2021-2022

Ben Hill Elementary School Power Standards & Curriculum Guidance Document Grades 3-5

This document is a result of a collaborative effort by the 3-5 ELA and math professional learning communities

Introduction

This curriculum guidance document has been created to aid Ben Hill Elementary School staff in planning instruction for students. Because the Georgia Standards of Excellence are numerous and broad, this document narrows those to essential standards for ELA that should be taught and assessed. Acknowledge that this is a living document as it will be revised and updated as needed to meet the needs of Ben Hill Elementary School students.

Part 1: What do we expect our students to learn?

The following standards and elements will be taught during the 2021-2022 school year. They are essential to promotion to the next grade and are the only standards that will be formally assessed and graded.
It should be expected that all students master each of the Power Standards.

Literary Text: 3ʳᵈ Grade

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

Informational Text: 3ʳᵈ Grade

ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELAGSE3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*
ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently
ELAGSE3RI6 - Distinguish their own point of view from that of the author of a text.
ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing: 3ʳᵈ Grade

ELAGSE3W3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Literary Text: 4ᵗʰ Grade

ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Informational Text: 4ᵗʰ Grade

ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Language: 4ᵗʰ Grade

ELAGSE4L5a: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Writing: 4ᵗʰ Grade

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Literary Text: 5ᵗʰ Grade

ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELAGSE5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

Informational Text: 5ᵗʰ Grade

ELAGSE5RI2: Determine two or main ideas of a text and explain how it is supported by key details; summarize the text.
ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELAGSE5RI9: Integrate information from serval texts on the same topic in order to write or speak about the subject knowledgeably.

Language: 5ᵗʰ Grade

ELAGSE5L5a: Interpret figurative language, including similes and metaphors, in context.

Writing: 5ᵗʰ Grade

ELAGSE5W2: Write informative/explanatory texts to examine ta topic and convey ideas and information clearly.

Third Grade Language Arts Power Standards
2021-2022

Standards
ELAGSE3RL1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
ELAGSE3RL2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
ELAGSE3RL3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
ELAGSE3RL4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
ELAGSE3RL6 - Distinguish their own point of view from that of the narrator or those of the characters.
ELAGSE3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
ELAGSE3RI2 - Determine the main idea of a text; recount the key details and explain how they support the main ideas
ELAGSE3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*
ELAGSE3RI5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
ELAGSE3RI6 - Distinguish their own point of view from that of the author of a text.
ELAGSE3RI9 - Compare and contrast the most important points and key details presented in two texts on the same topic.
ELAGSEW3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Fourth Grade Language Arts Power Standards
2021-2022

Standards
ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELAGSE4RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ELAGSE4RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RI4 Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
ELAGSE4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELAGSE4L5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELAGSEW1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Fifth Grade Language Arts Power Standards
2021-2022

Standards
ELAGSE5RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
ELAGSE5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELAGSE5RL6 Describe how a narrator's or speaker's point of view influences how events are described.
ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELAGSE5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELAGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELAGSEW2: Write informative/explanatory texts to examine ta topic and convey ideas and information clearly.

Part 2: How will we know when our students have learned?

Ben Hill Elementary teachers, as members of specific PLCs, will meet weekly to identify what each standard will look like when the student has mastered it. Proficiency scales and exemplars are used so that each student will be held to the same standard of mastery regardless of the assigned teacher. Common formative and summative assessments, aligned to the power standards, are administered as determined by each grade level PLC.

Teachers will analyze data from common formative assessments to judge whether a student has learned or not. When additional time, practice, and/or instruction are indicated and implemented, students are reassessed for the deficit standards to determine whether the student has responded to the additional support.

Students will take a universal screener (MAP) and HMH Reading Inventory three times a year. Third grade will have an additional assessment, Dibels, three times a year. The results of these assessments will be an indication of student growth and level of mastery. The GA Milestones assessments for End of Grades 3-5 will be another component of each student's level of mastery and growth profile for the year.

Ben Hill Elementary
3-5 ELA Proficiency Scales
2021-2022

Standard(s): ELAGSE3.RI1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	
4.0	The student will be able to do one or more of the following: • Answer inferential questions to demonstrate understanding of a text, referring explicitly to the text and explaining what the text says. • Cite evidence in a text above grade level to and comprehensive questions.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE3.RI1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.** • Cite specific evidence in a text to answer comprehension questions. • Ask questions to demonstrate understanding of a text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Ask text dependent questions to deepen their understanding. • Ask and answer questions to demonstrate understanding of a text, referring minimal reference to the text.
1.5	Partial success at score 2.0
1.0	The student will be able to: • Recognize specific vocabulary: Question, details, text, ask, answer, demonstrate • Ask questions about key details in a text, using who, what, where, when, why, how. • Answer questions about key details, using who, what, where, when why, how.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

