Number Corner Gr 3 Baseline

SCHOOL:	TEACHER:	DATE:

Baseline			
ITEM >	1	2	3
DESCRIPTION >	Solves 20 addition facts in 1 minute or less. *(ans: 14, 10, 18, 16, 15, 17, 14; 13, 14, 19, 10, 14, 10, 11; 12, 10, 15, 16, 12, 15)*	Adds 364+469. Shows work. *(ans: 833. Work will vary.)*	Subtracts 412 – 236. Shows work. *(ans: 176. Work will vary.)*
CCSS >	2.OA.2	2.NBT.7, 2.NBT.9	2.NBT.7, 2.NBT.9
POSSIBLE POINTS >	**4 pts** – 18–20 correct **3 pts** – 16–17 correct **2 pts** – 14–15 correct **1 pt** – 12–13 correct **0 pts** – <12 correct	**2 pts possible** **1 pt** – for correct answer **1 pt** – for using a viable strategy (*see note below)	**2 pts possible** **1 pt** – for correct answer **1 pt** – for using a viable strategy (*see note below)
Student Names	*0–4*	*0, 1, or 2*	*0, 1, or 2*

*Note for 2 & 3

At this level, counting by 1s or counting on or back by 1s is not considered a viable strategy. Viable strategies for adding and subtrac
• Using an open number line to model and solve the problem, taking jumps of 10 or more until it's necessary to use 1s at the very en
• Using labeled sketches of base ten pieces or bundles & sticks, or equations, to add or subtract hundreds to or from hundreds, tens
• Using invented algorithms that yield the correct answer (e.g., starting with the hundreds, then working with the tens and ones as ne
• Using the standard addition and/or subtraction algorithms.

*Note for 6a

Acceptable equations include: 26+38+15=__ or 26+38=64 and 64+15=79. Strategies may include drawings, equations, numeric repr

*Note for 6b

Acceptable equations include: 52–24+6=__ or 52–24=28 and 28+6=34.. Strategies may include drawings, equations, numeric repres

4.09.2014

4a	4b	4c	4d
Estimates length of an 8 cm line. *(Responses will vary.)*	Measures the length of an 8 cm line accurately.	Estimates length of a 15 cm line, using a known length to help. *(Responses will vary.)*	Measures the length of a 15 cm line accurately.
2.MD.3	2.MD.1	2.MD.3	2.MD.1
1 pt possible **1 pt** – for any estimate within 3 centimeters of the actual length	**1 pt possible** **1 pt** – for any response within 1 cm of the actual length	**1 pt possible** **1 pt** – for any estimate within 2 centimeters of the actual length	**1 pt possible** **1 pt** – for any response within 1 cm of the actual length
0 or 1	*0 or 1*	*0 or 1*	*0 or 1*

:ting 3-digit numbers include:
d.
 to or from tens, and ones to or from ones, composing or decomposing hundreds or tens as necessary.
 cessary).

esentations, etc.

:entations, etc.

Items

4e	5	6a	6b
Finds the difference in the lengths of the two lines in centimeters. Writes and solves an equation to show work. *(ans: 7 centimeters. Work will vary.)*	Solves a story problem to find the difference between two lengths given in centimeters. Uses a number line to show and solve the problem. *(ans: 17 centimeters. Work will vary.)*	Solves a two-step story problem that involves adding 26+38, and then adding 15 more. *(ans: 79 marbles)*	Solves a two-step story problem that involves subtracting 24 from 52, and then adding 6 more. *(ans: 34 candies)*
2.MD.4, 2.MD.5	2.MD.5, 2.MD.6	2.OA.1	2.OA.1
2 pts possible **1 pt** – for the correct answer **1 pt** – for writing an equation that represents the situation	**3 pts possible** **1 pt** – for the correct answer **1 pt** – for marking and labeling 26 and 43 accurately on the number line **1 pt** – for using the number line to model and solve the problem	**4 pts possible** (*see note below) **1 pt** – for writing an equation to represent the situation **1 pt** – for using the information given in the problem **1 pt** – for using a viable strategy that could lead to the answer. **1 pt** – for the correct answer	**4 pts possible** (*see note below) **1 pt** – for writing an equation to represent the situation **1 pt** – for using the information given in the problem **1 pt** – for using a viable strategy that could lead to the answer. **1 pt** – for the correct answer
0, 1, or 2	*0, 1, 2, or 3*	*0–4*	*0–4*

