

Content Area: Mathematics- 3rd Grade

Unit: Operations and Algebraic Thinking	
Topic: Multiplication and Division Strategies	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Multiplication is grouping objects into sets which is a repeated form of addition. • Division is separating objects into sets which is a repeated form of subtraction. • Multiplication and division are inverse operations. • Patterns help make predictions and solve problems. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the different meanings of multiplication? • What patterns can be used to find certain multiplication facts? • What are the different meanings of division? • How is division related to other operations? • What are the properties of operations?
<p>Score 4.0</p>	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may:</p> <ul style="list-style-type: none"> • given a word problem, represent and explain the relationship between multiplication and addition with any whole number.
	<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem (3.OA.3) • determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$ (3.OA.4) • apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (3.OA.5) • understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3.OA.6) • identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. Possible patterns include, but are not limited to: <ul style="list-style-type: none"> ○ any sum of two even numbers is even. ○ any sum of two odd numbers is even. ○ any sum of an even number and an odd number is odd. ○ the multiples of 4, 6, 8, and 10 are all even because they can all be decomposed into two equal groups. ○ the doubles (2 addends the same) in an addition table fall on a diagonal while the doubles (multiples of 2) in a multiplication table fall on horizontal and vertical lines. ○ the multiples of any number fall on a horizontal and a vertical line due to the commutative property. ○ all the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0. Every other multiple of 5 is a multiple of 10. (3.OA.9) <p><i>*For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>



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	The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).	
	2.5	No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> • recognize or recall specific terminology: <ul style="list-style-type: none"> • patterns • commutative • associative • distributive • factor • array • inverse • variable (unknown number) • interpret products of whole numbers, e.g. interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7 (3.OA.1)</i> • interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.(3.OA.2)</i> <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>	
	1.5	Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.	
	0.5	With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Content Area: Mathematics- 3rd Grade

Unit: Operations and Algebraic Thinking	
Topic: Fluent Computation to Multiply and Divide	
Enduring Understandings: <ul style="list-style-type: none"> • Multiplication and division are inverse; they undo each other. • Properties of operations will assist in problem-solving situations. 	Essential Questions: <ul style="list-style-type: none"> • How can an unknown division fact be found by thinking of a related multiplication fact? • How are addition and multiplication related? • How can unknown multiplication facts be found using known facts? • What are the properties of operations?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> • Illustrate and explain multiplication and division calculations by using equations, arrays, and/or area models.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> • multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. (3.NBT.3) • fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Fluently means accuracy, efficiency (using a reasonable amount of steps and time), and flexibility (using strategies such as the distributive property). By the end of Grade 3, know from memory all products of two one-digit numbers. “Know from memory” should not focus only on timed tests and repetitive practice, but ample experiences working with manipulatives, pictures, arrays, word problems, and numbers to internalize the basic facts (up to 9×9). (3.OA.7) • be able to choose from the following strategies to attain fluency: <ul style="list-style-type: none"> ○ multiplication by zeros and ones ○ doubles (2s facts), Doubling twice (4s), Doubling three times (8s) ○ tens facts (relating to place value, 5×10 is 5 tens or 50) ○ five facts (half of tens) ○ skip counting ○ square numbers (ex: 3×3) ○ nines (10 groups less one group, e.g., 9×3 is 10 groups of 3 minus one group of 3) ○ decomposing into known facts (6×7 is 6×6 plus one more group of 6) ○ turn-around facts (Commutative Property) ○ fact families (Ex: $6 \times 4 = 24$; $24 \div 6 = 4$; $24 \div 4 = 6$; $4 \times 6 = 24$) ○ missing factors <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> • recognize or recall specific terminology: <ul style="list-style-type: none"> • operation • multiplication • division • factor • dividend



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	<ul style="list-style-type: none"> • divisor • product • quotient
	The student exhibits no major errors or gaps in the simpler details and processes.
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Operations and Algebraic Thinking	
Topic: Represent and Solve Problems	
Enduring Understandings:	Essential Question:
<ul style="list-style-type: none"> Modeling multiplication and division problems based upon their problem-solving structure can help in finding solutions. Patterns help make predictions and solve problems. 	<ul style="list-style-type: none"> What are the standard procedures for adding and subtracting whole numbers?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> given a two-step word problem using any of the four operations, analyze the error in an estimation problem and justify your answer.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> solve two-step word problem using any of the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (3.OA.8) <p><i>*This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</i></p> <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> recognize or recall specific terminology: <ul style="list-style-type: none"> estimation <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.



Content Area: Mathematics- 3rd Grade

Unit: Numbers and Operations- Base 10	
Topic: Rounding	
Enduring Understandings: <ul style="list-style-type: none"> Rounding is a method of approximating an answer. Rounding is process for finding the multiple of 10, 100, etc.,... closest to a given number. Different numerical expressions can have the same value. The value of one expression can be less than (or greater than) the value of the other expression. 	Essential Questions: <ul style="list-style-type: none"> How can sums and differences be found mentally? How can sums and differences be estimated? How is rounding an efficient method for estimating? Why and when would we round?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> use place value understanding to create a rule that would apply to rounding any multi-digit whole number to any place.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
 Score 3.0	The student will: <ul style="list-style-type: none"> use place value to show understanding of rounding whole numbers to the nearest 10 or 100. (3.NBT.1) <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> use place value understanding to round whole numbers to the nearest 10 or 100 using manipulatives. recognize or recall specific terminology: <ul style="list-style-type: none"> base ten rounding whole numbers <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Numbers and Operations- Base 10	
Topic: Place Value Strategies to Add and Subtract	
Enduring Understandings: <ul style="list-style-type: none"> The base 10 number system is a well-defined structure based on groups of 10. Flexible methods of computation within addition and subtraction involve grouping numbers in a variety of ways using place value. 	Essential Questions: <ul style="list-style-type: none"> How are greater numbers read and written? How can whole numbers be compared and ordered? Why are place value strategies important when solving addition and subtraction problems?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> given a multi-digit addition or subtraction problem, explain how you would overcome not having enough, or having too many in one place value to solve the problem.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> 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) <p><i>*Problems should include both vertical and horizontal forms, including opportunities for students to apply the commutative and associative properties. Students explain their thinking and show their work by using strategies and algorithms, and verify that their answer is reasonable.</i></p> <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> fluently add and subtract within 100 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.



Content Area: Mathematics- 3rd Grade

Unit: Numbers and Operations- Fractions	
Topic: Compare and Order Fractions	
Enduring Understandings: <ul style="list-style-type: none"> The size of the fractional part is relative to the size of the whole. Fractions represent quantities where a whole is divided into equal-sized parts using models, manipulatives, words, and/or number lines. 	Essential Questions: <ul style="list-style-type: none"> What are different interpretations of a fraction? What are different ways to compare fractions? What do fractions represent?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> create a pictorial representation of an improper fraction. compare and order fractions with different numerators and different denominators. decompose a fraction into a sum of fractions with the same denominator.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (3.G.2) understand a fraction as a number on a number line and represent fractions on a number line diagram. (3.NF.2) <ol style="list-style-type: none"> represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3.NF.3) <ol style="list-style-type: none"> understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</i> compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.* (3.NF.1) recognize or recall specific terminology: <ul style="list-style-type: none"> numerator denominator equivalent <p><i>*This standard refers to the sharing of a whole being partitioned or split.</i></p> <p><i>*Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.</i></p>

