

**NUMBER AND QUANTITY**

**Place Value**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• use place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 (3.NBT.1)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will draw three cards from a deck of cards in which the non-number cards have been removed. The student will write down those numbers on a piece of paper to form a three-digit number. They will round that three-digit number to the nearest 10 and 100.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• nearest, place value, round, whole number</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• use place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 with visual support</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a three-digit number in which they will use visual support to help them round to the nearest 10 and 100.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**NUMBER AND QUANTITY**

**Foundations of Fractions**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• represent fractions <math>1/b</math> and <math>a/b</math> on a number line (3.NF.2a; 3.NF.2b)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The students will create a class number line using where they are located alphabetically on the class roster as the numerator, and the total number of students as the denominator. One at a time they will explain where their fraction goes on the number line.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• divided, equal, fraction, number line, part, quantity, size, whole</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• describe zero to one on a number line as one whole</li> <li>• describe a fraction <math>1/b</math> as the quantity formed by one part when a whole is divided into <math>b</math> equal parts (3.NF.1)</li> <li>• describe a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math> (3.NF.1)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given several different pictures that represent a fraction, with only one being the correct representation. The student will decide which picture depicts the fraction correctly, and then explain why.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**NUMBER AND QUANTITY**

**Compare Fractions**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• generate simple equivalent fractions (e.g., <math>1/2 = 2/4</math>; <math>4/6 = 2/3</math>) and explain why they are equivalent (3.NF.3b)</li> <li>• express whole numbers as fractions (3.NF.3c)</li> <li>• use comparison symbols (&lt;, &gt;, and =) to compare fractions and justify the comparison of two fractions with the same numerator or same denominator (may use visual models) (3.NF.3d)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a notecard with a fraction written on it. On the back of the notecard, the student will write an equivalent fraction. With a partner, the student will explain why the fraction on the front of the notecard is equivalent to the fraction on the back of the notecard.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• compare, comparison, denominator, equivalent, express, fraction, generate, justify, model, numerator, simple fraction, visual, whole number (3.NF.3a)</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• recognize symbols, such as &lt;, &gt;, and =</li> <li>• recognize simple equivalent fractions with a visual model (3.NF.3b)</li> <li>• recognize fractions that are equivalent to whole numbers (3.NF.3c)</li> <li>• compare two fractions with the same numerator or same denominator using visual fraction models (3.NF.3d)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given two fractions, each with the same denominator. The student will draw a picture to represent each fraction and then compare the two fractions.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		



**OPERATIONS AND ALGEBRA**

**Addition and Subtraction**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (3.NBT.2)</li> </ul>		<p><b>Sample Activities:</b></p> <p>A pair of student will be given two numbers in which they will have to explain two different ways to add them together and get the same answer.</p> <p>For example, if the students were given 225 and 178, one explanation might be that <math>100 + 200 = 300</math>, <math>70 + 20 = 90</math>, and <math>8 + 5 = 13</math>, so all together the answer would be 403. The student would then proceed to explain another way to add those two numbers and still get the answer of 403.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>add, addition, algorithm, concrete, model, operation, place value, property, relationship, strategy, subtract, subtraction</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>add and subtract within 1,000 using concrete models or drawings</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will use base 10 blocks to represent a teacher selected addition or subtraction problem.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**OPERATIONS AND ALGEBRA**