ELAGSE3.RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
4.0	The student will be able to do one or more of the following: • Independently and consistently exceeds Level 3.0 • Has in depth responses. • Determines the main idea and supports their answer with detail from an above the grade level text. • Demonstrates higher level thinking.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE3.RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.** • Independently and consistency determines the main idea and support it with key details and explains how the details support the main idea from grade level text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize or recall specific vocabulary, detail, evidence, example, opinion, reason, text, support, evidence, recount • Determine the main idea of the text by recalling key details.
1.5	Partial success at score 2.0
1.0	The student will be able to: • With help, identify the who, what, when where, why and how of a text.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RI4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 3ʳᵈ grade topic or subject area.	
4.0	In addition to Score 3.0, the student: The student will be able to: ● reads a 4th grade level text and uses context clues to determine the meaning of an underlined word or phrase when given no word choices using strategies such as synonym, antonym, series, stated definition, etc.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RI4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 3ʳᵈ grade topic or subject area.** The student will be able to: ● reads a sentence and uses context clues to determine the meaning of an underlined word or phrase when given no word choices using strategies such as synonym, antonym, series, stated definition, etc. The student exhibits no major errors or omissions
2.5	Partial success at 3.0 content
2.0	The student will be able to: ● recognize or recall specific terminology, such as: o context, context clues, unknown words ● perform basic processes, such as: o identifies the correct word when given a fill in the blank sentence and multiple word choices o identifies the word that means the same as the underlined word in a sentence when given 3 choices However, the student may exhibit major errors or omissions regarding the more complex ideas and processes.
1.5	Partial success at score 2.0
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, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RI5- Use text features and search tools(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	
4.0	The student will be able to do one or more of the following: *In addition to Score 3.0 ● creates a text feature to clarify the text for the reader
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RI5- Use text features and search tools(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.** The student will be able to: ● use text features to answer open-ended questions about where, when, why, and how key events occur o Features covered will be – subheading, diagrams and labels, charts and graphs, sidebars, textbox, maps, key words, hyperlinks.
2.5	Partial success at 3.0 content
2.0	The student will be able to: ● recognize or recall specific terminology, such as: o text features, caption, subheadings, table of contents, diagram, charts and graphs, sidebars and maps, keywords, and hyperlinks ● performs basic processes, such as: o identifies text features in grade appropriate text
1.5	Partial success at score 2.0
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, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE3.RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.	
4.0	The student will be able to do one or more of the following: • Compare the points of view in two texts on the same topic. • Explain key differences between texts above grade level.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE3.RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.** • Students will be able to: (in addition to Level2) • Compare the main ideas and their supporting details in two texts on the same topic. • Develop a logical argument to explain the key differences between the texts.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize or recall specific vocabulary: compare, contrast, detaik main idea, topic, point of view, opinion. • Explain what it means to compare two ideas. • Identify the topics of the two texts. • Identify the details included in the two texts. • Identify details in one texts that is not included in the other. • Use a graphic organizer t list details from two texts.
1.5	Partial success at score 2.0
1.0	The student will be able to: With help, partial success at score 2.0 and score 3.0 content
0.5	With help, partial success at score 2.0 but not at score 3.0 content
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RL.1.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	
4.0	The student will be able to do one or more of the following: • Answer inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers • Ask and answer questions about a text above grade level.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RL.1.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.** The student will be able to: • Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers • Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. Cite evidence to support their answers to text dependent questions.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Ask text dependent questions to demonstrate understanding of a text, with minimal reference to the text • Answer questions to demonstrate understanding of a text, with minimal reference to the text
1.5	Partial success at score 2.0
1.0	The student will be able to recognize the meaning of specific vocabulary, including: • Question • Details • Text • Ask • Answer • Demonstrate The student will be able to: Collaborate and converse about the 5W's (who, what ,when, where, why) in a text.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.	
4.0	The student will be able to do one or more of the following: • Decide what theme or message a book is trying to communicate about a specific topic or characteristic.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.** **Prerequisite standard: Explain the main idea of a text using specific details.** The student will be able to: • Recount the key details in stories, including fables, folktales, and myths. • Explain the message, lesson, or moral of a fairy tale, folktale, or myth.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize specific vocabulary: action , cause, character, detail, event, fairytale, folktale, lesson, message, moral, main character • Explain that a message, moral, or lesson is something an author wants a reader to learn. • Give examples of messages, morals, or lessons • Give important character actions. • Identify repeated details and actions.
1.5	Partial success at score 2.0
1.0	The student will be able to: • Describe whether an action or event from the story causes something good or bad to happen. • List lessons the main character may have learned. • Describe how a character changes by the end of the text.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RL.3 Describe characters in a story (traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
4.0	The student will be able to do one or more of the following: • Decide which of a character's traits have negative consequences and creates problems.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RL.3 Describe characters in a story (traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** • Describe the characters in a story. • Explain the characters' actions in the story. • Explain how the characters' actions affect the events in a narrative text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize specific vocabulary: action, character, character trait, description, event, dialogue, feeling, motivation, narration • Identify main characters in a text. • Explain how the author portrays the characters traits, feelings and motivations to the reader. • Explain the actions of a character that reveals their traits, feelings and motivations. • Explain how the dialogue or thoughts of a character reveal their traits, feelings and motivations. • Make a list of words to describe the character's traits, feelings and motivations..
1.5	Partial success at score 2.0
1.0	• With help, partial success at score 2.0 but not at score 3.0 content.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RL4 Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.	
4.0	The student will be able to do one or more of the following: • Explain the effect of particular words choices in a text. • Determining the meanings of unknown words and phrases in a text above grade level.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RL4 Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.** • Determine the meaning of unknown words and phrases with context clues. • Apply understanding of the context of the story to determine if the meaning is literal or nonliteral.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize specific vocabulary: dictionary, idiom, literal, meaning, nonliteral • State that a literal meaning is the meaning of a word found in a dictionary. • State that nonliteral meaning is the meaning of a word that helps a reader to picture or understand something. • State that idioms are nonliteral language. • Gives examples of literal and nonliteral language.
1.5	Partial success at score 2.0
1.0	• With help, student will determine the meaning of unknown words or phrases.
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSE.3.RL6/RI6 **RL6 Distinguish their own point of view from that of the narrator or those of the characters.** **RI6 Distinguish their own point of view from that of the author of a text.**	
4.0	The student will be able to do one or more of the following: • Compare the points of view of two or more characters, speakers, or groups in a text.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**Standard(s): ELAGSE.3.RL6/RI6** **RL6 Distinguish their own point of view from that of the narrator or those of the characters.** **RI6 Distinguish their own point of view from that of the author of a text.** • Compare your own point of view to the point of view of an author, narrator, or character in a text about the same event or issue.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Recognize specific vocabulary: author, character, descriptive, event fact, idea, opinion, narrator, react, setting, topic. • Describe difference between fact and opinion. • Makes a list of words or phrases used in opinion statements. • Describes how point of view affects how the text is written or told. • Determine which points of view can be examined in a text. • Clarify passages in a text that describes how an author, narrator, or character reacts to person, place, or event • Clarify opinions or thoughts that an author, narrator, or character has about a person, character, place, or event. • Describe what the authors, narrators, or character's opinion tells about their point of view. • Describes their own reaction to a specific situation, event, place, or character. • Describe what they know and think about a specific topic, person, place, event, or character.
1.5	Partial success at score 2.0
1.0	• With help, partial success at score 2.0 but not at score 3.0 content
0.5	With help, partial success at score 2.0 but not at score 3.0 content.
0.0	Even with help, no success.