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	The student exhibits no major errors or gaps in the simpler details and processes.
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Geometry	
Topic: Shapes and Attributes	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Objects can be described and compared using their geometric attributes. • Figures are categorized according to their attributes. 	<ul style="list-style-type: none"> • How can two-dimensional shapes be described, analyzed and classified? • How are geometric figures constructed?
Score 4.0	<p>In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may:</p> <ul style="list-style-type: none"> • compare and contrast the relationships between attributes of two-dimensional shapes that make them part of certain categories but not of others.
Score 3.0	<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p> <p>The student will:</p> <ul style="list-style-type: none"> • understand that shapes in different categories (e.g., rhombuses, rectangles, squares, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). (3.G.1) • recognize rhombuses, squares, trapezoids, and rectangles as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.1) <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
Score 2.0	<p>2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.</p> <p>The student will:</p> <ul style="list-style-type: none"> • recognize or recall specific terminology: <ul style="list-style-type: none"> ○ quadrilateral ○ polygon <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
Score 1.0	<p>1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.</p> <p>With help, a partial understanding of the 2.0 content and some of the 3.0 content.</p>
Score 0.0	<p>0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.</p> <p>Even with help, no understanding or skill demonstrated.</p>

Content Area: Mathematics- 3rd Grade

Unit: Measurement and Data	
Topic: Time	
Enduring Understandings: <ul style="list-style-type: none"> • Time can be measured. • Standard units provide common language for communicating time. • Equivalent periods of units are used to measure time. 	Essential Questions: <ul style="list-style-type: none"> • How can lengths of time be measured and found? • How do units within a system relate to each other? • How are various representations of time related?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> • solve word problems using the four operations involving intervals of time and represent the problem on a number line diagram that features a measurement scale.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> • tell and write time to the nearest minute and measure time intervals in minutes. (3.MD.1) • solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.1) <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> • tell and write time to the nearest five minutes and measure time intervals in five minute increments. <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Measurement and Data	
Topic: Volume	
Enduring Understandings: <ul style="list-style-type: none"> Some attributes of objects are measureable and can be quantified using unit amounts. Capacity is a measure of the amount of liquid a container can hold. 	Essential Questions: <ul style="list-style-type: none"> What are the customary units for measuring capacity and weight? What are the metric units for measuring capacity and mass?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> use the four operations to convert measurements of volume and/or mass given in a larger unit in terms of a smaller unit.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
 Score 3.0	The student will: <ul style="list-style-type: none"> measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (3.MD.2) add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3.MD.2) <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> recognize or recall specific terminology: <ul style="list-style-type: none"> grams kilograms liters volume mass <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Measurement and Data	
Topic: Area and Perimeter	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Area and addition are related. Perimeter and area are related. 	<ul style="list-style-type: none"> What does area mean? What are different ways to find the area of a shape? How can perimeter be measured and found? How can understanding the relationship between addition and area aid in problem solving?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> Describe the relationship between area and perimeter of a rectilinear figure.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5) <ol style="list-style-type: none"> a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. relate area to the operations of multiplication and addition. (3.MD.7) <ol style="list-style-type: none"> find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.8) <p>The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).</p>
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	<p>The student will:</p> <ul style="list-style-type: none"> measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units. (3.MD.6) <p>The student exhibits no major errors or gaps in the simpler details and processes.</p>
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Content Area: Mathematics- 3rd Grade

Unit: Measurement and Data	
Topic: Represent and Interpret Data	
Enduring Understandings: <ul style="list-style-type: none"> Measurement is used to describe and quantify the world. Graphs are a way to display and analyze data that has been collected. 	Essential Question: <ul style="list-style-type: none"> How can data be represented, interpreted, and analyzed?
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond level 3.0. For example, the student may: <ul style="list-style-type: none"> design investigations where multiple data sets are represented in either a bar or line graph.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ul style="list-style-type: none"> draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (3.MD.3) solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3.MD.3) generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. (3.MD.4) show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters. (3.MD.4) The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ul style="list-style-type: none"> recognize or recall specific terminology: <ul style="list-style-type: none"> bar graph line graph pictorial graph line plot scale half/halves quarter fourth The student exhibits no major errors or gaps in the simpler details and processes.
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.