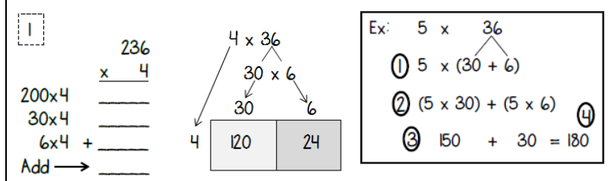
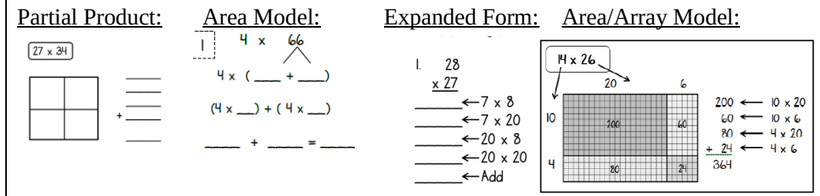
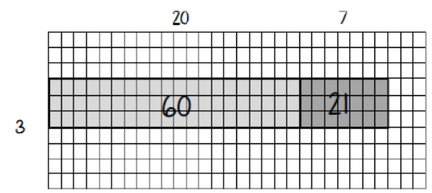
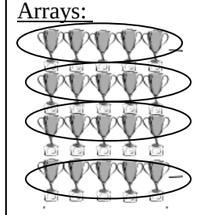
PSST: **NBT.4.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons**		SUBJECT: MATH	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	Order three or more multi-digit whole numbers from least to greatest or greatest to least and provide evidence by explaining your reasoning using place value.	Order from least to greatest: 745,623 ; 754,623 ; 745,632 Explain your answer:	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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 be able to generalize place value understanding for multi-digit whole numbers (less than or equal to 1,000,000): • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form • Compare two multi-digit numbers based on the meaning of the digits using >, =, and < symbols to record the results of comparisons	Standard Form / Word Form / Expanded Form 1,234,567 / / / three hundred seven thousand, six hundred twenty-two / / / 500,000 + 40,000 + 3,000 + 200 + 80 + 3 545,042 ____ 272,678 1,567,345 ____ 1,567,989	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: The student recognizes and describes specific terminology such as: • digit, base-ten numeral, number name, expanded form, compare, greater than (>), less than (<), equal to (=), value. The student will be able to: • Read and write numbers to 1,000 using standard form, word form, and expanded form. • Compare two three-digit numbers based on value of the hundreds, tens, and ones digits, using <, >, or = symbols to record the results of comparisons.	Standard Form / Word Form / Expanded Form 1,345 / / / two hundred six / Compare the two numbers using, >, <, and =. 5,042 ____ 2,426 567 ____ 989	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **NBT.4.1 Recognize that in a multi-digit whole number a digit in one place represents ten times what it represents in the place to its right.** ***For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.***		SUBJECT: MATH	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	The student will: Recognize that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.	If 6 moved from the hundreds place to the tens place, how much would it represent now? How many times smaller would the new number be?	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: Recognize that in a multi-digit whole number a digit in one place represents ten times what it represents in the place to its right.	If 3 moved from the ones place to the tens place, how much would it represent now? How many times larger would the new number be? Compare the two values of the digit 2: **2,287,553** The value of the underlined 2 is 10 times GREATER than the value of the other 2.	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites; The student recognizes and describes specific terminology such as: • digit, multi-digit, represent, numeral, place value, periods The student will be able to: • Identify place value positions and value • Use of commas (distinguish periods) • Recognize that 100 is the same as ten tens	Identify the place value and value of the underlined digit. 1. 34,725 _____ 2. 34,725 _____ 3. 285,003 _____ 4. 285,003 _____ 5. 4,915,109 _____ 6. 4,915,109 _____ 7. 5,186,432 _____ 8. 5,186,432 _____ 9. 723,964 _____ 10. 723,964 _____	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **NBT.4.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm**		SUBJECT:	GRADE:
Score	Content	Activities	Evidence (A&E)
4.0	The student will: Add and subtract multi-digit whole numbers with regrouping using the standard algorithm and explain the regrouping/renaming process.	192,705 + 11,945 Explain what you did in the problem above, when adding 7 hundreds + 9 hundreds. Where do the extra hundreds go? Why does this work?	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: Fluently add and subtract multi-digit whole numbers using the standard algorithm	1849 + 1151 n) 3507 - 1598 192,705 + 11,945 p) 1,067,437 - 275,543	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: The student recognizes and describes specific terminology such as: • standard algorithm, sum, difference, regroup, rename The student will be able to: • Knows basic addition and subtraction facts • Fluently add and subtract up to 4-digit numbers with or without regrouping using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	_____ + 50 = 100 567 - ____ = 100 1,245 + 768 = _____ 6,789 + 1,234 = _____	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **NBT.4.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**		SUBJECT: MATH	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	Fluently multiply whole numbers of 3 or 4-digits by 2 digits using a strategy of their choice to show their thinking	345 x 62 = _____ 2,367 x 245= _____	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: • Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and properties of operations • Multiply two two-digit numbers using strategies based on place value and properties of operations • Illustrate and explain calculations using equations, rectangular arrays, and/or area models	**<u>up to 4-digit by 1-digit:</u>** <u>Partial Product:</u> <u>Area Model:</u> <u>Expanded Form:</u>  **<u>2-digit by 2-digit:</u>** <u>Partial Product:</u> <u>Area Model:</u> <u>Expanded Form:</u> <u>Area/Array Model:</u>  	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: The student recognizes and describes specific terminology such as: • strategy, multiply, factor, product, rectangular arrays, area models, equations, place value, multiples The student will be able to: • Know basic multiplication facts • Multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations • Fluently multiply within 100 using a strategy such as properties of operations	Properties of operations 17 x 5 = ____ (10 x 5) + (7 x 5) = Multiples of 10 10 x 5 400 x 2 3,000 x 4	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **NBT.4.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**			SUBJECT: MATH	GRADE: 4
Score	Content		Activities	Evidence (A&E)
4.0	The student will: Fluently divide up to 5-digit dividends by 2-digit divisors using the standard algorithm and / or a strategy of their choice to show their thinking.		4,565 ÷ 57 = _____	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: • Find all whole number quotients with remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division • Illustrate and explain calculations using equations, rectangular arrays, and/or area models		Partial Quotients: 7 | 924 -700 7 x **100** = 700 224 7 x **30** = 210 -210 14 7 x **2** = 14 -14 0 Add Partial quotients: 100 + 30 + 2 = 132 924 ÷ 7 = 132 Rectangular Array:  Area Model: 825 ÷ 5 = ? 100 + 60 + 5 825 325 25 5 − 500 − 300 − 25 325 25 0 825 ÷ 5 = 100 + 60 + 5 = 165	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: The student recognizes and describes specific terminology such as: • divisor, dividend, quotient, divide, remainder The student will be able to: • Fluently divide within 100 using strategies such as properties of operations and rectangular arrays • Know basic multiplication and division facts • Know the relationship between multiplication and division • Divide multiples of 10 by a one-digit whole number without remainders		Properties of Operations: Division: 81 ÷ 3 = (60 ÷ 3) + (21 ÷ 3) = 20 + 7 = 27 Relationship Between Multiplication & 6 x ☐ = 24 24 ÷ ☐ = 6 Arrays:  20 ÷ 4 = Multiples of 10 (division patterns): 250 ÷ 5 =_____ 2,500 ÷ 5 =_____ 25,000 ÷ 5 =_____	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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.			