Standard(s): ELAGSERI.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences. ELAGSERL.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences.	
4.0	The student will • Refer to examples in a text what the text says explicitly (states clearly) and when drawing inferences. • Complete a performance-based task identified by the teacher.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will • **ELAGSERI.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences.** • **ELAGSERL.1 Refer to examples in a text when explaining what the text says explicitly (states clearly) and when drawing inferences.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will be able to: • Refer to a detail and / or example in a text when explaining what the text says explicitly
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize** the meaning of specific vocabulary, including • Details, text evidence, inference • Refers to the text as the basis for answers to questions that demonstrate understanding of a text
0.0	Even with no help, no success

Standard(s): ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
4.0	The student will: • Identify theme of a story, drama, or poem from details in a text. • Summarize the text. • Complete a performance-based task. Recognize specific vocabulary: •
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.** **—Identify a theme in a text** (for example, state that the importance of friendship is a theme of Antoine de Saint-Exupéry's *The Little Prince*).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**ELAGSE4RL2—The student will:** • Determine explicitly stated theme of a story, drama, or poem from details in the text; summarize the text. •Recognize or recall specific vocabulary • State that a theme is a message or lesson
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	
4.0	The student will: • Analyze the thoughts, actions, and words of a character, setting, or event in a story or drama, drawing on implicit details in a more complex text. • Complete a performance-based task. Suggested key terms: • Explicit • Rising action • Solution • Implicit • Falling action • Plot • Inference • Problem • Characters • Describe • Setting • Resolution • Details • Climax
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **ELAGSE4RL3:** • **Describe a character, event, or setting using specific details from a narrative text** (a character's actions, words, thoughts).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**ELAGSE4RL3**—The student will recognize or recall specific vocabulary (for example, *action*, *character*, *description*, *dialogue*, *event*, *setting*, *trait*) and perform basic processes such as: • Describe specific characters, settings, and events in a text.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
4.0	The student will: • Complete a performance-based task. (Rewrite a short text or a portion of a longer text as a different type of text).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will compare poems, fictional prose, nonfiction prose, and dramas: - Explain major differences between poems, drama, and prose, and - Refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Describe structural components of dramas, poems, and prose. • Vocabulary to know: - lines, stanzas, verses - act, scene, stage directions, dialogue, character lists - sentences, paragraphs, chapters, headings
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

	Standard(s): ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
4.0	The student will: • Identify the point of view of • Students will rewrite a text in a different point of view.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Identify who is telling a story • Identify the difference between first- and third-person point of view • Compare and contrast the point of view of multiple pieces of text
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2.0	The student will:
	• Describe the difference between first- and third-person points of view.
	Vocabulary to know:
	    - Narrator
	    - Point of View
	    - First Person
	    - Third Person

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
4.0	The student will: • Compare the themes in two different texts. • Students will read a text independently and determine the main idea and provide supporting details from the text. • Students will summarize the text and present to the class.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Use key details and examples to determine the main idea. • Write a summary of the text.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2.0	The student will:
	• Use explicitly key details and examples to determine the main idea.
	Vocabulary to know:
	   - Main Idea
	   - Key Details
	   - Summary
	   - Supported
	   - Explicitly/Implicitly

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
4.0	The student will: • Give multiple examples of how to apply new vocabulary in different subject areas in oral or written form. Create sentences using academic and domain-specific words.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Determine the meaning of general academic and domain-specific words and phrases in a text. • Applying context clues, root words, or affixes to determine the meaning of unknown words independently.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will be able to: • Use context clues, root words, or affixes to determine the meaning of unknown words, but still need help to apply these skills. Vocabulary to know: - Academic - Domain-specific - Determine - Relevant - Context Clues
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
4.0	The student will: • Complete a performance-based task. (Rewrite a short text or a portion of a longer text as a different type of text).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Describe common organizational structures in informational texts. • Identify key words and phrases that indicate organizational structure of events, ideas, concepts, or information in text
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will recognize or recall specific vocabulary - Chronological/Sequence - Compare/Contrast - Cause/Effect - Problem/Solution - Text Structure
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

	Standard(s): ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
4.0	The student will: • Complete a performance-based task. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content

