

<b>Topic: Patterns</b>	
<b>Included Standards: MA.3.A.4.1, MA.3.A.4.In.a, MA.3.A.4.In.b, MA.3.A.4.In.c</b>	
<b>Grade: 3<sup>rd</sup></b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to create, represent, and analyze patterns and relationships.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete growing visual and number patterns (3I)</li> <li><input type="checkbox"/> Match a two-element repeating visual pattern using objects and pictures (3S)</li> <li><input type="checkbox"/> Recognize the next step in a simple pattern or sequence of activities. (3P).</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pattern, Relationship, Repeat</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Data Analysis</b>	
<b>Included Standards: MA.3.S.7.1, MA.3.S.7.1.In, MA.3.S.7.1.Su, MA.3.S.7.1.Pa</b>	
<b>Grade: 3<sup>rd</sup></b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to collect, represent and interpret data.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph. (3I)</li> <li><input type="checkbox"/> Sort objects representing data into two labeled categories and count the number in each category. (3S).</li> <li><input type="checkbox"/> Identify items that belong together to for a set (data). (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data, Categories, Pictograph, Object Graph</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: 2-Dimensional Figures</b>	
<b>Included Standards: MA.3.G.3.1, MA.3.G.3.2, MA.3.G.3.In.a, MA.3.G.3.In.b, MA.3.G.3.In.c, MA.3.G.3.Su.a, MA.3.G.3.Su.b, MA.3.G.3.Su.c, MA.3.G.3.Pa.a, MA.3.G.3.Pa.b</b>	
<b>Grade:</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to reason with shapes and their attributes.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify attributes including number of sides, curved or straight sides, and number of corners (angles) in two-dimensional shapes. (3I)</li> <li><input type="checkbox"/> Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes. (3I)</li> <li><input type="checkbox"/> Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides. (3S)</li> <li><input type="checkbox"/> Combine (compose) two shapes to make other shapes. (3S)</li> <li><input type="checkbox"/> Recognize common objects with two-dimensional shapes, such as circle and square. (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b> Shapes, sides, angles, corners, same size, congruent, square, rectangle, triangle, circle.</p> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify two-dimensional shapes that are the same shape and size (congruent).(3I)</li> <li><input type="checkbox"/> Match two-dimensional shapes that are the same shape and size (congruent) (3S)</li> <li><input type="checkbox"/> Recognize two-dimensional shapes, including circle and square that are the same shape and size (congruent) (3P)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Measurement/Time</b>	
<b>Included Standards: MA.3.G.5.In.c, MA.3.G.5.In.d, MA.3.G.5.Su.c, MA.3.G.5.Su.d, MA.3.G.Pa.b</b>	
<b>Grade: 3<sup>rd</sup></b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to tell time and elapsed time.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify time to hour and half hour using analog and digital clocks. (3I)</li> <li><input type="checkbox"/> Identify concepts of time including yesterday, today, tomorrow, by relating activities to the time period. (3S)</li> <li><input type="checkbox"/> Recognize part of a day, such as morning or afternoon, associated with a common activity.(3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time, hour, minute, clock, month, week, day, yesterday, today, tomorrow, morning, afternoon</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the months of the year in relation to calendars. (3I)</li> <li><input type="checkbox"/> Identify the days of the week using a calendar. (3S)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Measurement</b>	
<b>Included Standards: MA.2.G.5.2, MA.3.G.5.In.a, MA.3.G.5.In.b, MA.3.G.5.Su.a, MA.3.G.5.Su.b, MA.3.G.5.Pa.a, MA.3.G.Pa.b</b>	
<b>Grade: 3<sup>rd</sup></b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to measure objects in customary and metric lengths.</b></p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a ruler to solve problems involving the length of sides of squares and rectangles. (3I)</li> <li><input type="checkbox"/> Use nonstandard measurement units to solve problems for length of sides of squares. (3S)</li> <li><input type="checkbox"/> Recognize the sides of a square or rectangle. (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ruler, length, square, rectangle, sides width, height</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify half and whole of the length of objects (3I)</li> <li><input type="checkbox"/> Recognize part and whole of the length of objects. (3S)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Place-Value and Problem Solving</b>	
<b>Included Standards: MA.3.A.6.1, MA.3.A.6.2, MA.3.A.6.In.a, MA.3.A.6.In.b, MA.3.A.6.Su.a, MA.3.A.6.Su.b, MA.3.A.6.Pa.a, MA.3.A.6.Pa.b</b>	
