

Grade 3 Math Fluency Expectations & Assessment Directions

The goal of fluency instruction in Woodridge 68 is for students to learn effective fluency strategies to meet grade level standards and have daily time to practice these strategies.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies

3.OA.C.7 Fluently multiply and divide within 100 using strategies; by the end of Grade 3, know from memory all products of two one-digit numbers.

At the end of each trimester, teachers will administer a three part common assessment, and use it to report to stakeholders the student's proficiency level towards **end of the year expectations**. Each part should be administered separately. Review the assessment with students and explain they should show what they know.

Part 1 - Addition and Subtraction within 1000: Unlike fluency with single digit operations, we are looking for students to show proficiency at arriving at an accurate answer. Time is not as essential in these longer operations. The students should be able to complete the multi-digit assessment in about 10 minutes, but if students need more time to complete the assessment accurately, at teachers' discretion, please allow them the time that they need. Fluency does have a time aspect to it, but it is not the sole aspect.

Accuracy is paramount for this assessment.

Part 2 - Multiplication within 100 & Part 3 - Division within 100: Students will initially have 8 minutes per part to complete multiplication or division problems within 100. Initial times do not include the problem set marked with an apple (above grade level expectations). After 8 minutes, give students a calm and quiet signal to stop and ask them to change the color of the writing tool so teachers' can see how many problems the student finished in the initial time.

Provide a stretch and wiggle break. Following the break, give students another 2+ minutes to complete any remaining problems. Students who complete the first set of problems before the rest of the class should be invited to tackle the extending problems if appropriate to their skill level. Reassure students that if they didn't finish all the problems in 8 minutes or found some of the problems difficult, there will be many opportunities this year to learn strategies and develop fluency in calculating.

How to enter grades in Skyward

Teachers can set up events for formative assessments and mark them as NO COUNT. In order to eliminate a factor of math anxiety, do not focus on speed and administer numerous timed tests.

Part 1 - Addition and Subtraction within 1000: *(Any problem not completed is considered an error.)*

EXT = 0 errors and some problems answered correctly on extending section

MTG = 0 or 1 error; score on extending section does not count

DEV = 2-4 errors; score on extending section does not count

BEG = more than 4 errors; score on extending section does not count

Part 2 - Multiplication within 100 OR Part 3 - Division within 100:

(Any problem not completed is considered an error.)

EXT = 0 errors within 8 minutes and at least one problem answered correctly on extending section

MTG = 0-2 errors within 10+ minutes; score on extending section does not count

DEV = 3-5 errors within 10+ minutes; score on extending section does not count

BEG = more than 5 errors; score on extending section does not count

Grade 3 Suggested Pacing for Fluency

Each trimester, students will be assessed on their ability to meet end of the year expectations

When	Possible Pacing	How Assessed	How Scored
End of Trimester 1	+/- with 1,000 Horizontal & Stacked Form	Observation in classroom performance Individual Assessments Fact Fluency Summative	16 Addition/Subtraction within 1000 EXT = 0 errors and some problems answered correctly on extending section MTG = 0 or 1 error; score on extending section does not count DEV = 2-4 errors; score on extending section does not count BEG = more than 4 errors; score on extending section does not count 48 Multiplication within 100 EXT = 0 errors within 8 minutes and at least one problem answered correctly on extending section MTG = 0-2 errors within 10+ minutes; score on extending section does not count DEV = 3-5 errors within 10+ minutes; score on extending section does not count BEG = more than 5 errors; score on extending section does not count 45 Division within 100 EXT = 0 errors within 8 minutes and at least one problem answered correctly on extending section MTG = 0-2 errors within 10+ minutes; score on extending section does not count DEV = 3-5 errors within 10+ minutes; score on extending section does not count BEG = more than 5 errors; score on extending section does not count
End of Trimester 2	Multiplication by 2, 3, 4, 5 and 10 Division by 2, 3, 4, 5, and 10	Observation in classroom performance Individual Assessments Fact Fluency Summative	45 Division within 100 EXT = 0 errors within 8 minutes and at least one problem answered correctly on extending section MTG = 0-2 errors within 10+ minutes; score on extending section does not count DEV = 3-5 errors within 10+ minutes; score on extending section does not count BEG = more than 5 errors; score on extending section does not count
End of Trimester 3	Multiplication by 0, 1, 6, 7, 8 and 9 Division by 0, 1, 6, 7, 8, and 9	Observation in classroom performance Individual Assessments Fact Fluency Summative	45 Division within 100 EXT = 0 errors within 8 minutes and at least one problem answered correctly on extending section MTG = 0-2 errors within 10+ minutes; score on extending section does not count DEV = 3-5 errors within 10+ minutes; score on extending section does not count BEG = more than 5 errors; score on extending section does not count

[Fluency Resources on the web](http://www.gcamath.com/fact-fluency.html) (<http://www.gcamath.com/fact-fluency.html>)

[Other Fluency Resources on the web](http://www.jmathpage.com/) (<http://www.jmathpage.com/>)