3.0	The student will:
	• Identify the difference between firsthand and secondhand accounts and primary and secondary source documents
	• Compare and Contrast a firsthand account and a secondhand account when reading about the same event or topic
	Vocabulary to know:
	   - **Similarities/Differences**
	   - **Article, Autobiography, Account, Biography**
	   - **Diary, Encyclopedia**
	   - **Firsthand/ First person**
	   - **Letter, Primary**
	   - **Pronoun**
	   - **Recount**
	   - **Secondary, Secondhand**
	   - **source**

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2.0	**The student will:**
	   - Distinguish their own point of view from that of the author of a text
	   - Identify point of view pronouns
	      First – I, me, my, ours, etc
	      Third – They, Them, he, she, etc

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

	Standard(s): ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4.0	The student will: • Complete a performance-based task. (Gather information and present to class).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: —Explain how text features and visual or multimedia presentations of information help organize a text.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Identify various text features (such as headings, charts, graphs, images, captions). Vocabulary to know: 　-　Charts, Graphs, Diagrams 　-　Timelines 　-　Animations, Interactive Elements 　-　Visually, Orally 　-　Quantitatively 　-　Illustration, Captions
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
4.0	The student will: • Explain how word choice, similes, and metaphors in a text help a reader understand a main idea
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Explain the meaning of simple similes and metaphors • Describe the purpose of similes and metaphors
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Distinguish the literal and non-literal meanings of words and phrasesin context (e.g., take steps).
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Standard(s): ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	
4.0	The student will: • Give vivid reasons and details to support opinion. • Introduce the topic or book they are writing about using complex sentences, state an opinion, and create an organizational structure that lists reasons. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: • Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. • Provide a concluding statement or section related to the opinion presented.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	Even with help, no success
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

	Standard(s): ELAGSE.5.RL1- Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	The student will be able to do one or more of the following: • Quotes multiple details accurately from a text to support complex inferences • Quotes implicit details accurately from one or more texts when drawing complex inferences
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1.5	Partial success at score 2.0
1	The student will be able to **recognize** the meaning of specific vocabulary, including: • Quote/Cite from text • Inference • Explicitly/Implicitly • Fiction
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

	Standard(s): ELAGSE.5.RL2- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
4	The student will be able to do one or more of the following: • Determine a theme of a story, drama, or poem that is implicitly stated and identifies details to support the them • Determine the theme of a story, drama, or poem that is implicitly stated and explains how implicit textual evidence provides support for the theme • Provide/produce a clear summary of the text using explicit and implicit details
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges • Determine a theme of a story, drama, or poem from details in the text, including how characters in a poem reflect upon a topic • Summarize a text
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Determine an explicitly stated theme from key details of a story, drama, or poem • Determine the key details that should be included in a summary
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Story, drama, poem • Theme • Details • Summary • Implicitly/Explicitly The student will be able to: • Determine key details from the text
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

	Standard(s): ELAGSE.5.RL3—Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text (e.g., how characters interact).
4	The student will be able to: • Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on implicitly stated details from the text • Compares and contrasts two or more complex (including primary and secondary) characters, settings, or events in a story or drama, drawing on subtle implicitly stated details found throughout the text • Analyze how specific character's actions, events, or settings influence the story, develop alternatives, and evaluate them.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Compare and/or contrast two or more characters in a story or drama using specific details • Compare and/or contrast two or more settings in a story or drama using specific details • Compare and/or contrast two or more events in a story or drama using specific details
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. (Character thoughts, words, or actions)
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Characters • Settings • Events • Story/drama • Details • Compare and contrast • Explicitly
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5L4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
4	The student will be able to: • Analyze the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes, and explain in detail why an author uses specific words to create a tone in a text. • Use figurative language, words, and phrases to create new sentences
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Distinguish between literal and figurative meanings of words and phrases as they are used in a text • Identify figurative language such as metaphors and similes
1.5	Partial success at score 2.0
1	The student will be able to: • Identifies the literal meaning of familiar words and phrases as they are used in a text Determine the difference between literal and non-literal language. Vocabulary to know: • Literal/ Non-literal • Determine • Figurative language (Metaphors and Similes)
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	
4	The student will be able to: • Analyze how the meaning of a narrative would change with different points of view, including 1st, 2nd, and 3rd person.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Describe how a narrator's or speaker's point of view influences how events are described
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Identify 1st Person, 2nd Person, and 3rd Person point of view. • Compare and Contrast the different points of view
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Narrator/Speaker • Point of View • Events • Influences • Perspective The student will be able to: • Identifies the narrator's or speaker's point of view
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RI1—Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
4	The student will be able to do one or more of the following: • Quotes multiple details accurately from a text to support complex inferences • Quotes implicit details accurately from one or more texts when drawing complex inference
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Quote/Cite from text • Inference • Explicitly/Implicitly • Non-fiction The student will be able to: • Answer the questions based on information from the text.
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