<b>Grade: 3<sup>rd</sup></b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will be able to use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express, represent, and solve problems with cardinal numbers 0-30 and ordinal numbers to tenth, using sets of objects or pictures, number names and numerals. (3I)</li> <li><input type="checkbox"/> Express, represent and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals. (3S)</li> <li><input type="checkbox"/> Recognize quantities 1-3 using sets of objects, pictures, or number names. (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers, place value, ones, tenths</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply the concepts of count and grouping to create sets of tens and ones to identify the value of whole numbers to 30. (3I)</li> <li><input type="checkbox"/> Use one-to-one correspondence to count sets of objects to 10 (3S)</li> <li><input type="checkbox"/> Match objects to marked spaces to show one-to-one correspondence for quantities 1-3. (3P)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Fractions</b>	
<b>Included Standards: MA.3.A. 2.1, MA.3.A.2.2, MA.3.A.2.3, MA.3.A.2.4, MA.3.A.2.1.In.a, MA.3.A.2.1.In.b, MA.3.A.2.Su.a, MA.3.A.2.Pa.a</b>	
<b>Grade: 3</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<p><b>The student will understand fractions as a representation of part of a whole and will be able to represent, compare and order fractions.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the relationship between half and whole. (3I)</li> <li><input type="checkbox"/> Recognize part and whole using area and sets of objects. (3S)</li> <li><input type="checkbox"/> Recognize parts of whole objects and parts of sets of objects. (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>Score 2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize, identify, represent, whole, part, set, half, relationship, object, area</li> </ul> <p><b>Performs basic skills:</b></p> <p>Represent half and whole using area and sets of objects. (3I)</p> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>Score 1.0</b>	With help, I know some of 2.0 and 3.0.
<b>Score 0.0</b>	Even with help, I am unable to understand.

<b>Topic: Multiplication and Division</b>	
<b>Included Standards:</b> MA.3.A.1.1, MA.3.A.1.2, MA.3.A.1.3, MA.3.A.1.In.a, MA.3.A.1.In.b, MA.3.A.1.In.c, MA.3.A.1.In.d, MA.3.A.1.Su.a, MA.3.A.1.Su.b, MA.3.A.1.Su.c, MA.3.A.1.Pa.a, MA.3.A.1.Pa.b	
<b>Grade: 3<sup>rd</sup> Grade</b>	
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>
<b>3.0</b>	<p><b>The student will understand multiplication and division and be able to solve multiplication and division facts.</b></p> <p><b>Performs complex skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals. (3I)</li> <li><input type="checkbox"/> Solve addition facts with sums to 18 using the fact families. (3I)</li> <li><input type="checkbox"/> Solve subtraction facts with sums to 18 using the fact families. (3I)</li> <li><input type="checkbox"/> Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures. (3S)</li> <li><input type="checkbox"/> Solve addition facts with sums to 9 using numerals with objects and pictures. (3S)</li> <li><input type="checkbox"/> Solve subtraction facts with sums to 9 using numerals with objects and pictures. (3S)</li> <li><input type="checkbox"/> Solve simple problems involving joining sets of objects to 3. (3P)</li> <li><input type="checkbox"/> Solve simple problems involving separating sets of objects to 3. (3P)</li> </ul> <p><b>The student exhibits no major errors or omissions regarding the score 3.0 content.</b></p>
<b>2.0</b>	<p><b>The student:</b></p> <p><b>Recognizes or recalls specific terminology:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve, join, separate, recognize, identify, recognize, patterns, equal, unequal, add, sums, subtract, remove, combine, multiply, numerals, quantity, fact family</li> </ul> <p><b>Performs basic skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18. (3I)</li> <li><input type="checkbox"/> Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving subtraction facts with sums to 18. (3I)</li> <li><input type="checkbox"/> Use objects and pictures to represent the inverse relationship between addition and subtraction facts. (3I)</li> <li><input type="checkbox"/> Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9. (3S)</li> <li><input type="checkbox"/> Use one-to-one correspondence and counting as strategies to solve real-world problems with subtraction facts with sums to 9. (3S)</li> <li><input type="checkbox"/> Recognize when 1 or 2 items have been added to sets of objects to 3. (3P)</li> <li><input type="checkbox"/> Recognize when 1 or 2 items have been removed from sets of objects to 3. (3P)</li> </ul> <p><b>No major errors or omissions regarding the score 2.0 content.</b></p>
<b>1.0</b>	With help, I know some of 2.0 and 3.0.
<b>0.0</b>	Even with help, I am unable to understand.