

NUMBER SENSE AND OPERATIONS
Measurement Topic: Number Sense and Number Systems
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Reading, writing, comparing, ordering, and plotting whole numbers, decimals, and simple fractions in both numerals and words: <ul style="list-style-type: none"> ○ Reading and writing whole numbers up to 100,000 in both numerals and words ○ Comparing, ordering, and plotting whole numbers up to 100,000 ○ Comparing and ordering decimals up to hundredths ○ Reading, writing, comparing, and ordering simple fractions using number lines and models ○ Describing and modeling the multiplicative nature of the number system and writing numbers in expanded form (e.g., write 3,205 as $3 \times 1,000 + 2 \times 100 + 5 \times 1$) ○ Identifying and generating equivalent forms of whole numbers (e.g., $36 = 30 + 6 = 9 \times 4 = 20 + 16$) ○ Modeling and generating common equivalent fractions, especially relationships among halves/fourths/eighths, and thirds/sixths • Explaining the place value relationships of whole numbers (up to 100,000) and decimals (up to hundredths) (e.g., 100 is 10 tens) • Expressing simple fractions in simplest terms • Rounding numbers to the nearest ten, hundred, and thousand • Representing decimals and fractions using models and money: <ul style="list-style-type: none"> ○ Representing tenths and hundredths using physical models (e.g., metric pieces, base-ten blocks, money) ○ Writing a decimal to represent tenths and hundredths when given a set of objects or picture ○ Relating decimals and fractions using models and money ($\frac{1}{2}$ dollar = \$0.50) ○ Representing fractions as part of a whole or part of a set • Describing the characteristics of odd and even numbers (i.e., what number they end in, evens are a multiple of 2) and determining if a number is odd or even • Writing fractions greater than 1 as mixed numbers

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Decimal ○ Numerator ○ Denominator • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Identifying and using the correct names for numerators and denominators ○ Identifying the place value of a digit in a number (e.g., in 3,241, the digit 2 is in the hundreds place) ○ $\frac{3}{6}$ in simplest terms is $\frac{1}{2}$ ○ 36 rounded to the nearest ten is 40 ○ 0.25 is twenty-five cents ○ 27 is an odd number ○ $\frac{5}{4}$ as a mixed number is $1 \frac{1}{4}$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Addition and Subtraction
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Adding and subtracting whole numbers (with and without regrouping) using formal algorithms • Adding and subtracting simple fractions with common denominators using physical models • Adding and subtracting decimals (hundredths) using physical models

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Hundredth ○ Common denominator • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Adding 768 to 628 involves the following steps: 1) add the ones, $8 + 8 = 16$; 2) regroup 16 into 1 ten and 6 ones; 3) write down the ones; 4) write down the extra tens; 5) add the tens, $6 + 2 = 8$; 6) add the extra tens, $8 + 1 = 9$; 7) write down the tens; 8) add the hundreds, $7 + 6 = 13$; and 9) write down the hundreds. <div style="text-align: center;"> $\begin{array}{r} 1 \\ 768 \\ + 628 \\ \hline 1396 \end{array}$ </div> <ul style="list-style-type: none"> ○ The following example shows $3/5 + 1/5$ <div style="text-align: center;"> </div> <ul style="list-style-type: none"> ○ $5.27 - 3.15 = 2.12$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Multiplication and Division
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describing how a remainder may impact an answer in a real-world situation (e.g., 6 cookies for 4 children) • Modeling and using the inverse relationship of multiplication and division • Multiplying a multi-digit whole number by a single-digit whole number using physical models, visual representations, and algorithms • Dividing a multi-digit whole number by a single-digit whole number (with and without remainders) using physical models, visual representations, and algorithms • Demonstrating mastery of multiplication and corresponding division facts from 0×0 to 12×12

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Factor ○ Division ○ Product • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ 10 cupcakes being shared by 3 children, each child would get 3 cupcakes with 1 cupcake left over ○ Multiplying with three factors (e.g., $3 \times 7 \times 6$) ○ Multiplying and dividing whole numbers by 10's, 100's, and 1,000's (e.g., 5×200)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Operations, Computations, and Estimation
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Modeling and using the Commutative, Associative, and Zero properties of addition • Modeling and using the Commutative, Associative, Zero, and Identity properties of multiplication • Estimating sums, differences, products, and quotients of whole numbers • Using mental arithmetic to add and subtract 2-digit whole numbers