	Standard(s): ELAGSE.5.RI.2—Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4	The student will be able to do one or more of the following: • Analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details • Provides a comprehensive summary of the text
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Determine two or more explicitly stated main ideas and explain how they are supported by key details • Determine two or more implicitly stated main ideas and explain how they are supported by key details • Summarize the text
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Identify the main idea of a text • Determine the key details in a text
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Main idea • Key details • Summary • Supported • Explicitly/ implicitly
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RI3—Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
4	The student will be able to do one or more of the following: • Analyze or evaluate the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing evidence(s) based on specific information in the text.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Use specific information in a text (e.g., historical, scientific, technical) to explain the relationship between individuals, events, or ideas in a nonfiction text by providing evidence from the text.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Locate details in a text to answer specific questions about the relationship between individuals, ideas or events.
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: Historical, scientific, technical text • Compare • Cause and Effect • Interactions • Relationships • Concepts The student will be able to: • Identify events, ideas, or concepts in a historical, scientific, and technical text using specific information from the text.
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5L4 Determine the general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
4	The student will be able to: • Give multiple examples of how to apply new vocabulary in different subject areas in oral or written form. • Create sentences using academic and domain-specific words.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Determines the meaning of general academic and domain-specific words and phrases in a text • Applying context clues, root words, or affixes to determine the meaning of unknown words independently
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Use context clues, root words, or affixes to determine the meaning of unknown words, but still need help to apply these skills.
1.5	Partial success at score 2.0
1	The student will be able to: • Identify the general meaning of frequently used academic and domain-specific words and phrases in a text Vocabulary to know: • Academic • Domain-specific • Determine • Relevant • Context clues
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RI5—Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
4	The student will be able to do one or more of the following: - Analyze how the structure of a text affects the meaning of it. - Predict how the meaning might change if the structure changes.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: Compare and Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
2.5	Partial success at 3.0 content
2.0	The student will be able to: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information one or more text
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: - Chronology - Compare/contrast - Cause/effect - Problem/solution - Text structure The student will be able to: - Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information one or more text
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE5.RI.6—Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
4	The student will be able to: • I can develop my own point of view based on textual support from multiple accounts of the same event or topic.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Compare and contrast a first-hand and second-hand account of the same event or topic, describing the differences in focus and the information provided.
1.5	Partial success at score 2.0
1	The student will be able to **recognize** the meaning of specific vocabulary, including: • Similarities/Compare • Differences/Contrast Point of View (first-hand – second hand) • Analyze • Accounts • Represent • Events/Topics The student will be able to: • Identify the point of view of a text(s)
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RI.8—Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which point(s)	
4	The student will be able to do one or more of the following: • Analyze or evaluate (Critique) how an author uses reasons and evidence to support particular points in a text, identifying multiple reasons and pieces of textual evidence that provide support
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Describe how an author uses reasons and evidence to support particular points in a text
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Points • Reasons • Evidence • Explain • Particular • Critique The student will be able to: • Identify the main idea and supporting details in a text
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.RI.9— Integrate information from several text on the same topic in order to write or speak about the subject knowledgeably.	
4	The student will be able to do one or more of the following: • Synthesize information from multiple text and use that information to make inferences, draw conclusions, or apply it in a new situation.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Integrate information from several text to share knowledge about a subject.
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Identify facts from two or more text that are related to the same topic.
1.5	Partial success at score 2.0
1	The student will be able to recognize the meaning of specific vocabulary, including: • Integrate • Knowledgeably The student will be able: • Identifies information from one or two texts and provides an incomplete response.
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Standard(s): ELAGSE.5.L - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context	
4	The student will be able to: • Incorporate figurative language, word relationships and nuances in writings demonstrating the understanding of meanings and interpretations
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The student will be able to: • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by **interpreting** figurative language, including similes and metaphors, in context
2.5	Partial success at 3.0 content
2.0	The student will be able to: • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by **recognizing basic** figurative language, including similes and metaphors, in context
1.5	Partial success at score 2.0
1	The student will be able to: • Identify basic figurative language including similes and metaphors in context with guidance and support. Vocabulary to know: • Figurative language • Interpret • Context • Demonstrate • Similes • Metaphors • Nuances
.5	With help, partial success at score 2.0 but not at score 3.0 content
0	Even with help, no success.

Writing Rubrics
3rd-5th
2021-2022

Fiction Narrative Writing Rubric

Student Name: _ _ _ _ _ _ _ _ _ _ _ Date: _ _ _ _ _ M/P/NY

	Mastered	Progressing	Not Yet
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraph	Divided the story into paragraphs to show changes In setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
Setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not Include any details about the setting.
Problem and Solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not Include a solution to the problem.
Transitions/Sequence	Included sufficient transitions to create clear event sequences.	Included some transitions to show event sequences.	Did not use transitions to show event sequences.
Dialogue	Included dialogue between characters and the dialogue Is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not Include any dialogue.
Ending	Wrote an interesting ending.	Wrote an ending.	Story does not Include an ending.
Spelling	Spelling reflects editing and only has grade-level appropriate errors.	Writing Includes some spelling errors that should have been edited.	Writing has many spelling errors that should have been edited.
Punctuation	Uses correct punctuation.	Writing has some punctuation errors.	Writing has many punctuation errors.

Third Grade (W3: Narrative-Personal)

Writing Personal Narrative Rubric

Student: _____ Date_____ M/P/NY

	MASTERED	PROGRESSING	NOT YET
Small Moment Narrative	Wrote a personal narrative about a small moment in time	Wrote a personal narrative but is not narrowed down to a small moment.	Story is not a personal narrative.
Lead	Wrote a lead that is interesting and grabs readers	Wrote a lead	Does not include a lead
Paragraphs	Divided the text into paragraphs to show when time passed, the topic changed, or different characters spoke	Divided the text into paragraphs, but made some errors about when to change to a new paragraph	Did not use paragraphs
Transitions/ Sequence	Included sufficient transitions to create clear event sequences	Included some transitions to show event sequences	Did not use transitions to show event sequences.
Dialogue	Used dialogue to show what characters said and punctuated dialogue correctly	Used dialogue, but made some errors in punctuating the dialogue or used very little dialogue	Did not use dialogue
Details	Used lots of details that helped a reader to be able to visualize the story	Used some details	Story was basic and did not include enough details.
Word Choice	Used words that showed what was happening rather than just telling; writer used strong and interesting words	Used words that told what happened rather than showing or used tired or overused words	Used words that told what happened and continues to use tired or overused words
Ending	Wrote an interesting ending	Wrote an ending	Story does not include an ending.
Spelling	Spelling reflects editing and only has grade-level appropriate errors	Includes some spelling errors that should have been edited	Has many spelling errors that should have been edited
Punctuation	Uses correct punctuation	Has some punctuation errors	Has many punctuation errors