7a–c	8a–b	9a–c	10
Partitions a rectangle into same-sized squares using square-inch tiles. Tells how many squares are in each row and each column, and writes an equation to match. *(ans: 6 squares, 2 squares. Equations will vary.)*	Partitions a square into two equal parts, and identifies the fraction name of each part. *(ans: a.The square should be divided in half horizontally, vertically, or diagonally; b.half or one-half.)*	Identifies the fraction name of one part of a sandwich that has been split into 4 equal parts. Demonstrates that equal parts of identical wholes do not have to be the same shape. *(ans: One-fourth; one-fourth; yes. Explanations will vary.)*	Partitions a circle into 3 equal parts. Identifies the fraction name of one of the parts. *(ans: one-third. Drawings will vary.)*
2.G.2, 2.OA.4	2.G.3	2.G.3	2.G.3
3 pts possible **1 pt** – for each correct response in part a and part b **1 pt** – for a corect equation	**2 pts possible** **1 pt** – for each correct response	**4 pts possible** **1 pt** – for each correct response **1 pt** – for any viable demonstration of the fact that the two differently shaped fourths are equal	**2 pts possible** **1 pt** – for dividing the circle into 3 reasonably equal parts (they do not have to be perfectly equal) **1 pt** – for identifying each part as one-third
0, 1, 2, or 3	*0, 1, or 2*	*0–4*	*0, 1, or 2*

TOTAL

SCORE / LEVEL OF PROFICIENCY

27–36 pts – Meeting Standard

18–26 pts – Approaching Standard

9–17 pts – Strategic

0–8 pts – Intensive

0 – 36

Number Corner Gr 3 Checkup 1

SCHOOL:	TEACHER:	DATE:

Checkup 1			
ITEM >	1	2a–d	3a
DESCRIPTION >	Solves 20 multiplication facts through 6×6 in 1 minute or less. *(ans: 8, 3, 16, 4, 1, 6, 25; 9, 0, 10, 18, 4, 15, 12; 30, 6, 20, 12, 5, 24)*	Matches each model with the multiplication equation that represents it, and solves each equation. *(ans: a.3×7=21; b.4×6=24; c.5×5=25; d.4×3=12)*	Solves a multiplication story problem involving a situation of equal groups. *(ans: 24 tires. Work will vary.)*
CCSS >	3.OA.7	3.OA.1	3.OA.3
POSSIBLE POINTS >	**4 pts** – 18–20 correct **3 pts** – 16–17 correct **2 pts** – 14–15 correct **1 pt** – 12–13 correct **0 pts** – <12 correct	**4 pts possible** **1 pt** – for each model correctly matched with the equation AND the equation correctly solved	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer
Student Names	*0–4*	*0–4*	*0, 1, or 2*

*Note for 5 & 6

At this level, counting by 1s or counting on or back by 1s is not considered a viable strategy. Viable strategies for adding and subtra
• Using an open number line to model and solve the problem, taking jumps of 10 or more until it's necessary to use 1s at the very en
• Using labeled sketches of base ten pieces or bundles & sticks, or equations, to add or subtract hundreds to or from hundreds, tens
• Using invented algorithms that yield the correct answer (e.g., starting with the hundreds, then working with the tens and ones as ne
• Using the standard addition and/or subtraction algorithms.