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Identity Property ○ Quotient • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The following example $4 + 0 = 4$ show the Zero Property of Addition ○ The following example $2 * (4 * 3) = (2 * 4) * 3$ shows the Associate Property of Multiplication ○ $355 + 143$ by front-end estimation with rounding would be: $400 + 100 = 500$; without rounding would be: $300 + 100 = 400$ ○ $25 + 25 = 50$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Basic Patterns
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Creating, describing, and extending numeric (addition, subtraction, and multiplication) and geometric (shape) patterns • Finding the rule for simple numeric patterns

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Predict ○ Extend ○ Numeric pattern • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ To extend the pattern 4, 8, 12, 16, the next number would be 20 ○ In the pattern 3, 7, 15, ?, 43 the missing element is 27
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Functions and Equations
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Writing and solving simple equations (e.g., $_ + 15 = 27$) • Writing and solving simple inequalities (e.g., $_ + 2 > 6$)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Inequality ○ Greater than ($>$) • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ $_ + 15 = 27$; solution: 12 ○ $_ + 2 > 6$; solution: all numbers greater than 4
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Algebraic Representations and Mathematical Models
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Writing simple equations for problem situations involving addition, subtraction, multiplication, and division of whole numbers • Graphing and specify locations on a simple grid using horizontal and vertical movements

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Coordinate plane ○ Number sentence • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Problem situation: Ted has five apple, three pears, and two oranges, how many pieces of fruit does he have? Number sentence: $5 + 3 + 2 = _$ ○ The location (3, 2) on a coordinate grid is three units to the right (horizontal) and two units up (vertical) from (0, 0)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Lines, Angles, and Geometric Objects
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Classifying triangles and quadrilaterals: <ul style="list-style-type: none"> ○ Classifying triangles based on angle measures (right, acute, and obtuse) and side length (isosceles, scalene, and equilateral) ○ Classifying quadrilaterals as rectangles, squares, parallelograms, trapezoids, or rhombuses • Describing and drawing points, rays, line segments, lines, and planes: <ul style="list-style-type: none"> ○ Identifying, describing, and drawing points, rays, line segments, lines, and planes ○ Identifying, describing, and drawing parallel, perpendicular, and intersecting lines • Analyzing two- and three-dimensional figures: <ul style="list-style-type: none"> ○ Identifying and describing two-dimensional figures (e.g., open figures, closed figures, regular polygons, irregular polygons, hexagon, triangle) ○ Identifying and describing three-dimensional figures (e.g., cube, sphere, prism, pyramid, cone, and cylinder) ○ Identifying right angles in shapes and objects and deciding whether other angles are greater or less than a right angle


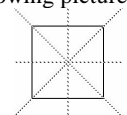
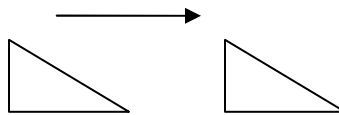
2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Isosceles ○ Perpendicular • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and describing various types of triangles and quadrilaterals ○ Recognizing parallel, perpendicular, and intersecting lines ○ Recognizing right angles in shapes and objects
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Transformations, Congruency, and Similarity
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Drawing a shape that is congruent to another • Drawing lines of symmetry in basic two-dimensional figures • Drawing transformations of basic two-dimensional figures (translation, reflection, rotation)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Transformation ○ Symmetry • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The following picture shows congruent shapes <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ○ The following picture shows the lines of symmetry in a square <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ○ The following picture shows a slide (translation) <div style="text-align: center;">  </div>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Measurement Systems
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Selecting and applying appropriate units and tools to measure and estimate length using U.S. customary and metric units (to the nearest half-inch and centimeter) • Selecting and applying appropriate units and tools to measure and estimate weight/mass using U.S. customary and metric units • Selecting and applying appropriate units and tools to measure and estimate capacity using U.S. customary and metric units • Carrying out simple unit conversions within a measurement system (length, weight/mass, capacity)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Metric system ○ Milliliter • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ A stick that is 3 and $\frac{3}{4}$ inches long measured to the nearest half-inch would be 4 inches ○ A person is often weighed in kilograms or pounds ○ Small containers of milk are often sold in quart sizes ○ 1 foot = 12 inches
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Time, Temperature, and Money
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Measuring and estimating temperature: <ul style="list-style-type: none"> ○ Selecting and applying appropriate units and tools to measure and estimate temperature in both Fahrenheit and Celsius ○ Stating benchmark temperatures of freezing (0°C and 32°F) and boiling (100°C and 212°F) of water and compare temperatures to these • Telling time to the nearest minute using digital and analog clocks • Calculating elapsed time in hours and minutes • Representing and comparing money: <ul style="list-style-type: none"> ○ Counting money and representing using decimal notation (\$0.00) ○ Comparing money in decimal notation ○ Using real or play money to determine if there is enough money to make a purchase • Carrying out simple unit conversions (money, time)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Elapsed time ○ Freezing point • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The boiling point of water is 212°F / 100°C ○ 3:59 in the afternoon is 3:59 PM ○ The elapsed time between 10:30 am and 12:30 pm is 2 hours ○ Twenty dollars and seventy-five cents in decimal notation is \$20.75 ○ 1 hour = 60 minutes
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Perimeter, Area, and Volume
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Finding the perimeter of simple polygons by adding side lengths and using formulas • Finding the area of rectangles and squares by covering them with square units and using formulas • Estimating the volume of containers by counting unit cubes