48

Fourth Grade (W1: Opinion)

Name: _____   **Date: _____**

Key: M = Meets NY = Not Yet ☐ = Not Assessed	1st Qt	2nd Qt	3rd Qt	4th Qt
IDEAS				
The focus of the paper is consistent				
Elaborates with details and examples				
Understands the characteristics of each type of writing				
ORGANIZATION				
An organized plan/sequence is noticed				
A strong introduction with a hook is noticed by the reader				
Uses paragraphs to convey ideas, reasons, or information				
The conclusion to the story provides closure and if applicable, restates the main topic				
STYLE				
Transitional phrases are used				
Uses powerful words				
Uses descriptive and engaging				
Uses interesting words to add details				
The tone used is to entertain, inform, or convince the reader				
Uses words related to the subject/topic/story				
CONVENTIONS				
Prints legibly and spaces words/sentences correctly				
Spells grade level words correctly				
Uses correct capitalization				
Uses correct punctuation				
Uses complete sentences				
Uses complete sentences while incorporating a variety of sentence structures				

Informational Writing Rubric

Student Name: _____ Date: _____ Score: __/20

	2	1	0
Facts	Wrote a report with plenty of facts about a topic.	Wrote a report with limited facts and/or it included opinions.	Piece is not an informational report with facts about a topic.
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Report does not include a lead.
Paragraphs	Divided the text into paragraphs to show changes in subtopic.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs to divide the report into subtopics.
Citations	Used 2-3 citations.	Used 1 citation or citations were used incorrectly.	Did not use citations.
Transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
Word Choice	Used vocabulary words and definitions that show the author is an expert on the topic.	Used limited vocabulary words or did not include definitions.	Did not use vocabulary words and definitions.
Text Features	Used text features such as headings, maps, drawings, graphs, captions, etc. The text features help readers learn more about the topic.	Used limited text features or the text features do not closely relate to the topic.	Did not use text features.
Ending	Wrote an interesting ending.	Wrote an ending.	Report does not include an ending.
Spelling	Spelling reflects editing and only has grade-level appropriate errors.	Writing includes some spelling errors that should have been edited.	Writing has many spelling errors that should have been edited.
Punctuation	Uses correct punctuation.	Writing has some punctuation errors.	Writing has many punctuation errors.

Part 3: What will we do when our students don't learn?

*Teachers will refer to Ben Hill Elementary School's **Response To Intervention** manual for specific guidelines and instructions for addressing students' learning deficits and needs. Additionally, this guide includes grades 1-2 curriculum.*

Second Grade ELA Power Standards
2021-2022

Standards
RF3a Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.
RF3d Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.
RF4ab Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL2 Recount stories with details about the beginning, middle, and end, including fables and folktales from diverse cultures, and determine their central message, lesson, theme, or moral.
RL3 Describe how characters in a story respond to major events and challenges.
RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
RI9 Compare and contrast the most important points presented by two texts on the same topic.
W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

First Grade ELA Power Standards
2021-2022

Standards
RF2a Distinguish long from short vowel sounds in spoken single-syllable words.
RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF3a Know the spelling-sound correspondences for common consonant digraphs.
RF3b Decode regularly spelled one-syllable words.
RF3c Know final -e and common vowel team conventions for representing long vowel sounds.
RF4ab Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF4d Read grade-appropriate irregularly spelled words.
W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Kindergarten ELA Power Standards
2021-2022

Standard
RF1d Recognize and name all upper- and lowercase letters of the alphabet.
RF2a Recognize and produce rhyming words.
RF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.
RF3b Associate the short sounds with the common spellings (graphemes) for the five major vowels.
RF4ab Read emergent-reader texts with purpose and understanding.
RF4d Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)
L2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
W3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Part 4: What will we do when our students do learn?

This curriculum guidance document provides accelerated and extended standards for students who have mastered the power standards for their grade. Additionally, this guide includes grade 6 curriculum.

Sixth Grade ELA Standards
2021-2022

Standard
ELAGSE6RL3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.
ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.
ELAGSE RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
ELAGSE6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELAGSE6L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Ben Hill Elementary School
Math Power Standards
&
Curriculum Guidance Document

Introduction
This curriculum guidance document has been created to aid Ben Hill Elementary School staff in planning instruction for students. Because the Georgia Standards of Excellence are numerous and broad, this document narrows those to essential standards for Math that should be taught and assessed. Acknowledge that this is a living document as it will be revised and updated as needed to meet the needs of Ben Hill Elementary School students.

Part 1: What do we expect our students to learn?
The following standards and elements will be taught during the 2021-2022 school year. They are essential to promotion to the next grade and are the only standards that will be formally assessed and graded.

It should be expected that all students master each of the Power Standards.

Operations and Algebraic Thinking- 3rd Grade
3OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
3OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3OA.8 Solve two step word problems using the four operations. 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.

Number and Operations in Base Ten- 3rd Grade
3NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
3NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Number and Operations – Fractions - 3rd Grade
3NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a b as the quantity formed by a parts of size $1/b$. For example, ¾ means there are three ¼ parts, so ¾ = ¼ + ¼+ ¼.
3NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$. Recognize that a unit fraction $1/b$ is located $1/b$ whole unit from 0 on the number line.

3NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3NF.3b Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., ½ = 2/4 , 4/6 = 2/3 . Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram.

3NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

<div align="center">

Measurement and Data- 3ʳᵈ Grade

</div>

3MD.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.

3MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units — whole numbers, halves, or quarters.

3MD.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3MD.7b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

3MD.7 c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.

3MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

<div align="center">

Geometry- 3ʳᵈ Grade

</div>

3G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Operations and Algebraic Thinking- 4th Grade

4OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Number and Operations in Base Ten- 4th Grade

4NBT.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.

4NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. MGSE4.NBT.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.

4NBT.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.

4NBT.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.

Number and Operations – Fractions-4th Grade

4NF.1 Explain why two or more fractions are equivalent $a\,b = n \times a\,n \times b$ ex: 1 4 = 3 × 1 3 × 4 by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or < and justify the conclusions.

NF.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

NF.3b. 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, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.

NF.3c. 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.

NF5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.

NF6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or < and justify the conclusions, e.g., by using a visual model.

Measurement and Data- 4th Grade

MD.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.

MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Geometry- 4th Grade

G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

G.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.

G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Operations and Algebraic Thinking- 5th Grade

OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Number and Operations in Base Ten- 5th Grade

NBT.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
NBT.4 Use place value understanding to round decimals up to the hundredths place.
NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations – Fractions - 5th Grade

NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
NF.4a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: $a\,b \times q$ as $a\,b \times q\,1$ and $a\,b \times c\,d = ac\,bd$
NF.7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
NF.7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

Measurement and Data- 5th Grade

MD 2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
MD.5b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
MD.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry- 5th Grade

G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).

Part 2: How will we know when our students have learned?

Ben Hill Elementary teachers, as members of specific PLCs, will meet weekly to identify what each standard will look like when the student has mastered it. Together, they will use proficiency scales and exemplars so that each student will be held to the same standard of mastery regardless of the assigned teacher. Common formative and summative assessments, aligned to the power standards, have been created and are administered as determined by each PLC.

Teachers analyze data from common formative assessments to judge whether a student has learned or not. When additional time, practice, and/or instruction are indicated and implemented, students are reassessed for the deficit standard(s) to determine whether the student has responded to the additional support.

Students will take a universal screener (MAP) three times a year. The results of this assessment will be an indication of student growth and level of mastery. The GA Milestones assessments for End of Grades 3-5 will be another component of each student's level of mastery and growth profile for the year.

Third Grade Math Power Standards

2021-2022

Standards
3OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3OA.8 Solve two-step word problems using the four operations. 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
3NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
3NBT.2 (Part 1) Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3NBT.2 (Part 2) Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a b as the quantity formed by a parts of size $1/b$. For example, ¾ means there are three ¼ parts, so ¾ = ¼ + ¼+ ¼.
3NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$. Recognize that a unit fraction $1/b$ is located $1/b$ whole unit from 0 on the number line.
3NF3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3NF.3b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4 , 4/6 = 2/3 . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3NF.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6 2 (3 wholes is equal to six halves); recognize that 3 1 = 3; locate 4 4 and 1 at the same point of a number line diagram.
3NF.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g. by using a visual fraction model.
3MD.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.
3MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
3MD.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3MD.7b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.

3MD.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
3MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
3G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories

Fourth Grade Math Power Standards
2021-2022

Standards
4NBT.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.
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
4NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4MD.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.
4MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor
4NBT.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.
4OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
4NBT.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.
4NF.3b. 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, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
4NF.1 Explain why two or more fractions are equivalent $a/b = n \times a/n \times b$ ex: 1/4 = 3 × 1/ 3 × 4 by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1 2 . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or
4NF.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4NF.3c. 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.

4 NF. 5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
4 NF. 6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
4NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.
4 G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4G.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.
4G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

Fifth Grade Math Power Standards
2021-2022

Standards
5OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
5NBT.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
5NBT.4 Use place value understanding to round decimals up to the hundredths place.
5NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
5NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
5NF.4a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: $a/b × q$ as $a/b × q/1$ and $a/b × c/d = ac/bb$.
5NF.7a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.
5NF.7b. Interpret division of a whole number by a unit fraction and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4
5 MD 2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
5MD.5b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
5MD.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
5G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
5G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.
5G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).

Ben Hill Elementary

3-5 Math Proficiency Scales
2021-2022

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Third Grade Math Proficiency Scales 2021-2022
OA3

Standard: OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4.0	The student will: • Create word problems with factors less than or equal to 10.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.** • Multiply with factors less than or equal to 10 to solve word problems involving -Equal groups -Arrays -Measurement quantities • Divide with divisors less than or equal to 10 to solve word problems involving -Equal groups -Arrays -Measurement quantities
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Multiply and divide with factors and divisors of 1-5 to solve word problems involving -Equal groups -Arrays -Measurement quantities
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content The student will: • Recognize the meaning of specific vocabulary, including: dividend, quotient, divisor, factor, product, equations, arrays, equal groups, measurement quantities.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success solving multiplication and division word problems within 100.