12.06.2014

3b	4	5	6
Chooses the expression that best represents the story problem. *(ans: 6×4)*	Writes a story problem to match the multiplication equation 3×5=15. *(Story problems will vary.)*	Adds 398 + 127. Shows work. *(ans: 525. Work will vary.)*	Subtracts 381 – 357. Shows work. *(ans: 24. Work will vary.)*
3.OA.3	3.OA.1	3.NBT.2	3.NBT.2
1 pt possible **1 pt** – for the correct answer	**2 pts possible** **1 pt** – for a story that involves a situation of equal groups or an array **1 pt** – for including a question in the problem	**2 pts possible** **1 pt** – for correct answer **1 pt** – for using a viable strategy (*see note below)	**2 pts possible** **1 pt** – for correct answer **1 pt** – for using a viable strategy (*see note below)
0 or 1	*0, 1, or 2*	*0, 1, or 2*	*0, 1, or 2*

:ting 3-digit numbers include:
d.
to or from tens, and ones to or from ones, composing or decomposing hundreds or tens as necessary.
cessary).

Items

7a	7b	7c	8a
Makes a scaled bar graph to represent a data set with 4 categories. *(See answer key.)*	Solves a one-step story problem using the data on the bar graph. Shows work. *(ans: 18 kids. Work will vary.)*	Solves a two-step story problem using the data on the bar graph. Shows work. *(ans: 20 kids. Work will vary.)*	Identifies the quadrilaterals in a set of shapes and colors them in. *(ans: Shapes 2, 4, 5, 6, 8, 10, 11, 12, and 14 should be colored yellow.)*
3.MD.3	3.MD.3	3.MD.3	3.G.1
4 pts possible **1 pt** – for filling in the numbers on the scale correctly **1 pt** – for entering all the data correctly **1 pt** – for labeling the categories accurately **1 pt** – for giving the graph a relevant title	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**2 pts possible** **2 pts** – for getting all the shapes correctly colored **1 pt** – for getting 10 shapes correct
0–4	*0, 1, or 2*	*0, 1, or 2*	*0, 1, or 2*

8b	8c	8d	8e
Demonstrates an understanding that a trapezoid is part of a larger group of shapes known as quadrilaterals. *(Explanations will vary.)*	Demonstrates an understanding that a quadrilateral is any closed figure with 4 straight sides. *(ans: No. Explanations will vary.)*	Chooses all the names that can be used to describe a rhombus. *(ans: quadrilateral, rhombus, parallelogram)*	Draws a quadrilateral that is not a rhombus, a rectangle, or a square. *(Drawings will vary.)*
3.G.1	3.G.1	3.G.1	3.G.1
1 pt possible **1 pt** – for the correct answer	**1 pt possible** **1 pt** – for the correct answer	**1 pt possible** **1 pt** – for marking the 3 names correctly	**1 pt possible** **1 pt** – for a drawing of any quadrilateral that is not a rhombus, rectangle, or square
0 or 1	*0 or 1*	*0 or 1*	*0 or 1*

		TOTAL
9 Solves a story problem involving subtraction of liquid volume. *(ans: 175 milliliters. Work will vary.)*	**10** Solves a two-step story problem involving addition (or multiplication) and subtraction. *(ans: 65 miles. Work will vary.)*	**SCORE / LEVEL OF PROFICIENCY**
3.MD.2	3.OA.8	
2 pts possible **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**27–35 pts** – Meeting Standard **18–26 pts** – Approaching Standard **9–17 pts** – Strategic **0–8 pts** – Intensive
0, 1, or 2	*0, 1, or 2*	*0 – 35*
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Number Corner Gr 3 Checkup 2

SCHOOL:	TEACHER:	DATE:

Checkup 2			
ITEM >	1	2a–c	3a–c
DESCRIPTION >	Solves 20 multiplication facts in 1 minute or less. *(ans: 20, 6, 8, 4, 5, 15, 0; 30, 10, 12, 8, 40, 60, 45; 30, 12, 6, 20, 30, 40)*	Rounds numbers to the nearest 10. *(ans: 10, 100, 70)*	Rounds numbers to the nearest 100. *(ans: 100, 900, 300)*
CCSS >	3.OA.7	3.NBT.1	3.NBT.1
POSSIBLE POINTS >	**4 pts** – 18–20 correct **3 pts** – 16–17 correct **2 pts** – 14–15 correct **1 pt** – 12–13 correct **0 pts** – <12 correct	**3 pts possible** **1 pt** – for each correct answer	**3 pts possible** **1 pt** – for each correct answer
Student Names	*0–4*	*0, 1, 2, or 3*	*0, 1, 2, or 3*

4	5a–d	6	7a
Places fractions in their correct positions on a number line. *(ans: Numbers should appear in the following order along the line: 1/4, 3/8, 1/2, 5/6, and 3/3.)*	Uses >, =, and < signs to compare pairs of fractions with like numerators or like denominators. *(ans: >, <, <, =)*	Uses a visual model to explain why 2/8 of something is less than 2/4 of the same thing. *(Responses and models will vary.)*	Solves a two-step story problem involving multiplication and addition. *(ans: 38 tires. Work will vary.)*
3.NF.2	3.NF.3d	3.NF.3d	3.OA.8
1 pt possible **1 pt** – for placing all 5 fractions in the correct order along the line, and in reasonably accurate locations with respect to each other	**4 pts possible** **1 pt** – for each correct answer	**2 pts possible** **1 pt** – for a reasonable explanation **1 pt** – for including a visual model that demonstrates the understanding that two fractions can only be compared if they refer to the same whole	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer
0 or 1	*0–4*	*0, 1, or 2*	*0, 1, or 2*

ms

7b	8	9	10
Chooses an equation that represents a multi-*step story problem.* *(ans: (5×4)+(3×6)=t)*	Solves story problems involving addition of time intervals in minutes. Shows work. *(ans: 90 minutes, or 1 hour and 30 minutes, or 1 1/2 hours. Work will vary.)*	Solves story problems involving addition and subtraction of time intervals in minutes, show work. *(ans: 65 minutes or 1 hour and 5 minutes. Work will vary.)*	Identifies patterns among, and strategies for, multiplication facts. *(ans: Agree. Explanations will vary.)*
3.OA.8	3.MD.1	3.MD.1	3.OA.7, 3.OA.9
1 pt possible **1 pt** – for the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for a reasonable explanation
0 or 1	*0, 1, or 2*	*0, 1, or 2*	*0, 1, or 2*

			TOTAL
11a Chooses the equation that best represents the problem. *(ans: Choice 2: 303+485+218=g)*	**11b** Uses estimation and rounding to evaluate the reasonableness of an answer to the problem. *(ans: No. Explanations will vary.)*	**12** Identifies the number of figures in an array. Explains thinking. *(ans: 45 stars. Explanations will vary.)*	**SCORE / LEVEL OF PROFICIENCY**
3.OA.8	3.OA.8	3.OA.1, 3.OA.3	
1 pt possible **1 pt** – for the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for an explanation that utilizes rounding to show why the solution is unreasonable	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for explanation	**24–31 pts** – Meeting Standard **16–23 pts** – Approaching Standard **8–15 pts** – Strategic **0–7 pts** – Intensive
0 or 1	*0, 1, or 2*	*0, 1, or 2*	*0 – 31*
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Number Corner Gr 3 Checkup 3

SCHOOL:	TEACHER:	DATE:

Checkup 3			
ITEM >	1	2a–f	3
DESCRIPTION >	Solves 20 multiplication facts through 10×10 in 1 minute or less. *(ans: 30, 27, 32, 54, 40, 21, 0; 40, 36, 35, 12, 32, 12, 18; 50, 45, 20, 24, 24, 70)*	Solves for the unknown in a multiplication or division equation. *(ans: 24, 6, 15; 7, 4, 8)*	Reads time on an analog clock and writes the time on a digital clock. *(ans: 3:07, 5:48)*
CCSS >	3.OA.7	3.OA.4, 3.OA.7	3.MD.1
POSSIBLE POINTS >	**4 pts** – 18–20 correct **3 pts** – 16–17 correct **2 pts** – 14–15 correct **1 pt** – 12–13 correct **0 pts** – <12 correct	**3 pts possible** **1/2 pt** – for each correct answer	**2 pts possible** **1 pt** – for each correct answer
Student Names	*0–4*	*0–3 (by 0.5)*	*0, 1, or 2*

4	5a–b	6a–b	7
Reads time on a digital clock and shows the corresponding time on an analog clock. *(ans: Clock faces should be correctly marked to show 9:57 and 12:09.)*	Measures time in intervals and solve story problems involving addition or subtraction of time in intervals of minutes. *(ans: 55 minutes. Work will vary.)*	Solves one and two-step story problems using data on a scaled bar graph. *(ans: a.30 minutes; b.Kaya spent 10 more minutes reading and playing music than sledding and skating. Work will vary.)*	Shows that unit squares can be used to determine the area of plane figures. *(ans: 28 square units. Explanations will vary.)*
3.MD.1	3.MD.1	3.MD.1, 3.MD.3	3.MD.5a, 3.MD.5b, 3.MD.6
2 pts possible **1 pt** – for each correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for using the number line effectively to model and solve the problem	**3 pts possible** **1 pt** – for the correct answer to 6a **1 pt** – for the correct answer to 6b **1 pt** – for using a strategy to solve 6b that could lead to the correct answer	**2 pts possible** **1 pt** – for a sensible explanation **1 pt** – for the correct area
0, 1, or 2	*0, 1, or 2*	*0, 1, 2, or 3*	*0, 1, or 2*

Items

8	9	10	11
Demonstrates that the area of a rectangle can be found by multiplying length times width. *(ans: Agree. Explanations will vary.)*	Finds the perimeter and area of a rectilinear figure. Shows work. Labels answers with the correct units. *(ans: Perimeter = 44 yards; Area = 92 square yards. Work will vary.)*	Solves a story problem involving finding the unknown side of a polygon, given its perimeter and other side lengths. Labels answer with the correct units. *(ans: 9 feet. Work will vary.)*	Solves a story problem that requires sketching 2 rectangles of perimeter 20 but different areas. Labels each rectangle with its area, length, and width. *(Answers will vary. See answer key.)*
3.MD.7a	3.MD.7b, 3.MD.7d, 3.MD.8	3.MD.8	3.MD.8
2 pts possible **1 pt** – for agreeing **1 pt** – for a sensible explanation that includes a labeled sketch	**4 pts possible** **1 pt** – for the correct perimeter **1 pt** – for the correct area **1 pt** – for work that indicates the student understands how to find the perimeter and area of a rectilinear figure **1 pt** – for labeling both answers with the correct units	**3 pts possible** **1 pt** – for the correct answer **1 pt** – for showing work that could lead to the correct answer **1 pt** – for labeling the answer with the correct units	**2 pts possible** **1 pt** – for each rectangle with a perimeter of 20 feet, correctly labeled with length, width, and area
0, 1, or 2	*0–4*	*0, 1, 2, or 3*	*0, 1, or 2*