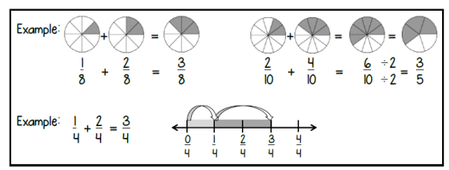
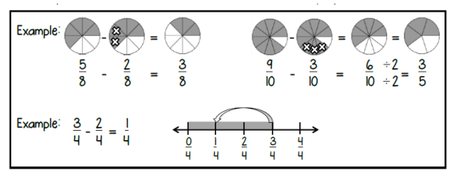
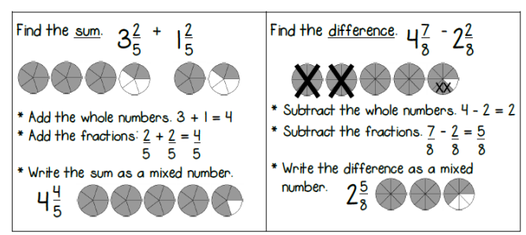
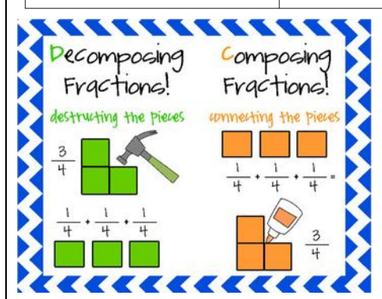
PSST: **O.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**			SUBJECT: MATH	GRADE: 4
Score	Content		Activities	Evidence (A&E)
4.0	The student will: Create and solve a multi-step word problem with whole numbers using at least two of the four operations		Student-generated word problem	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: The student will be able to use the four operations with whole numbers to solve problems: • Solve multi-step word problems with whole numbers using the four operations, including problems in which remainders must be interpreted • Represent problems using equations with a letter standing for the unknown quantity • Assess the reasonableness of answers using mental computation and estimation strategies including rounding		**Word Problem** Elise has saved $86. This weekend, she earned $26 babysitting. Then, she spent $35 on a new outfit. How much money does Elise have left? Key words: earned (addition) spent (subtraction) **Equation and Solution** Starting Amount Earned Spent Unknown **86 + 26 - 35 = m** Equation: 86 + 26 - 35 = m 112 - 35 = m Solution: Elise has $77 left over.	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: The student recognizes and describes specific terminology such as: • remainder, interpret, represent, unknown, reasonable, estimate, round The student will be able to: • Solve one-step word problems for all four operations • Determine the unknown whole number, represented by a box, using all four operations (addition, subtraction, multiplication, and division) • Know how to round/estimate.		After eating at the restaurant, Sara, Mary, and Tom decided to divide the bill evenly. If each person paid 42 dollars, what was the total of the bill ? There are 34 pine trees currently in the park. Park workers will plant more pine trees today. When the workers are finished there will be 94 pine trees in the park. How many pine trees did the workers plant today ? <u>Estimate the sum:</u> 567 + 678 = _____ 600 + 700 = 1,300 <u>Determine the unknown:</u> + 76 235 =	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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.			