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Unit cube ○ Volume • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ A polygon with sides of 4, 4, 3, and 3 has perimeter of 14 ○ Using a square with a known area of 9, a larger rectangle that can fit two squares inside would have an area of 18 (9 + 9) ○ Using a cube with a known volume of 27, a larger object that can fit three cubes inside would have a volume of 81 (27 + 27 + 27)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

DATA ANALYSIS AND PROBABILITY
Measurement Topic: Data Organization and Interpretation
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Collecting and organizing data from observations, survey, or experiments • Organizing, displaying, and interpreting simple data: <ul style="list-style-type: none"> ○ Organizing, displaying, and interpreting data using tables, pictographs, bar graphs, line plots, and Venn diagrams ○ Constructing and interpreting frequency tables • Describing and computing median, mode, and range for a set of simple data

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Median ○ Data • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The temperature outside the classroom can be recorded every day for a week to determine which day was the hottest and which day was the coldest ○ A frequency table can be used to summarize categorical data ○ The range of 15, 23, 12, 45, 10, and 18 is $45 - 10 = 35$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

DATA ORGANIZATION AND PROBABILITY

Measurement Topic: Probability

Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Predicting and recording results of simple probability experiments • Determining if outcomes of simple events are likely, unlikely, certain, equally likely, or impossible

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Simple experiment ○ Likelihood • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Tallying the sum of two dice for 20 rolls would provide information to help determine the likelihood of a value appearing on future rolls of the dice ○ When rolling a single die it is equally likely for any of the six numbers to appear
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

PROBLEM SOLVING
Measurement Topic: Strategies and Reasoning
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing problems individually or as a group by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns • Selecting and applying appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error) • Expressing solutions clearly and logically and determining whether an approximate or exact answer is appropriate: <ul style="list-style-type: none"> ○ Expressing solutions clearly and logically, supporting with appropriate verbal and symbolic work (what you did and how you did it) ○ Indicating the relative advantages of exact and approximate solutions to problems and giving answers to a specified degree of accuracy • Analyzing basic problem solving methods: <ul style="list-style-type: none"> ○ Evaluating the efficiency of different representations and solution methods of a problem, and describing the advantages and disadvantages of each ○ Noting the method of finding the solution and showing a conceptual understanding of the method by solving similar problems

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Trial and error ○ Working backwards • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing examples of relevant and irrelevant information ○ Choosing examples of simpler problems to help solve more complex problems ○ Recognizing examples of clear and logical examples ○ Recognizing the method used to solve a given problem
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

PROBLEM SOLVING
Measurement Topic: Validity of Results
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Making precise calculations and evaluate the reasonableness of the solution in the context of the problem • Explaining and justifying the reasoning and strategies used to solve a problem (what you did and why you chose to do it that way)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Justify ○ Precise • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct calculations and basic ways to check for validity ○ Recognizing different ways to solve a problem
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements