

PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

MATH

PSST: 3.OA.D.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		SUBJECT: MATH	QUARTER: 1 st – 4 th	GRADE: 3rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (1 st quarter – multiples of 0, 1, 2, 5, 10) (2 nd quarter – multiples of 3, 4, 6) (3 rd quarter – multiples of 7, 8, 9) (4 th quarter – multiples of 0 – 12)	<ul style="list-style-type: none"> Fluently multiply 36 multiplication facts less than 2 minutes 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.C.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (1 st quarter – multiples of 0, 1, 2, 5, 10) (2 nd quarter – multiples of 3, 4, 6) (3 rd quarter – multiples of 7, 8, 9) (4 th quarter – multiples of 0 – 12)	<ul style="list-style-type: none"> Fluently multiply 36 multiplication facts within 2 minutes. 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> performs basic processes, such as: <ul style="list-style-type: none"> Fluently multiply and divide some facts but not all within quarter assessed, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (1st quarter – multiples of 0, 1, 2, 5, 10) (2nd quarter – multiples of 3, 4, 6) (3rd quarter – multiples of 7, 8, 9) (4th quarter – multiples of 0 – 12) 	<ul style="list-style-type: none"> Fluently multiply 36 multiplication facts beyond 2 minutes. 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
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.			

PSST: 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100		SUBJECT: MATH	QUARTER: 1 st	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Round a whole number beyond the hundreds place.	<ul style="list-style-type: none"> Sample Question: Miles has \$2,765 in the bank. About how much money does she have, if you were to round to the nearest: Thousands _____ 	<input type="checkbox"/> Obtrusive _____ <input type="checkbox"/> Unobtrusive _____ <input type="checkbox"/> Student-generated _____	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	<ul style="list-style-type: none"> Round numbers to the nearest 10 and 100 with and without a number line Sample Questions: Round 56 to the nearest 10.  Round 372 to the nearest 10.	<input type="checkbox"/> Obtrusive _____ <input type="checkbox"/> Unobtrusive _____ <input type="checkbox"/> Student-generated _____	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> digit, place value, value of, rounding, nearest performs basic processes, such as: <ul style="list-style-type: none"> identifying place value of a whole number to the tens and hundreds writing the value of a digit in a whole number 	<ul style="list-style-type: none"> What number is in the tens place in 721? What is the value of the 2 in the number 8,259? 	<input type="checkbox"/> Obtrusive _____ <input type="checkbox"/> Unobtrusive _____ <input type="checkbox"/> Student-generated _____	
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.			
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0.0	Even with help, no understanding or skill demonstrated.			

PSST: 3.NBT.A.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relation.		SUBJECT: MATH	QUARTER: 1 st	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Find the sum or difference beyond 1,000 with regrouping.	<ul style="list-style-type: none"> Math facts or word problems that go beyond 1,000. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.NBT.A.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relation.	<ul style="list-style-type: none"> Add up to 3 digits with no regrouping and regrouping. Subtract up to 3 digits with no regrouping and regrouping. Subtract across zeros Word problems 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sum, difference, addends, subtrahend, minuend, place value: hundreds, tens, ones performs basic processes, such as: <ul style="list-style-type: none"> Students will be able to find the sum or difference of one-two digit numbers without regrouping 	<ul style="list-style-type: none"> $47 + 12 =$ $18 - 7 =$ 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.OA.D.8: Solve two- step word problems using the four operations (addition & subtraction). Represent these problems using equations with a letter standing for the unknown quantity.		SUBJECT: MATH	QUARTER: 1 st	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a two- step word problem using the given facts.	<ul style="list-style-type: none"> Given an algorithm, students will create a two-step word problem using addition and subtraction. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.D.8: Solve two- step word problems using the four operations (addition & subtraction). Represent these problems using equations with a letter standing for the unknown quantity.	<ul style="list-style-type: none"> Students will solve and justify their answers: Jonathan had 30 books. He sold 10 of them to his friend. Later, he bought 5 new books. How many books would he have? Show your work using a variable in your equation. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> combine, sum, difference, more than, fewer, less than, performs basic processes, such as: <ul style="list-style-type: none"> fluently add and subtract within 1000 finding the sum using the associative and or commutative property Use addition and subtraction within 100 to solve one-step word problems 	<ul style="list-style-type: none"> While playing a game Noah had 94 points. If he scored another 5 points, how many points would he have in all? Gracie had sixty dollars saved up. She bought some new clothes for twenty-one dollars. How much money does she have left? Noah had 20 chips in his bag. He gave some chips to John. Now Noah has 10 chips left. How many chips did he give John? 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.OA.A.1: Interpret products of whole numbers.		SUBJECT: MATH	QUARTER: 2 nd	GRADE: 3 rd
Score	Content	Activities		Evidence (A&E)
4.0	The student will: Interpret products of whole numbers (2-digit by 1-digit) using multiple strategies.	<ul style="list-style-type: none"> • $87 \times 9 = x$ 		<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.A.1: Interpret products of whole numbers.	<ul style="list-style-type: none"> • Interpret 5×7 as the total number of objects in 5 groups of 7 objects. • Describe the context in which a total of number of objects can be expressed as 5×7 • Draw a representation of multiplication problems using equal groups. • Draw a representation of multiplication problems using arrays. • Solve multiplication problems using arrays and equal groups. • Create and describe a situation which represents the product of two whole numbers. • Determine the appropriate multiplication sentence given a visual model. 		<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ◦ product, factor, grouping, array, equal parts, rows, columns • performs basic processes, such as: <ul style="list-style-type: none"> ◦ Skip count ◦ Identify a group ◦ Identify an array ◦ Find the sum of repeated addition 	<ul style="list-style-type: none"> • Match the repeated addition number sentence ($3+3+3$) to the equal groups (image) • Provide an array (image) and have students complete the number sentence 		<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>
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0.0	Even with help, no understanding or skill demonstrated.			

Commented [AJC1]: <https://www.education.com/lesson-plan/repeated-addition-and-multiplication/>

[Worksheet](#)

Commented [WU2R1]:

Commented [WU3R1]:

PSST: 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.		SUBJECT: MATH	QUARTER: 2 nd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Solve division problems with unequal shares/ remainders	<ul style="list-style-type: none"> Students will solve division problems with remainders. $21 \div 2 = \underline{\quad}$	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	<ul style="list-style-type: none"> Given a division problem, students will divide the objects into equal shares and solve (division facts; show your work). Sample question: $36 \div 6 = \underline{\quad}$	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> divide, equal, shares, group, quotient, dividend, divisor, partition, separate, array. performs basic processes, such as: <ul style="list-style-type: none"> Count objects Multiplication facts Repeated subtraction 	<ul style="list-style-type: none"> Label which is the divisor, dividend, and quotient. $\begin{array}{r} 5 \\ 7 \overline{) 35} \end{array}$ Sample question for fact family: $7 \times \underline{\quad} = 56$	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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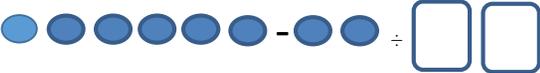
PSST: 3.OA.A.3 use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.		SUBJECT: MATH	QUARTER: 2 nd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a multiplication and division word problem	<ul style="list-style-type: none"> Given an algorithm, create a multiplication and division word problem. $4 \times 7 =$ $12 \div 2 =$	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.A.3 use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	<ul style="list-style-type: none"> Given a word problem, students will use drawings/manipulatives to solve it using multiplication, arrays, and equal shares. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> columns, rows, array, group, times, symbol, product, all together, digit, interpret, multiplication, represent, strategy, whole number performs basic processes, such as: <ul style="list-style-type: none"> interpret products of whole numbers (e.g., understanding 5×7 as the total number of objects in 5 groups of 7). (3.OA.1) 	<ul style="list-style-type: none"> Find the product using equal groups, repeated addition or arrays 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
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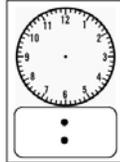
PSST: 3.OA.D.8: Solve two- step word problems using the four operations (addition, subtraction, and multiplication). Represent these problems using equations with a letter standing for the unknown quantity.		SUBJECT: MATH	QUARTER: 2 nd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Given a multiplication fact, create a 2 step word problem using two different operations	<ul style="list-style-type: none"> Create a 2 step word problem using two different operations: one must be multiplication 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.D.8: Solve two- step word problems using the four operations (addition, subtraction & multiplication) <ul style="list-style-type: none"> Given a word problem, students will use drawings/manipulatives to find the answer of a 2 step word problem; a combination of addition, subtraction, and or multiplication 	<ul style="list-style-type: none"> Luke had eighteen dollars. He bought 3 boxes of popcorn for \$2 each and 5 balloons for \$1 each. How much money did Luke have left? 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> columns, rows, array, group, times, symbol, product, all together, digit, interpret, multiplication, represent, strategy, whole number, combine, sum, difference, more than, fewer, less than, performs basic processes, such as: <ul style="list-style-type: none"> interpret products of whole numbers (e.g., understanding 5 x 7 as the total number of objects in 5 groups of 7). (3.OA.1) fluently multiply within 100. (3.OA.7) fluently add and subtract within 1000 finding the sum using the associative and or commutative property Use addition and subtraction within 100 to solve one- word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem (2.OA.1) 	<ul style="list-style-type: none"> Students will be able to identify which operation to use to solve a 1 step word problem. 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
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.			
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0.0	Even with help, no understanding or skill demonstrated.			

PSST: 3.G.A.1 Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		SUBJECT: MATH	QUARTER: 3 rd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create smaller, regular shapes from a given larger shape	<ul style="list-style-type: none"> Students will divide the shape into smaller, regular shapes. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.G.A.1: Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. <ul style="list-style-type: none"> Determine the type of irregular and regular shapes based on their attributes 	<ul style="list-style-type: none"> Circle the correct shape to solve the riddle. <p>“I have 4 sides. I have only 1 pair of parallel sides. Which shape am I?”</p> 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> parallel, square, rectangle, rhombus, trapezoid, angles, vertex/vertices, corners, polygon, symmetry, pentagon, hexagon, heptagons, octagons, nonagons and decagons, right angles, parallelogram performs basic processes, such as: <ul style="list-style-type: none"> identify/ categorize shapes based on their attributes 	<ul style="list-style-type: none"> Categorize shapes by: <ul style="list-style-type: none"> Drawing Cut and paste 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.		SUBJECT: MATH	QUARTER: 3 rd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a picture or bar graph to represent data given through a more complex word problem.	<ul style="list-style-type: none"> Create a picture or bar graph to represent data given through a more complex word problem. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	<ul style="list-style-type: none"> Provide word problems that require scaled picture and scaled bar graph. Answer two-step question using picture graph or bar graph with key. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> picture graph, bar graph, key, legend, scale, axis, data performs basic processes, such as: <ul style="list-style-type: none"> interpret graph 	<ul style="list-style-type: none"> Answer basic one-step question using picture graph or bar graph 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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PSST: 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		SUBJECT: MATH	QUARTER: 3 rd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Illustrate and explain fractions as part of a whole and a group	<ul style="list-style-type: none"> Greg had 5 dogs, 2 cats, and 2 birds. What fraction of his pets are birds? What fraction of his pets are cats? What fraction of his pets are dogs? 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	<ul style="list-style-type: none"> Write the fraction for the shaded area of the following figures: <p>Example: $\frac{1}{5}$ one fifth</p> <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> performs basic processes, such as: <ul style="list-style-type: none"> Create a model to show the numerator and denominator of a fraction. 	<ul style="list-style-type: none"> Draw a model to show parts of whole for the fraction $3/8$. 	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
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0.0	Even with help, no understanding or skill demonstrated.			

PSST: 3.OA.D.8: Solve two- step word problems using the four operations (division). Represent these problems using equations with a letter standing for the unknown quantity.		SUBJECT: MATH	QUARTER: 3 rd	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Create a 2-step word problem using two different operations	<ul style="list-style-type: none"> Look at the picture below. Create a word problem using two of the four operations (addition, subtraction, multiplication, or division).  Sample Answers: <i>I had 6 marbles, and lost 2. I put the rest in 2 bags. How many marbles are in each bag?</i> <i>I had 6 cookies, I ate 2. I had to share the rest with my brothers. How many cookies did each brother get?</i>	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.OA.D.8: Solve two- step word problems using the four operations (division). Represent these problems using equations with a letter standing for the unknown quantity. <ul style="list-style-type: none"> Solve two-step word problems and then use mental math to decide if answers are reasonable. Solve two-step word problems using equations with a letter standing for an unknown quantity. 	<ul style="list-style-type: none"> Using to solve the word problem: Sally, John, and Abby went out for lunch. Sally's bill was \$10.00, John's bill was \$15.00, and Abby's bill was \$8.00. They decided to share the cost of their total bill. How much did each person pay? Find the missing number: Today, I baked 11 cookies in the morning, 8 cookies in the afternoon, and 11 cookies at night. The next day I delivered them to 3 people. Which equation can we use to find the total number of cookies (C) each person received? a) $11+8+11=C\div 3$ c) $11\times 8\times 11=C\div 3$ b) $11\times 8+11=C\div 3$ d) $11+8-11=C\div 3$ 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> performs basic processes, such as: <ul style="list-style-type: none"> Solve one-step word problems 	<ul style="list-style-type: none"> Using division, solve the word problem. Oliver removed 56 marbles from his marble box, and put them into 8 equal groups. How many marbles were in each group?	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
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.			