12	13	14	15a–b
Solves a story problem that requires sketching 2 rectangles, each of which has an area of 24 square units, but a different perimeter. *(Answers will vary. Students must show perimeter of each rectangle. See answer key.)*	Demonstrates an understanding that fractional parts must be equal sized; a circle divided into 3 parts only shows thirds if each part is equal. *(ans: Disagree. Explanations will vary.)*	Shows fractions on a number line. Demonstrates that the space on the number line must be divided into equal parts. *(Work may vary slightly. See answer key.)*	Partitions and shades in 1/2 of one rectangle and 2/4 of another. Indicates an understanding that the two fractions are equivalent. *(ans: a.Drawings will vary, b.Choice 3: Both girls ate the same amount.)*
3.MD.8	3.NF.1	3.NF.2, 3.NF.2a, 3.NF.2b	3.NF.3a, 3.NF.3b, 3.G.2
2 pts possible **1 pt** – for each rectangle with an area of 24 square units, labeled with the correct perimeter	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for a sensible explanation	**1 pt possible** **1 pt** – for the correct sketch	**3 pts possible** **1 pt** – each for shading in 1/2 and 2/4 on the two rectangles with reasonable accuracy and labeling them correctly **1 pt** – for choosing the correct answer to part b
0, 1, or 2	*0, 1, or 2*	*0 or 1*	*0, 1, 2, or 3*

16	17a–b	18a–c	19
Agrees with the statement that 2/3 and 4/6 are equivalent fractions, and explains why. Includes a labeled sketch in the explanation. *(ans: Agree. Explanations will vary, but must include a labeled sketch of some sort.)*	Writes and recognizes whole numbers as fractions. *(ans: 3, 1)*	Compares fractions with like numerators or denominators, using the correct symbols. *(ans: >, <, =)*	Disagrees with the assertion that 1/6 of a pie is more than 1/4 of the same pie because 6 is more than 4. *(ans: Disagree. Explanations will vary.)*
3.NF.3a, 3.NF.3b	3.NF.3c	3.NF.3d	3.NF.3d
2 pts possible **1 pt** – for the correct answer **1 pt** – for a sensible explanation that includes a labeled sketch	**2 pts possible** **1 pt** – for each correct sketch	**3 pts possible** **1 pt** – for each correct sketch	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for a sensible explanation
0, 1, or 2	*0, 1, or 2*	*0, 1, 2, or 3*	*0, 1, or 2*

TOTAL

SCORE / LEVEL OF PROFICIENCY

34.5-46 pts –
Meeting Standard
23–34 pts –
Approaching Standard
11.5–22.5 pts –
Strategic
0–11 pts – Intensive

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Number Corner Gr 3 Checkup 4

SCHOOL:	TEACHER:	DATE:

Checkup 4			
ITEM >	1	2	3
DESCRIPTION >	Solves 20 multiplication facts through 10×10 in 1 minute or less. *(ans: 24, 14, 16, 36, 25, 28, 8; 0, 63, 35, 30, 12, 48, 42; 60, 54, 24, 49, 56, 81)*	Writes a story problem to match the equation 12×3=36. *(Responses will vary.)*	Write a story problem to match the equation 27÷3=9. *(Responses will vary.)*
CCSS >	3.OA.7	3.OA.1	3.OA.2
POSSIBLE POINTS >	**4 pts** – 18–20 correct **3 pts** – 16–17 correct **2 pts** – 14–15 correct **1 pt** – 12–13 correct **0 pts** – <12 correct	**2 pts possible** **1 pt** – for story problem that involves multiplication **1 pt** – for including a question that indicates what needs to be solved	**2 pts possible** **1 pt** – for story problem that involves division **1 pt** – for including a question that indicates what needs to be solved
Student Names	*0–4*	*0, 1, or 2*	*0, 1, or 2*

*Note for 15a–b

if a student has measured one or more of the lengths incorrectly, but constructed a line plot correctly with respect to his own measur

4a–d	5	6	7
Shows understanding of the commutative and distributive properties, identifies patterns on the multiplication table and explains patterns by referring to basic properties of multiplication. *(Responses will vary. See answer key.)*	Solves a story problem involving the sharing interpretation of division. Shows work. *(ans: 7 brownies. Work will vary.)*	Solves a story problem involving the grouping interpretation of division. Shows work. *(ans: They can decorate 4 tables (4 groups of 8 balloons). Work will vary.)*	Demonstrates an understanding of the commutative and associative properties of multiplication. *(ans: Agree with Cho. Explanations will vary.)*
3.OA.5, 3.OA.7, 3.OA.9	3.OA.2, 3.OA.3	3.OA.2, 3.OA.3	3.OA.5
4 pts possible **1 pt** – for each sensible and reasonably complete response	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for work that could lead to the correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for explanation that demonstrates understanding of properties
0–4	*0, 1, or 2*	*0, 1, or 2*	*0, 1, or 2*

ements, award 3 out of the 4 possible points.

