

Strand: Number Sense

Topic: 3.NS.9 - Rounding Whole Numbers

Level: Grade 3

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> ● Rounds to any given place value. 	<ul style="list-style-type: none"> ● When given an addition or subtraction word problem, use estimation to check the reasonableness of their answer.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> ● Uses place value understanding to round two and three digit whole numbers to the nearest ten or hundred. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Round 436 to the nearest hundred. ● Round 67 to the nearest ten. ● Round 383 to the nearest ten.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ place value, ones, tens, hundreds, and whole number, estimate, value ● performs basic processes, such as: <ul style="list-style-type: none"> ○ With visual models, the student will round multi-digit whole numbers to the tens or hundreds place ○ Identifies the place and value of a digit in any whole number up to the hundredths place <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Round using visual models including a number line, roller coaster, or speedometer. ● When given the number 327, the student can identify that the 2 is worth 20.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

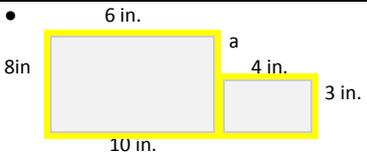
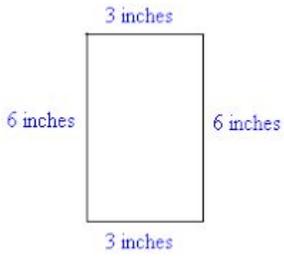
Strand: Computation			
Topic: 3.C.1 - Addition and Subtraction within 1,000			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Task
4.0	<ul style="list-style-type: none"> Adds within 1,000 or more using three or more addends. Writes an explanation of their thinking in solving addition and subtraction problems. 		<ul style="list-style-type: none"> Subtract three or more numbers, understanding that they must subtract the first two numbers and find that difference before subtracting additional numbers. Marley had 689 buttons. Jane has 264 buttons. Tommy has 76 buttons. How many buttons do they have in all? Number Talks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Adds multi-digit whole numbers within 1,000 with and without regrouping. Subtracts multi-digit whole numbers within 1,000 with and without regrouping, including across zeros. Checks their work using a model drawing or inverse operation. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Solve the following: $389 + 432 = \underline{\quad}$ $806 - 648 = \underline{\quad}$
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> Addend, add, subtraction, operation, sum, difference, regroup performs basic processes, such as: <ul style="list-style-type: none"> Adds two addends within 1,000 without regrouping Subtracts within 1,000 without regrouping Represents a number with models Represents a problem with models (including regrouping) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Solve the following: $111 + 222 = \underline{\quad}$ $857 - 431 = \underline{\quad}$
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Strand: Computation			
Topic: 3.C.6 - Multiply within 100			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Solves 3-digit by one digit whole number multiplication problems Fluently solves multiplication facts 0-12 (fluency is the flexibility of being able to use a an efficient strategy to accurately determine an unknown fact within 5 seconds) 		<ul style="list-style-type: none"> Math Running Records
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Fluently solves multiplication facts 0-10 (fluency is the flexibility of being able to use a an efficient strategy to accurately determine an unknown fact within 5 seconds) <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Math Running Records NO TIMED TESTS SHOULD BE UTILIZED
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> properties, operations, strategies, multiply, divide, product, quotient, variable, factors, multiples, array performs basic processes, such as: <ul style="list-style-type: none"> uses a model for multiplication which may include equal groups, arrays, area models, repeated addition, jumps on a number line, using fact families or known facts. uses a model for division which may include partitioning, sharing, repeated subtraction, using fact families, or known facts. represents the concept of multiplication and division using models <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Multiplication and Division problems and showing strategies used to solve the problems Dry erase boards Fact pop up activities (see assessment folder)
