>relies on a limited number of strategies to solve problems</i></li> <li>• can represent and perform certain addition and subtraction operations of whole numbers (one-digit and two-digit numbers)</li> <li>• <i>may not understand when they should use addition and subtraction operations</i></li> <li>• can recognize some mathematical terms and symbols, mainly from earlier grades</li> <li>• may be able to pictorially and concretely represent a concept, such as place value</li> </ul>
<b>Level 2</b> (approaching the expectation for the end of grade 3)
<p>The student generally:</p> <ul style="list-style-type: none"> <li>• can generally resolve problems stated clearly that require knowledge recall, recognition of simple models and the use of simple procedures</li> <li>• has success solving simple problems in familiar contexts</li> <li>• <i>relies on strategies such as trial and error or guess and check rather than having a variety of strategies to choose from</i></li> <li>• can perform basic operations (+, -) involving whole numbers</li> <li>• <i>usually understands when they should use addition and subtraction operations</i></li> <li>• can understand and use some mathematical terms and symbols, especially those from earlier grades</li> <li>• can pictorially, concretely, and contextually represent a concept, such as place value</li> </ul>
<b>Level 3</b> (at the expectation for the end of grade 3)
<p>The student generally:</p> <ul style="list-style-type: none"> <li>• successfully solves problems that involve multi-steps and may solve problems they have not seen before</li> <li>• can choose appropriate strategies to solve problems</li> <li>• <i>judges the reasonableness of answers</i></li> <li>• performs number operations (+, -) correctly but may make minor errors</li> <li>• <i>understands when they should use addition and subtraction operations</i></li> <li>• understands and uses mathematical terms and symbols, especially those from earlier grades</li> <li>• pictorially, concretely, and contextually represents a concept, such as place value</li> </ul>
<b>Level 4</b> (above the expectation for the end of grade 3)
<p>The student generally:</p> <ul style="list-style-type: none"> <li>• has success in problem solving situations and can solve novel and complex problems</li> <li>• is consistent when choosing efficient strategies to solve problems</li> <li>• <i>judges the reasonableness of answers and can explain the solution</i></li> <li>• performs number operations (+, -) with confidence and ease</li> <li>• <i>consistently understands when they should use addition and subtraction operations</i></li> <li>• interprets and represents mathematical concepts using symbolic form with ease</li> <li>• is consistently able to use all representations with ease to represent a concept, such as place value</li> </ul>