



Mathematics Grade 3 Shape and Space (SS)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
SS3.1 Demonstrate understanding of the passage of time including: <ul style="list-style-type: none"> • Relating common activities to standard and non-standard units • Describing relationships between units • Solving situational questions 	<ul style="list-style-type: none"> • With help, I can relate common activities to non-standard units of time measurement. 	<ul style="list-style-type: none"> • I can relate common activities to non-standard units of time measurement. 	<ul style="list-style-type: none"> • I can relate common activities to standard AND non-standard units of time measurement. 	<ul style="list-style-type: none"> • I can relate any activity to standard and non-standard units of time measurement.
	<ul style="list-style-type: none"> • With help, I can describe units of time measurement. 	<ul style="list-style-type: none"> • I can describe units of time measurement. 	<ul style="list-style-type: none"> • I can describe the relationship between units of time measurement. 	<ul style="list-style-type: none"> • I can describe complex relationships between units of time measurement.
	<ul style="list-style-type: none"> • With help, I can answer some questions about the passage of time. 	<ul style="list-style-type: none"> • I can answer some situational questions about the passage of time. 	<ul style="list-style-type: none"> • I can answer almost all situational questions about the passage of time. 	<ul style="list-style-type: none"> • I can create and answer complex situational questions about the passage of time.
Comments:				



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SS3.2 Demonstrate understanding of measuring mass in g and kg by: <ul style="list-style-type: none"> • Selecting and justifying referents for g and kg • Modelling and describing the relationship between g and kg • Estimating mass using referents • Measuring and recording mass. 	<ul style="list-style-type: none"> • With help, I can select appropriate referents for g OR kg and explain why. 	<ul style="list-style-type: none"> • I can select appropriate referents for g OR kg and explain why. 	<ul style="list-style-type: none"> • I can select appropriate referents for g AND kg and explain why. 	<ul style="list-style-type: none"> • I can apply appropriate referents for g and kg in real life situations.
	<ul style="list-style-type: none"> • With help, I can model OR describe the relationship between g and kg. 	<ul style="list-style-type: none"> • I can model OR describe the relationship between g and kg. 	<ul style="list-style-type: none"> • I can model AND describe the relationship between g and kg. 	<ul style="list-style-type: none"> • I can apply my knowledge of the relationship between g and kg in real life situations.
	<ul style="list-style-type: none"> • With help, I can estimate mass in g OR kg using teacher selected referents. 	<ul style="list-style-type: none"> • I can estimate mass in g AND kg using teacher-selected referents. 	<ul style="list-style-type: none"> • I can estimate mass in g AND kg using referents that I select. 	<ul style="list-style-type: none"> • I can estimate mass in g AND kg using referents that I select and defend.
	<ul style="list-style-type: none"> • With help, I can measure and record mass in g OR kg. 	<ul style="list-style-type: none"> • I can measure and record mass in g OR kg. 	<ul style="list-style-type: none"> • I can measure AND record mass in g AND kg. 	<ul style="list-style-type: none"> • I can apply my understanding of measuring and recording mass in g and kg in real life situations.



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SS3.3 Demonstrate understanding of linear measurement (cm and m) including: <ul style="list-style-type: none"> • selecting and justifying referents • generalizing the relationship between cm and m • estimating length and perimeter using referents • measuring and recording length, width, height and perimeter. 	<ul style="list-style-type: none"> • With help, I can use teacher selected referents for linear measurement. 	<ul style="list-style-type: none"> • I can use teacher selected referents for linear measurement. 	<ul style="list-style-type: none"> • I can select appropriate referents for linear measurement and explain my choices 	<ul style="list-style-type: none"> • I can apply appropriate referents for linear measurement in word problems and real life situations.
	<ul style="list-style-type: none"> • With help, I can describe units of linear measurement. 	<ul style="list-style-type: none"> • I can describe units of linear measurement. 	<ul style="list-style-type: none"> • I can describe the relationship between cm and m. 	<ul style="list-style-type: none"> • I can use the relationship between cm and m in word problems and real life situations.
	<ul style="list-style-type: none"> • With help, I can estimate length and perimeter using teacher selected referents. 	<ul style="list-style-type: none"> • I can estimate length and perimeter using teacher selected referents. 	<ul style="list-style-type: none"> • I can estimate length and perimeter using referents I select. 	<ul style="list-style-type: none"> • I can use estimation of length and perimeter using referents in word problems and real life situations.
	<ul style="list-style-type: none"> • With help, I can measure and record length width height OR perimeter. 	<ul style="list-style-type: none"> • I can measure and record length, width, height OR perimeter. 	<ul style="list-style-type: none"> • I can measure and record length, width, height, AND perimeter. 	<ul style="list-style-type: none"> • I can create AND solve both simple and complex word problems involving length, height, width and perimeter.
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SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges and vertices.	<ul style="list-style-type: none"> • With help, I can identify characteristics of 3-D objects including faces, edges OR vertices. 	<ul style="list-style-type: none"> • I can identify characteristics of 3-D objects including faces, edges OR vertices. 	<ul style="list-style-type: none"> • I can describe characteristics of 3-D objects including faces, edges AND vertices. 	<ul style="list-style-type: none"> • I can describe characteristics of combinations of 3-D objects found in the environment, including faces, edges and vertices.
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SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including: <ul style="list-style-type: none"> describing comparing sorting. 	<ul style="list-style-type: none"> With help, I can describe some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can describe some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can describe 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons AND octagons. 	<ul style="list-style-type: none"> I can describe combinations of 2-D shapes (regular and irregular) used in the environment, including triangles, quadrilaterals, pentagons, hexagons AND octagons.
	<ul style="list-style-type: none"> With help, I can compare some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can compare some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can compare 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons AND octagons. 	<ul style="list-style-type: none"> I can compare combinations of 2-D shapes (regular and irregular) used in the environment, including triangles, quadrilaterals, pentagons, hexagons AND octagons.
	<ul style="list-style-type: none"> With help, I can sort some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can sort some 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons OR octagons. 	<ul style="list-style-type: none"> I can sort 2-D shapes (regular and irregular), including triangles, quadrilaterals, pentagons, hexagons AND octagons. 	<ul style="list-style-type: none"> I can sort combinations of 2-D shapes (regular and irregular) used in the environment, including triangles, quadrilaterals, pentagons, hexagons AND octagons.



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