Year 3 Rubric – Fractions

	Understands that fractions are ways of representing part-whole relationships	Makes fractions showing a connection to the whole, using mathematical language and symbols	Models simple fraction relationships (equivalents)	Adds and subtracts common fractions with the same denominator	Finds fraction of shapes and quantities
Advanced	• Detailed explanation of what fractions are, using the vocabulary, part, whole, denominator and numerator • Compares reads and writes common fractions (e.g. $^1/_2$ $^1/_4$ $^1/_2$ $^3/_4$ $^1/_{10}$) • Counts confidently (forwards and backwards), using a range of fractions **<u>EXTENSION:</u>** • Explains what decimals are, using the vocabulary 'part' and 'whole'	• Finds the whole, given the fractional part (e.g. if 1/4 of the whole is 10, what is the whole?) • Converts simple mixed numbers to improper fractions and vice versa (e.g. $1^1/_4 = {}^5/_4$)	• Explains how equivalent fractions work and giving examples • Understands and uses equivalent fractions **<u>EXTENSION:</u>** • Explains the relationship between fractions and decimals (both are parts of a whole) • Converts between common fractions and decimals (e.g. $^1/_2$ = 0.5 ¼ = 0.25 ¾ = 0.75)	• Adds common fractions by changing one denominator (e.g. $^1/_2 + {}^3/_4$) • Subtracts common fractions by changing one denominator (e.g. $^1/_2 - {}^1/_4$)	• Finds fractions of a shapes • Find fractions of sets • Finds fractions of quantities (e.g. 2/3 of 21 is 14) • Finds the whole, given the fractional part (e.g. if 1/4 of the whole is 10, what is the whole?)

In a unit the student :is advanced:

- Is well in advance of the expected requirements
- Has achieved the requirements and provided outstanding work products and evidence in a variety of ways
- Consistently provides evidence of learning that is high in quality and quantity
- Is confident and articulate about sharing their learning with others
- Demonstrates and applies higher level knowledge, skills and understandings

Year 3 Rubric – Fractions

	Understands that fractions are ways of representing part-whole relationships	Makes fractions showing a connection to the whole, using mathematical language and symbols	Models simple fraction relationships (equivalents)	Adds and subtracts common fractions with the same denominator	Finds fraction of shapes and quantities
3 = Proficient (Phase 2)	• Explains what fractions are, using the vocabulary, part, whole, denominator and numerator • Compares reads and writes common fractions (e.g. $^1/_2$ $^1/_4$ $^1/_2$ $^3/_4$ $^1/_{10}$) • Counts (forwards and backwards), in fractions to 100 (e.g. 1/4, ½, ¾, 1, 1 ¼, $1^1/_2$, 1 ¾, 2)	• Uses simple fractions accurately to describe parts of a whole (e.g. folds the paper into quarters; 'We go home in ½ an hour', '3 is half of 6').	• Models simple equivalent fractions (e.g. $^1/_2$ = $^2/_4$).	• Adds fractions with like denominators (e.g. $^2/_3$ + $^4/_3$) • subtracts fractions with like denominators (e.g. $^2/_3$ - $^1/_3$)	• Finds fractions of a shapes • Finds fractions of quantities (e.g. ½ of 10 is 5)

Proficient
In a unit the student:

- Has achieved the requirements and provided quality work products and evidence in a variety of ways
- Usually provides evidence of learning that is high in quality and quantity
- Is able to discuss their learning in meaningful ways to others
- Demonstrates and applies good knowledge, skills and understandings

Year 3 Rubric – Fractions

	Understands that fractions are ways of representing part-whole relationships	Makes fractions showing a connection to the whole, using mathematical language and symbols	Models simple fraction relationships (equivalents)	Adds and subtracts common fractions with the same denominator	Finds fraction of shapes and quantities
Consolidating	• Explains what fractions are, using the vocabulary, part, whole, denominator and numerator • Compares reads and writes common fractions (e.g. $^1/_2$ $^1/_4$) • Counts (forwards and backwards), in fractions ½, to 100 (e.g. ½,,1, $1^1/_2$, 2)	With support.. • Uses simple fractions accurately to describe parts of a whole (e.g. folds the paper into quarters; 'We go home in ½ an hour', '3 is half of 6').	With support.. • Models simple equivalent fractions (e.g. $^1/_2 = {}^2/_4$).	Adds and subtracts fractions with like denominators (1/4 + 2/4)	• Finds fractions of a shapes • Finds fractions of quantities (e.g. ½ of 10 is 5)

Consolidating
In this unit the student:

- Has met the expected requirements and has provided average quality work products and evidence in a few ways
- Provides evidence of learning that is acceptable in quality and quantity
- Is able to discuss their learning with others
- Demonstrates and applies some knowledge, skills and understandings

Year 3 Rubric – Fractions

	Understands that fractions are ways of representing part-whole relationships	Makes fractions showing a connection to the whole, using mathematical language and symbols	Models simple fraction relationships (equivalents)	Adds and subtracts common fractions with the same denominator	Finds fraction of shapes and quantities
Beginning	• Recognises that fractions are part of a whole.	• Uses the terms 'half' and 'quarter' in context (e.g. to describe something cut into two: 'Let's have half each').	• Uses simple fractions accurately to describe parts of a whole or quantity (e.g. folds the paper into quarters; 'We go home in ½ an hour', '3 is half of 6').	•	•

Beginning
In this unit the student:

- Has partially achieved the requirements and provided few quality work products and evidence in a limited way
- Provides evidence of learning that is limited in quality and quantity
- Is rarely able to discuss their learning in meaningful ways with others
- Has partially grasped the essential aspects and demonstrates limited knowledge, skills and understandings