FInal 2020-2021 3rd grade math EL scale

Strand: Computation	
Topic: 3.C.1 - Addition and Subtraction within 1,000	
Level: Grade 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** - Adds within 10,000 or more using three or more addends. -Writes an explanation of their thinking in solving addition and subtraction problems.	**Sample Tasks** -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.	
Score 3.0	**The student:** -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. **The student exhibits no major errors or omissions.**	Solve the following: 389 + 432 = _____ 806 – 648 = _____
	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:
	
	Recognizes or recalls specific terminology, such as:
	    -Addend, add, subtraction, **operation**, sum, difference, regroup
	
	Performs basic processes, such as:
	    -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)
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		Solve the following:
		111 + 222 = _____
		857 – 431 = _____

	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: Algebraic Thinking	
		Topic: 3.AT.1 & 3.AT.3 - Solving Two-Step Word Problems	
		Level: Grade 3	
Score 4.0		**In addition to Score 3.0, the student:** -Solves real-world two-step word problems using all four operations when given additional extra information.	-There are six dogs at a shelter, each dog gets 4 treats a day. If the store sells a box of 12 treats for $4.99, how many boxes does the shelter need each day?
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0		**The student:**
		  -Solves real-world two-step problems using addition and subtraction and writes an equation with a symbol for the unknown number to represent the problem.
		
		The student exhibits no major errors or omissions.
			-Riley Middle School raised $865 selling mums. Sixth grade raised $312. Seventh grade raised $182. How much did eighth grade raise?
			    s=sixth & seventh money
			    $312 + $182 = s
			    s=$494
			    e = eighth grade money
			    $812 - s = e
			    $812 - $494 = e
			    $812 - $494 = $318

	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:
		
		Recognizes or recalls specific terminology, such as:
		  - 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:
		     -Solves one-step word problems using all four operations
		     -Visualizes what is happening in the story
		     -Determines what operation to use
		
		However, the student exhibits major errors or omissions regarding the more complex ideas and processes
			-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.	
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.6 - Multiply within 100	
	Level: Grade 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** -Solves 3-digit by one digit whole number multiplication problems -Demonstrates fluency with multiplication facts 0-12 (fluency is the **flexibility** of being able to use an **efficient** strategy to **accurately** determine an unknown fact within 5 seconds)	**Sample Tasks** Fluency of Facts to 12-Math Running Records
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** Demonstrates fluency with multiplication facts 0-10 (fluency is the **flexibility** of being able to use an **efficient** strategy to **accurately** determine an unknown fact within 5 seconds) **The student exhibits no major errors or omissions.**	-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.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	Recognizes or recalls specific terminology, such as:
	  - **properties, operations, strategies, multiply, divide, product, quotient**, variable, factors, multiples, array
	
	Performs basic processes, such as:
	  - 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
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		-Multiplication and Division problems and showing strategies used to solve the problems
		-White boards

	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: Number Sense	
	Topic: 3.NS.3, 3.NS.7, 3.NS.8 - Fractions	
	Level: Grade 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** -Compares two fractions containing different numerators and different denominators in a real word problem. (No butterfly method)	-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.	
Score 3.0	The student: -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 The student exhibits no major errors or omissions.	-Students can use any strategy to decide if the fraction is smaller, larger, or equivalent. -Select an equivalent fraction from a given list or generate two equivalent fractions when given the simple fractions listed. -Only use denominators of 2, 3, 4, 6, and 8.
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:
	
	Recognizes or recalls specific terminology, such as:
	   -**fraction**, whole, partition, **numerator, denominator**, equal parts, equivalent
	
	Performs basic processes, such as:
	   -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
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		-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.
		-Only use denominators of 2, 3, 4, 6, and 8.

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.	
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Score 0.0	Even with help, no understanding or skill demonstrated.	

			Strand: Measurement	
			Topic: 3.M.3 Elapsed Time	
			Level: Grade 3	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** -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.			**Sample Tasks** -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.		
Score 3.0	**The student:** -Determines the elapsed time in hours and minutes in a word problem. Include story problems where students have to find the start time, end time, and elapsed time when given two of the variables. **The student exhibits no major errors or omissions.**			-Adam left his house at 7:26 in the morning. He arrived at school at 8:42 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 4:08. What time did he start playing? -Adam started watching a movie at 9:28. The movie lasted one hour and 43 minutes. What time did the movie end? **Representational/Pictorial** -Students uses a pictorial representation, like, a number line with mountains, hills, and rocks **Symbolic/Abstract** -T-chart to determine elapsed time, start time, ending time
	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:**
	Recognizes or recalls specific terminology, such as:
	        -minute, hours, analog, digital, time intervals
	Performs basic functions such as the following:
	        -tells and writes time to the nearest minute from analog clocks, using a.m. and p.m.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
				-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.

	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.			
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Score 0.0	Even with help, no understanding or skill demonstrated.			

	Strand: Geometry	
	Topic: 3.G.2 & 3.G.3 Understanding Shapes	
	Level: Grade 3	

	In addition to Score 3.0, the student:	**Sample Tasks**
Score 4.0	-Identify, describe, and draw angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	-Draw a two-dimensional figure and appropriately label a picture with lines, angles, and intersections.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** -Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). -Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories. **The student exhibits no major errors or omissions.**	-Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). -Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
	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 can:** **Recognizes or recalls specific terminology, such as:** -quadrilaterals, attributes, rhombus, trapezoid, parallelogram, polygon **Performs basic processes, such as:** -Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. -Identify, describe, and draw points, lines, rays, and line segments, and use these terms when describing two-dimensional shapes. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-When given a shape, students can identify or draw it. -Students can identify and name points, lines, line segments, and rays using letters, using standard geometry terminology. -Students understand that lines can be lines and line segments can be named using the points that they pass through but rays must start with the fixed point
	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: Measurement	
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	Topic: 3.M.5 - Area/3.M.7 Perimeter	
	Level: Grade 3	
		Sample Tasks
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** -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. -Finds the perimeter of a complex shape with a partitioned unknown side.	-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.	
Score 3.0	**The student:** -Multiplies side lengths to find areas of rectangles. -Identifies rectangles having the same perimeter but different areas or with the same area but different perimeters. -Utilizes correct unit labels for problems answered. -Finds an unknown side of a rectangle when given the perimeter **The student exhibits no major errors or omissions.**	-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.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** **Recognizes or recalls specific terminology, such as:** -length, **width, area, perimeter**, formula, rectangle, square units, identify and **multiply** **Performs basic processes, such as:** -Finds the area and perimeter of a rectangle with visible square units -Shades the inside of a shape -Understands that area is labeled in square units **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-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.	
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.**	