PSST: 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.		SUBJECT: MATH	QUARTER: 4 th	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	The student will: Solve word problems in elapsed time of multiple steps. Show work.	<ul style="list-style-type: none"> Mr. Evans works from 9:30am to 6:15pm. His lunch break is from 1:00pm to 2:00pm and his coffee break is from 3:15pm to 3:30pm. How much time does Mr. Evans work in a day? Show work. 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	The student will: 3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. Convert hours into minutes and vice versa. Solve word problems using a number line diagram (time line) to illustrate. Ensure to label diagram.	<ul style="list-style-type: none"> 90 minutes = ___ hours and ___ min. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="font-size: small; margin: 0;">Use the time line to solve the problem.</p> <p style="font-size: x-small; margin: 0;">It took Stefan 20 minutes to drive from his house to his office. He arrived at his office at 8:50. What time did he leave his house?</p>  </div> <p>Subtraction: Kristi went to the market at 7:15am. She came home 1 hour and 45 minutes later. What time did she come home?</p>	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	Prerequisites: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> minutes, hours, half past the hour, quarter past the hour performs basic processes, such as: <ul style="list-style-type: none"> Identify the time in an analog and digital clock. Tell time to the nearest minute. Tell time to the nearest hour. 	<ul style="list-style-type: none"> Show and write half past the hour of 3. 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
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.			

PSST: 3.OA.D.8: Solve two-step word problems using the four operations (all operations). Represent these problems using equations with a letter standing for the unknown quantity.		SUBJECT: MATH	QUARTER: 4 th	GRADE: 3 rd
Score	Content	Activities	Evidence (A&E)	
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Create a 2-step word problem using two different operations. Solve multi-step word problem. 	<ul style="list-style-type: none"> Look at the picture below. Create a word problem using two of the four operations (addition, subtraction, multiplication, or division).  <p>Sample Answers: 1) I had 6 marbles, and lost 2. I put the rest in 2 bags. How many marbles are in each bag? 2) I had 6 cookies, I ate 2. I had to share the rest with my brothers. How many cookies did each brother get? 3) Josh bought 3 hotdogs at \$3.50 each, and 2 sodas for \$1.50. He paid the cashier \$20.00. How much is his change?</p>	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Solve two-step word problems and then use mental math to decide if answers are reasonable. Solve two-step word problems using equations with a letter standing for an unknown quantity. 	<ul style="list-style-type: none"> Sally, John, and Abby went out for lunch. Sally's bill was \$10.75, John's bill was \$15.90, and Abby's bill was \$8.99. They decided to share the cost of their total bill. About how much did each person pay? (Show your work) <ul style="list-style-type: none"> a)\$35 b)\$10 c)\$12 Complete the number sentence, then solve for C: Kyles mom brought two packs of 12 cupcakes for his birthday. If there were two left over, how many cupcakes were eaten? $(2 \times 12) = \underline{\hspace{1cm}} - 2 = C$ $C = \underline{\hspace{1cm}}$ 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
2.0	<p>Prerequisites:</p> <ul style="list-style-type: none"> performs basic processes, such as: <ul style="list-style-type: none"> o Solve one-step word problems 	<ul style="list-style-type: none"> Oliver removed 56 marbles from his marble box, and put them into 8 equal groups. How many marbles were in each group? Mom planted 6 roses in her 3 flower pots. How many roses does she have altogether? 	<input type="checkbox"/> Obtrusive <input type="checkbox"/> Unobtrusive <input type="checkbox"/> Student-generated	
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.			