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Strand: Measurement			
Topic: 3.M.3 - Telling Time to the Nearest Minute			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Tells and writes time using alternative time language for quarters of an hour. 		<ul style="list-style-type: none"> Alternative time language can include quarter after, quarter 'til, half past, ___ minutes 'til, ___ minutes after.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Tells and writes time to the nearest minute from analog clocks, using a.m. and p.m. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> The student will be able to tell and write time to the nearest minute when given an analog clock and a phrase to determine a.m. and p.m.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> minute, hours, analog, and digital performs basic processes, such as: <ul style="list-style-type: none"> Identifies the hour and minute hands Counts by 5's from 0-60 Sets and tells time to the hour and half hour Sets and tells the time to the nearest quarter hour Tell and write time to the nearest five minutes <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> The student will be able to tell and write time to the nearest five minutes when given multiple choice options. Concrete <ul style="list-style-type: none"> Understands that each whole number on an analog clock represents either the hour or 5-minute intervals Understands events that typically occur in the a.m. and p.m. Representational/Pictorial <ul style="list-style-type: none"> Given 3 analog clocks on paper, students select the correct time as displayed to the nearest 5 min. Symbolic/Abstract <ul style="list-style-type: none"> Reads the time on an analog clock to nearest 5 minutes and reads word problem to determine a.m./p.m.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Measurement			
Topic: 3.M.3 (Part 2) Elapsed Time			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Tells the elapsed time to the nearest minute switching from A.M. to P.M. and P.M. to A.M. Include story problems where students have to find the start time, end time, and elapsed time when given two of the variables. 		<ul style="list-style-type: none"> Jose went to bed at 8:23 p.m. He slept for 8 hours 27 minutes. What time did Jose wake up? Lila left the house at 4:17 p.m. to go shopping. She spent 29 minutes at the flower store, 43 minutes shopping for a new dress, and 15 minutes at the market. What time did she get home from her shopping trip?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Determines the elapsed time in a word problem. Include story problems where students have to find the start time, end time, or elapsed time when given two of the variables. The given start or end time will be to the nearest five minutes. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Adam left his house at 7:25 in the morning. He arrived at school at 8:45 in the morning. How long did it take him to get to school? Adam played outside for 2 hours and 17 minutes. He stopped playing at 4:00. What time did he start playing?
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> minute, hours, analog, digital, time intervals performs basic processes, such as <ul style="list-style-type: none"> 1 hour more; 1 hour less 5 minutes more; 5 minutes less recognizes when the hour changes (i.e. 10 minutes after 7:55 isn't 7:65 but 8:05) reads, comprehends and pulls out relevant information in a word problem tells the elapsed time to the whole hour, in a word problem where students have to find the start time, end time, and elapsed time when given two of the variables. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Adam left his house at 7:00 in the morning. He arrived at school at 8:00 in the morning. How long did it take him to get to school? Adam played outside for 3 hours. He stopped playing at 4:00. What time did he start playing? Can tell an hour before and an hour after a given time (Ex: _____ 11:15 _____) <p>Concrete</p> <ul style="list-style-type: none"> Manipulating a student clock to show 1 more hour, 10 min. more, etc <p>Representational/Pictorial</p> <ul style="list-style-type: none"> Students uses a pictorial representation, like, a number line with mountains, hills, and rocks <p>Symbolic/Abstract</p> <ul style="list-style-type: none"> T-chart to determine elapsed time, start time, ending time
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

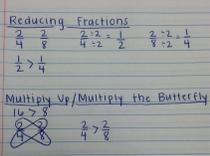
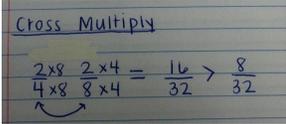
Strand: Measurement
Topic: 3.M.7 - Finding Perimeter
Level: Grade 3

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Finds the perimeter of a shape with a partitioned unknown side. Solves one step perimeter word problems. 	<ul style="list-style-type: none">  <p>Given the shape above, find the length of the unknown side (a). Then, calculate the perimeter of the shape.</p> Matthew is putting a fence around the outside of his yard. He measured his yard and it is 7 yards long and 8 yards wide. How many yards of fencing material will he need?
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Finds the perimeter of a square when given one side length. Finds the perimeter of a rectangle when given two side lengths. Finds the missing side length when given the perimeter of a polygon. Utilizes correct unit labels for problems answered. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> If a pentagon is shown with a perimeter of 20 inches, with 4 labeled side lengths, what is the length of the unknown side? The student can find the perimeter of a room with an unknown side. The student can find the perimeter of a square when given the length of one side. The student can find the perimeter of a rectangle when given the length and width.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> perimeter, polygon, side lengths, unknown, rectangle, area performs basic processes, such as: <ul style="list-style-type: none"> Finds the perimeter of a given polygon with the known side lengths Traces the outside of a polygon to demonstrate an understanding of perimeter <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Find the perimeter. 
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Measurement			
Topic: 3.M.5 - Area			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Finds the area of complex shapes composed of rectangles by breaking them into individual rectangles and then adding the areas to find the total area. Solves one-step word problems to find the area of a rectangle. 		<ul style="list-style-type: none"> The teacher is using carpet squares that are 1 square foot to create a meeting place in the classroom. The space is 9 feet wide and 12 feet long. What is the area of the meeting place?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Multiplies side lengths to find areas of rectangles. Identify rectangles having the same perimeter but different areas or with the same area but different perimeters. Utilizes correct unit labels for problems answered. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Find the area and perimeter of a rectangle with the length and width given, and identify from a selection of rectangles those that have the same area, but different perimeter. Find the area and perimeter of a rectangle with the length and width given, and identify from a selection of rectangles those that have the same perimeter, but different area.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> length, width, area, perimeter, formula, rectangle, square units, identify and multiply performs basic processes, such as: <ul style="list-style-type: none"> Finds the area of a rectangle with visible square units Shades the inside of a shape Understands that area is labeled in square units <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Find the area with square units given.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Strand: Number Sense
Topic: 3.NS.8 - Comparing Fractions

Level: Grade 3

Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Compares two fractions containing different numerators and different denominators in a real word problem. 		<ul style="list-style-type: none"> Will ate 3/5 of the pie. Julia ate 2/7 of another pie. Who ate more pie?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Compares two fractions with the same numerator or the same denominator using the greater than, equal to, or less than symbols Recognize and generate equivalent fractions for $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$ <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Students can use any strategy to decide if the fraction is smaller, larger, or equivalent. This may include reducing, cross-multiplying, and reasoning based on their sizes when creating a visual model. Select an equivalent fraction from a given list or generate two equivalent fractions when given the simple fractions listed. <div style="display: flex; justify-content: space-around;">   </div>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> fraction, whole, partition, numerator, denominator, equal parts, quantity performs these basic processes: <ul style="list-style-type: none"> identifies the fraction that is greater than, less than, or equal to when given a model or manipulatives draws a shape and divide it into equal parts given a fraction, students can shade the correct amount <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> When given two fraction models, students can correctly choose the bigger or smaller fraction or recognize that they are equivalent. When given two fraction models, students can correctly choose or fill in the greater than, less than, or equal to symbol.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Number Sense			
Topic: 3.NS.4 - Representing Fractions on a Number Line			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Labels fractions on a number line using mixed numbers. 		<ul style="list-style-type: none"> Students can construct a line plot to display measurement data.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Represents fractions on a number line between zero and one with denominators of 2, 3, 4, 6, &/or 8 by partitioning the number line. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> The student will be given a number line from 0 to 1 and will label the intervals by drawing hash marks on the line when given the name of the fraction. For example, "Partition the number line into thirds and label the hash marks."
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> fraction, number line, whole, partition, equal parts, numerator, and denominator, label performs basic processes, such as: <ul style="list-style-type: none"> Explains what a fraction is Identifies fractions on a partitioned number line <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Students will be given a partitioned number line from 0 to 1 and will label the hash marks.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		

Strand: Data Analysis

Topic: 3.DA.2 - Measurement and Line Plot

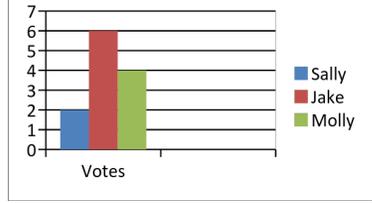
Level: Grade 3

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:		
	<ul style="list-style-type: none"> Using standard rulers, students will measure several line segments to the nearest eighth inch. Students will plot their data on a horizontal line. 		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:		
	<ul style="list-style-type: none"> Measures lines to the nearest quarter inch using a standard ($\frac{1}{8}$ in) ruler and represents measurement data on a line plot. 		<ul style="list-style-type: none"> Students will collect data by using rulers to measure several line segments to the nearest quarter inch, such as $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{4}$, or $2\frac{1}{2}$. Students will plot their data on a horizontal line. When given a standard ruler, students can label the fractional parts.
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:		
	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> measurement, inch, line plot, scale, half-inch, fourths, quarter inch, horizontal performs basic processes, such as: <ul style="list-style-type: none"> Answer multiple choice questions about line plots Measure to the nearest inch and half an inch Read a quarter inch ruler Understand a ruler is divided in whole and fractional parts (whole, half, and quarters) Read fractions and mixed numbers written in a list 		<ul style="list-style-type: none"> Students will measure line segments to the nearest whole inch and half an inch. When provided a line plot, students can choose which line plot represents the data correctly. When given a quarter inch ruler, students can label the fractional parts.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Data Analysis