**Multiplication and Division**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• use multiplication and division within 100 to solve word problems (e.g., using drawings and equations with a symbol for the unknown number to represent the problem) (3.OA.3)</li> <li>• determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., <math>8 \times \_ = 45</math>, <math>5 = \_ \div 3</math>) (3.OA.4)</li> <li>• solve division problems as unknown-factor problems (e.g., finding <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8) (3.OA.6)</li> <li>• multiply one-digit whole numbers by multiples of 10 in the range from 10 to 90 using strategies based on place value and properties of whole numbers (3.NBT.3)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will create basic fact triangle flashcards. The student will write one number of the basic fact on each angle of the triangle. In pairs, the students will take turns covering up one of the numbers on the triangle. The partner will say the equation, filling in the missing factor.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• digit, divide, division, equation, interpret, multiplication, multiple, multiply, number, place value, product, property, quotient, relate, represent, strategy, symbol, unknown, unknown-factor problem, whole number, word problem</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• interpret products of whole numbers (e.g., understanding <math>5 \times 7</math> as the total number of objects in five groups of seven) (3.OA.1)</li> <li>• interpret whole-number quotients of whole numbers (e.g., understanding <math>56 \div 8</math> as the number of objects in each share when 56 objects are divided into equal shares of eight objects each) (3.OA.2)</li> <li>• fluently multiply and divide within 100 (3.OA.7)</li> <li>• know from memory all products of two one-digit numbers (3.OA.7)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will use manipulatives to interpret products and quotients of whole numbers by grouping the manipulatives to correctly represent the basic fact.</p> <p>For example, if the student is given 35 cubes, they would put those cubes into five groups of seven or seven groups of five.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**OPERATIONS AND ALGEBRA**

**Properties of Operations**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• apply properties of operations as strategies to multiply and divide (e.g., commutative, associative, distributive*) (3.OA.5)</li> <li>• explain arithmetic patterns (addition or multiplication table) using the properties of operations (3.OA.9)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will use different representations and their understanding of the relationship between multiplication and division to determine if a given equation is true or false.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• arithmetic, divide, multiplication, multiply, operation, pattern, property, strategy</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• recognize or recall the properties of multiplication (e.g., commutative, associative, distributive*)</li> <li>• identify arithmetic patterns in the addition and multiplication tables (3.OA.9)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will work with a partner to complete a game of memory to match the correct multiplication property with the corresponding equation.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

\*Note: Students do not need to use the formal terms for these properties.

**OPERATIONS AND ALGEBRA**

**Expressions and Equations**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• solve two-step word problems using the four operations with a letter standing for the unknown quantity (3.OA.8)</li> <li>• assess the reasonableness of answers using mental computation and estimation strategies (3.OA.8)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a math problem and answer in which they will need to use mental math to explain why or why not the answer provided is reasonable.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• computation, equation, estimation, letter, operation, quantity, reasonableness, strategy, unknown, word problem</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• represent two-step word problems using equations with a letter standing for the unknown quantity (3.OA.8)</li> <li>• represent one-step word problems using equations with a letter standing for the unknown quantity</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a word problem in which they will need to write the appropriate equation using a letter for the unknown quantity.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		



## GEOMETRY

### Shapes

#### Grade 3

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>• classify quadrilaterals into categories based on their attributes (3.G.1)</li> </ul>		<b>Sample Activities:</b> The student will be given a variety of quadrilaterals in which they will need to sort them into the categories based on their properties.
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<b>The student will recognize or recall specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• attribute, category, classify, quadrilateral</li> </ul> <b>The student will perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>• identify the attributes of various quadrilaterals</li> </ul>		<b>Sample Activities:</b> The student will be given a chart, which includes the various quadrilateral names. Under each quadrilateral name, the student will write all of the classifications for each.
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

## GEOMETRY

### Compose and Decompose Shapes

#### Grade 3

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>• express the area of each part of a partitioned shape as a unit fraction of the whole (3.G.2)</li> </ul>		<b>Sample Activities:</b> Given a piece of paper, the student can make folds to partition the paper into equal parts determined by the teacher (e.g.-halves, fourths, eighths, etc.). The student will identify the fractional name for each part, writing the fraction on the paper.
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<b>The student will recognize or recall specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• area, equal, express, part, partition, shape, unit fraction, whole</li> </ul> <b>The student will perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>• partition shapes into parts with equal areas (3.G.2)</li> </ul>		<b>Sample Activities:</b> Given a piece of paper, the student can make folds to partition the paper into equal parts determined by the teacher (e.g.-halves, fourths, eighths, etc.).
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**GEOMETRY**