Items

8a–b	9a–d	10	11
Solves a two-step story problem involving addition and subtraction. Shows work. Uses estimation or rounding to assess the reasonableness of answer. *(ans: a.$160. Work will vary. b.Responses will vary.)*	Solves for the unknown in varying positions in a division or multiplication equation. *(ans: 5, 48, 4, 18)*	Puts fractions, whole numbers, mixed numbers, and improper fractions on a number line. *(ans: Numbers should appear in the following order along the line: 1/8, 2/4, 5/6, 6/6, 1 1/4, 4/3, 7/4, 1 7/8)*	Uses a number line to compare fractions. *(Sketches will vary. See answer key.)*
3.OA.8, 3.NBT.2	3.OA.4, 3.OA.6, 3.OA.7	3.NF.2, 3.NF.3c	3.NF.3d
3 pts possible **1 pt** – for the correct answer **1 pt** – for work that could lead to the correct answer **1 pt** – for using some form of rounding, estimation, or mental computation to assess reasonableness of answer	**4 pts possible** **1 pt** – for each correct answer	**1 pt possible** **1 pt** – for placing all 8 numbers in the correct order along the line, and in reasonably accurate locations with respect to each other	**1 pt possible** **1 pt** – for the correct answer
0, 1, 2, or 3	*0–4*	*0 or 1*	*0 or 1*

12	13a–b	14	15a–b
Solves a story problem in which a factor or quotient is unknown. *(ans: x = 8 cm. Work will vary.)*	Uses the area model to illustrate the distributive property. *(ans: Colors the grid as shown on answer key; positioning of drawing on grid will vary. a.7 × 7 = 49; b.Statements 1, 3, 4)*	Multiplies by 10 or multiples of 10 using strategies based on place value or properties of multiplication to determine the area of a rectangle. *(ans: The rectangles have the same area: 200 square units. Work will vary.)*	Measures 7 lengths to the nearest quarter-inch. Displays the data on a line plot. *(ans: a.5 1/2" , 3 3/4", 4 1/4", 4 1/4", 5 1/4", 3 1/2", 4 1/4" b.Some elements of students' line plots, such as the title and the label for the horizontal axis will vary.)*
3.OA.4	3.MD.7c	3.NBT.3, 3.MD.7b	3.NF.2, 3.MD.4
2 pts possible **1 pt** – for the correct answer **1 pt** – for work that could lead to the correct answer	**3 pts possible** **1 pt** – for shading in the grid accurately **1 pt** – for writing a multiplication equation that accurately represents the situation **1 pt** – for selecting the 3 statements that are true (and not selecting the 1 that is false)	**2 pts possible** **1 pt** – for correct answer **1 pt** – for a reasonable explanation that includes the area of each rectangle	**4 pts possible** (*see note below) **1 pt** – for measuring all the lengths accurately **1 pt** – for labeling the marks along the number line accurately **1 pt** – for correctly showing each piece of data on the line plot **1/2 pt** – each for title and label that are accurate & informative
0, 1, or 2	*0, 1, 2, or 3*	*0, 1, or 2*	*0–4 (by 0.5)*

TOTAL

SCORE / LEVEL OF PROFICIENCY

28.5–38 pts – Meeting Standard

19–28 pts – Approaching Standard

9.5–18.5 pts – Strategic

0–9 pts – Intensive

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