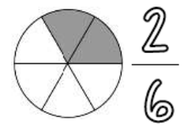
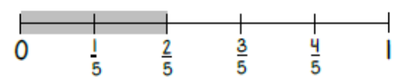
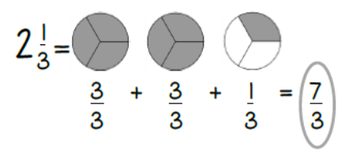
PSST: **NF3 (A-D) Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.**

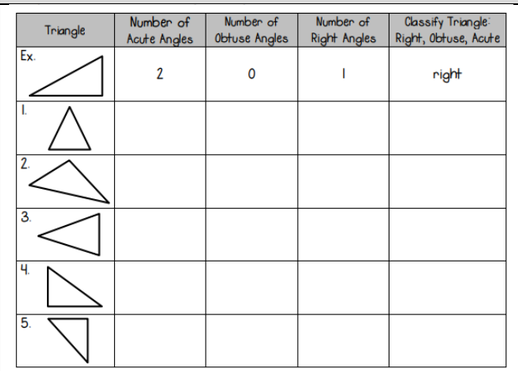
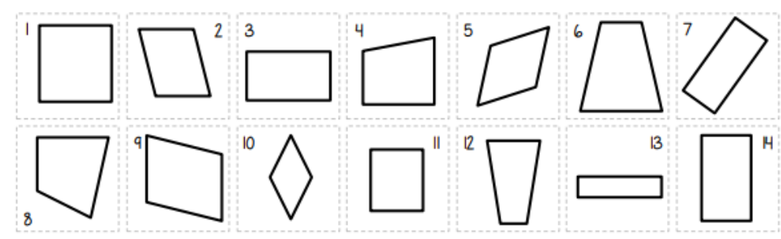
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation, justify your compositions, e.g. by using a visual fraction model. Example: ⅜= ⅛ +⅛ + ⅛
c. Add and subtract mixed numbers with like denominators. e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g. by using visual fraction models and equations to represent the problem

SUBJECT: MATH

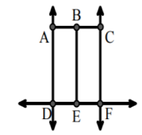
GRADE: 4

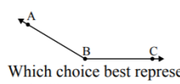
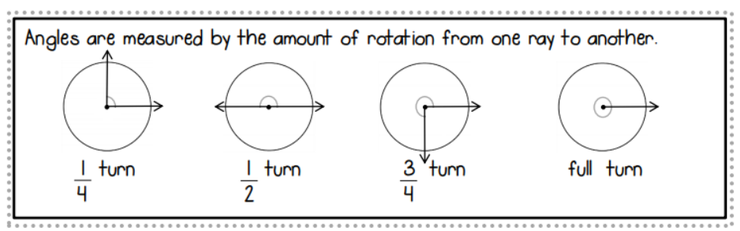
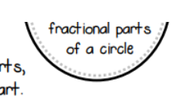
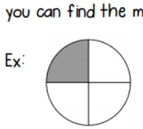
Score	Content	Activities	Evidence (A&E)
4.0	• Create and solve word problems involving addition and subtraction of fractions.	Student-generated word problem	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	The student will: • Understand addition and subtract of fractions as joining and separating parts referring to the same whole • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation • Justify decompositions using visual fraction models • Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction • Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem	<u>Adding Parts of a Whole:</u> <u>Subtracting Parts of a Whole:</u>   <u>Adding and Subtracting Mixed Numbers:</u>   	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