**Area**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• solve real-world problems involving rectangular and rectilinear area (3.MD.7b; 3.MD.7d)</li> <li>• use tiling to demonstrate the distributive property by showing that the area of a rectangle with side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math> (3.MD.7c)</li> <li>• calculate areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the area (3.MD.7d)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a real-world problem in which they will need to solve the area. The student will explain the process to getting their answer to a partner.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• add, area, calculate, concept, count, decompose, distributive property, figure, length, multiply, overlap, real-world, rectangle, rectangular, rectilinear, side, square unit, sum, tiling</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• explain concepts of area measurement (3.MD.5)</li> <li>• measure area by counting square units (cm, m, in, ft,) (3.MD.6)</li> <li>• demonstrate that area can be found by tiling a rectangular area and that it is the same as multiplying the side lengths (3.MD.7a)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a teacher selected area problem in which the student will use the process of tiling to find the answer.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**MEASUREMENT, DATA, STATISTICS, AND PROBABILITY**

**Measurement**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• solve one-step word problems involving masses or volumes that are given in the same units (3.MD.2)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will create drawings or use manipulatives to represent and solve word problems involving masses or volumes in the same given units.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• estimate, gram, kilogram, liquid, liter, mass, unit, volume, word problem</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms and liters (3.MD.2)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will estimate the amount of mass of a classroom object before using a balance scale to determine the actual mass.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**MEASUREMENT, DATA, STATISTICS, AND PROBABILITY**

**Represent and Interpret Data**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• draw a scaled picture graph and a scaled bar graph to represent a data set (3.MD.3)</li> <li>• solve two-step problems using information from scaled bar graphs (3.MD.3)</li> <li>• represent measurement data in halves and fourths of an inch on a line plot (3.MD.4)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will administer a survey to the class in which they will ask a question and have answer choices (e.g.- What is your favorite fruit? Apple, Strawberry, or Banana). The student will collect the class responses and draw a picture graph as well as a bar graph to represent their findings.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• bar graph, data, data set, fourth, generate, half, inch, length, less, line plot, more, picture graph, represent, scaled</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• interpret a scaled picture graph and bar graph</li> <li>• solve one-step problems (e.g., “how many more” and “how many less”) using information from scaled bar graphs (3.MD.3)</li> <li>• generate data by measuring lengths to the half and fourth of an inch (3.MD.4)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a list of items that can be found around the room that they will measure to the nearest half and fourth of an inch. The student will record their measurements on a teacher-provided chart.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**MEASUREMENT, DATA, STATISTICS, AND PROBABILITY**

**Time**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• solve word problems involving addition and subtraction of time intervals in minutes (3.MD.1)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will be given a number line to help them solve word problems involving time intervals. The student will explain their reasoning to a partner.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• addition, elapsed, minute, nearest, subtraction, time, time interval, word problem</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• tell and write time to the nearest minute (3.MD.1)</li> <li>• measure time intervals in minutes (elapsed time) (3.MD.1)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will tell the time to the nearest minute to a partner any time throughout the day upon teacher request.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		

**MEASUREMENT, DATA, STATISTICS, AND PROBABILITY**

**Perimeter**

**Grade 3**

<b>Score 4.0</b>	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• solve real-world and mathematical problems involving perimeters of polygons (3.MD.8)</li> <li>• compare rectangles with the same area and different perimeters, as well as rectangles with the same perimeters and different areas (3.MD.8)</li> <li>• solve for an unknown side length given the perimeter of a polygon (3.MD.8)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will find an unknown side length of different items around the room (e.g.- desk top, table top, piece of paper, etc.) in which the perimeter and three side lengths will be given. This can be made more difficult by only providing the perimeter and 2 side lengths.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>• area, compare, different, length, mathematical, perimeter, polygon, real-world, rectangle, same, side, unknown</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>• find the perimeter of polygons given the side lengths (3.MD.8)</li> </ul>		<p><b>Sample Activities:</b></p> <p>The student will find the perimeter of different items around the room (e.g.- desk top, table top, piece of paper, etc.) using the side lengths given by the teacher.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>		