Topic: 3.DA.1 - Solving Problems Using Graphs and Tables

Level: Grade 3

		Sample Tasks																	
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Develops their own data set and construct a graph. They will ask and answer questions regarding the data from the graph. In the graph, the scale will need to be a multiple unit scale. (For example, ☺=4 votes) 																		
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>																		
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Creates graphs to represent data and answer one and two step questions regarding the data. Given a table of information (data set), students will draw a scaled picture graph and a scaled bar graph. Then, students will answer comparative questions about the data represented in the graphs. <p>The student exhibits no major errors or omissions.</p>	<p>For example:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Student:</th> <th style="width: 50%;">Votes</th> </tr> </thead> <tbody> <tr> <td>Sally</td> <td>II</td> </tr> <tr> <td>Jake</td> <td>### I</td> </tr> <tr> <td>Molly</td> <td>IIII</td> </tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Votes</p> </div> <div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Student:</th> <th style="width: 50%;">Number of votes</th> </tr> </thead> <tbody> <tr> <td>Sally</td> <td>☺</td> </tr> <tr> <td>Jake</td> <td>☺☺☺☺</td> </tr> <tr> <td>Molly</td> <td>☺☺</td> </tr> </tbody> </table> <p>☺ = 2 votes</p> </div> </div> <ul style="list-style-type: none"> How many more votes do Sally and Jake have together than Molly? How many votes do all three students have altogether? 		Student:	Votes	Sally	II	Jake	### I	Molly	IIII	Student:	Number of votes	Sally	☺	Jake	☺☺☺☺	Molly	☺☺
Student:	Votes																		
Sally	II																		
Jake	### I																		
Molly	IIII																		
Student:	Number of votes																		
Sally	☺																		
Jake	☺☺☺☺																		
Molly	☺☺																		
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>																		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> scale, picture graph, bar graph, data set, category, one-step word problem, two-step word problem, represent performs basic processes, such as: <ul style="list-style-type: none"> Answers one step questions about the data, when graph is provided Understands parts of a graph and related data (titles, labels, axis, key, scale, tally marks, etc.) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Graphs are provided for students and they have to answer one step addition and subtraction problems comparing the data. 																	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>																		
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>																		
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>																		
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>																		

Strand: Algebraic Thinking			
Topic: 3.AT.3 - Solving Two-Step Word Problems			
Level: Grade 3			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> Solves two-step word problems using all four operations when given additional extra information. 		<ul style="list-style-type: none"> There are six dogs, 3 cats, and 9 fish at the shelter. How many total legs do the cats and dogs have?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Solves two-step problems using the four operations (addition, subtraction, multiplication, division), and writes an equation to represent the answer. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> There are six dogs and three cats in the shelter. How many total animal legs, are there? Write an equation using the variable L to show the total number of animal legs. Answer: $6 + 3 = 9$ animals $9 \times 4 = L$ $L = 36$ animal legs Example problems can include: money and rounding/estimating
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> two-step word problem, multiplication, division, equation, unknown quantity, reasonableness, mental computation, inverse operation, product, quotient, divisor, dividend, factor, operations, represent performs basic processes, such as: <ul style="list-style-type: none"> Solves one-step word problems using all four operations Visualizes what's happening in the story Determines what operation to use <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Luigi fixed 167 cars in April. He fixes 153 cars in May. How many did he fix in all? The turtle had 103 spots of mud on his back. He dove into the pond and 57 spots came off. How many spots are left? Sully mowed his grandma's yard four times. He earned \$6 each time. How much money did he make in all? I have 24 marbles in 6 jars. If I put an equal amount of marbles in each jar, how many marbles will be in each jar?
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		