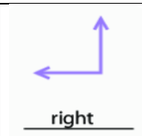
2.0	Prerequisites: Equivalent Fractions (4.NF.1a) The student recognizes and describes specific terminology such as: • compose, decompose, fraction, whole, denominator, numerator, justify, equivalent, improper fraction, like denominator, mixed number, unit fraction The student will be able to: • Identify and represent fractions, including improper fractions,using visual models and number lines • Use models to find equivalent fractions	Parts of a Whole: Parts of a Set:  $\frac{2}{6}$  $\frac{2}{5}$ Number line:  This number line shows 2/5 Mixed Numbers and Improper Fractions:  	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **G4.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.**		SUBJECT: MATH	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	The student will: • Create and label a model that has the following: parallel lines, perpendicular lines, intersecting lines, acute angle, obtuse angle, and right angle.	Student-generated work	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or angles of a specified size • Recognize right triangles as a category • Identify right triangles	 Parallelograms are shapes that have 2 or more sets of parallel sides. Color the parallelogram you see red. Rectangles are shapes that have 4 perpendicular angles. Color the rectangles you see blue. j 	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

Triangle	Number of Acute Angles	Number of Obtuse Angles	Number of Right Angles	Classify Triangle: Right, Obtuse, Acute
Ex.	2	0	1	right
1.				
2.				
3.				
4.				
5.				

2.0	Prerequisites: The student recognizes and describes specific terminology such as: • parallel lines, intersecting lines, perpendicular lines, triangle, angle, acute, obtuse, right The student will be able to: • Identify parallel and perpendicular lines in two-dimensional figures	**Use the graphic to the right to find the following (if possible):** 1) A Line_____ 2) A Ray_____ 3) A Segment_____ 4) Parallel Lines_____ 5) Perpendicular Lines_____  	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **MD4.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.** a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles and is said to have an angle measure of *n* degrees.		SUBJECT: MATH	GRADE: 4TH
Score	Content	Activities	Evidence (A&E)
4.0	The student will: Explain or demonstrate that the measurement of an angle does not change when circles are different sizes or when the angle appears in different shapes.	Describe the angle's relationship to a circle and another shape. Then, explain how to measure that angle using a protractor on the same center points. Explain the relationship between a 1 degree angle and a circle and an angle measure. Activity: Draw two different size circles or geometric shapes using 2 rays to create a 35 or any given angle measurement.	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: ● Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint ● Understand concepts of angle measurement ● Understand an angle is measured with reference to a circle with its center at the common endpoint of the rays ● Understand that a one degree angle is an angle that turns through 1/360 of a circle and can be used to measure angles ● Understand that an angle that turns through n one-degree angles is said to have an angle measure of n degrees	Is 127° an 'acute', 'obtuse', 'right' or 'straight' angle?  Which choice best represents ∟ABC? A. 149° B. 38° C. 9° D. 174°  Circles: Degrees & Fractional Parts A circle measures 360 degrees. When a circle is divided into equal parts, you can find the measure of the angle equivalent to each fractional part.  Ex:  360° ÷ 4 = 90° Total number of degrees in a circle / Number of equal parts / Measure of each equal part Now we know that ¼ turn of a circle equals 90°.	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

2.0	Prerequisites: The student recognizes and describes specific terminology such as: • angle, acute, obtuse, ray, endpoint, degree, circle, perpendicular The student will be able to: • Identify rays • Identify the common endpoint of two rays that intersect	  	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: **MD4.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.** ***For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...***		SUBJECT: MATH	GRADE: 4
Score	Content	Activities	Evidence (A&E)
4.0	• Convert among different sized standard measurement units within a given measurement system and use these conversions to solve multi-step, real-world problems	Word Problems: Create a model converting different scales. Example:	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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: • Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; L, mL; hr., min., sec. • Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit • Record measurement equivalents in a two-column table • Compare measurements within the same unit.	Students will measure the dimension of objects in the classroom using inches (such as whiteboards, desks, etc.) and convert to centimeters. Convert. 25 inches = _____ centimeters Compare. 6,324 grams ____ 8 kilograms **Fill in the blanks in each of the conversion tables.**	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

	Pounds	Ounces
1)		80
2)		128
3)	2	
4)		16
5)	4	

	Yards	Feet
6)		3
7)	4	
8)		6
9)	10	
10)		15

2.0	Prerequisites: The student recognizes and describes specific terminology such as: ● relative size, unit, system, conversion, volume, distance, mass, length, temperature, area, time, speed The student will be able to: ● Identify the unit of measurements belonging to distances, time, volume, mass, and money ● Recognize which units within a measurement system are smaller or larger than others ● Solve the problem using the order of operations.	Given a variety of pictures, students will identify what system of measurement to use. Choose between miles, yards, and inches for the following. _____ football field distance _____ a person's height _____ the distance between Santa Rita and Dededo	CFAs Exit Slips Teacher-made Assessments Games and Activities Observation
	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.		