Third Grade Math Proficiency Scales 2021-2022
OA.7

Standard: OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

4.0	The student will: • Apply properties to multiply and divide beyond 100 (10x10).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.** • Multiply and divide within 100 • Reflex= at least 80%
	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Relate multiplication and division as a strategy to fluently multiply and divide. • Reflex= at least 60%
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content The student will: • Recognize the meaning of specific vocabulary, including: dividend, quotient, divisor, factor, product, arrays, equal groups, number line • Use manipulatives and repeated addition to find the product of two factors. • Use arrays to find the product of two numbers. • Use a number line to represent equal groups. • Reflex= below 60%
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Third Grade Math Proficiency Scales 2021-2022
OA.8

Standard: OA.8. Solve two-step word problems using the four operations. 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.	
4.0	The student will:

	• Write two-step word problems using the four operations.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **OA.8. Solve two-step word problems using the four operations. 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.** • Solve two-step word problems using the four operations. • 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.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Solve two-step word problems using addition and subtraction within 100. • Solve two-step multiplication and division word problems. • 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.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content The student will: • Recognize the meaning of specific vocabulary, including: add, subtract, multiply, divide, variable, rounding, sum, difference, product, and quotient. • Solve one-step addition and subtraction word problems within 100. • Represent these problems using equations with a letter standing for the unknown quantity.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Third Grade Math Proficiency Scales 2021-2022
NBT1

Standard: NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100 —Round a given number to the nearest 10 **or** 100	
4.0	The student will:

	• Use mental computation and estimation strategies to assess the reasonableness of an answer at different stages of solving a problem (for example, when given that a boy has 374 more baseball cards than a friend who has 221 baseball cards, and when given that he then buys another 186 cards, use rounding to estimate that the number of baseball cards the boy started with should be close to 600 and the number of cards he ended up with should be close to 800).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100** **—Round a given number to the nearest** 10 **or** 100 (for example, round the numbers 23, 50, 95 , 447, 283, 509, and 962 to the nearest 10 and the nearest 100).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NBT.1**—The student will recognize or recall specific vocabulary (for example, *digit*, *estimate*, *hundreds*, *number line*, *ones*, *place*, *place value*, *round*, *round down*, *round up*, *tens*, *thousands*) and perform basic processes such as: • Identify multiples of 10 and 100. • Identify relationships between place values. For example, explain that ten 1's are equal to one 10 and that ten 10's are equal to one 100. • Explain that rounding a number to a given place estimates or approximates the value of the number to the nearest multiple of that place. For example, rounding a number to the nearest 10 approximates the value of that number to the nearest multiple of 10. • Explain that rounding a number to a given place will leave a value of zero in each place that is smaller than (to the right of) the targeted place. For example, rounding a number to the nearest 100 will leave a value of 0 in the tens and ones places. • Use a number line to find the nearest multiple of a specified place for a given number. For example, when given the number 146 represented on a number line, identify 100 as the closest multiple of 100. • Explain that a number will be rounded up to a given place if the digit in the place immediately to the right is greater than or equal to 5, and will be rounded down if the digit is less than or equal to 4. • Identify situations in which rounding might be useful. For example, explain that rounding two addends and quickly calculating their sum can be useful for assessing whether or not the calculated sum of the unrounded addends is accurate.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content - Student can determine the place value of each digit from ones to thousands.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success rounding whole numbers to the nearest 10 or 100.

Third Grade Math Proficiency Scales 2021-2022
NBT2

Standard: NBT.2 Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

4.0	The student will: • Fluently subtract beyond 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NBT.2 Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** • Fluently subtract within 1,000 using strategies and algorithms based on place value. • Fluently subtract within 1,000 using strategies and algorithms based on the relationship between addition and subtraction.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Subtract within 100
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content The student will: • Recognize and identify place value up to thousands.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success

Third Grade Math Proficiency Scales 2021-2022
NBT2

Standard: NBT.2 Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

4.0	The student will: • Fluently add beyond 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NBT.2 Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.** • Fluently add within 1,000 using strategies and algorithms based on place value. • Fluently add within 1,000 using strategies and algorithms based on the relationship between addition and subtraction.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will: • Add within 100
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content The student will: • Recognize and identify place value up to thousands.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success

Third Grade Math Proficiency Scales 2021-2022
NF1

Standard: NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a b as the quantity formed by a parts of size 1/*b*. For example, ¾ means there are three ¼ parts, so ¾ = ¼+ ¼ + ¼.

4.0	The student will: • Use fractions and fraction language to describe quantities in real-world situations (for example, given that 6 out of the 24 students in a class have green eyes, describe "one-fourth" or "six twenty-fourths" of the class as having green eyes).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a b as the quantity formed by a parts of size 1/*b*. For example, ¾ means there are three ¼ parts, so ¾ = ¼+ ¼ + ¼.** **—Represent unit fractions using models or diagrams** (for example, when given a set of simple shapes, represent $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$, and $\frac{1}{6}$ by partitioning each shape into the appropriate number of equal portions and shading in one portion).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NF.1 —**The student will recognize or recall specific vocabulary (for example, *area*, *denominator*, *equal portions*, *fraction*, *numerator*, *unit fraction*, *whole*, *whole number*) and perform basic processes such as: • Determine whether or not a whole has been partitioned into equal portions (portions having the same area). For example, when given a set of shapes, some of which have been partitioned into equal portions and some of which have been partitioned into unequal portions, identify which shapes have been partitioned into equal portions. • Partition a given shape into a specified number of equal portions. • Explain that a unit fraction represents a quantity equal to 1 portion of a whole that has been partitioned into a number of equal portions. • Identify the numerator and denominator of a fraction. • Explain that the denominator of a unit fraction indicates the number of equal portions into which a whole has been partitioned and the numerator indicates that the unit fraction represents a quantity equal to 1 of those portions.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content -Students will distinguish between total number of equal parts and the number of equal shaded parts.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success understanding a fraction.

Third Grade Math Proficiency Scales 2021-2022
NF2a

Standard: NF.2a Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/*b*. Recognize that a unit fraction 1/*b* is located 1/*b* whole unit from 0 on the number line

4.0	The student will: • Use fractions and fraction language to describe quantities in real-world situations (for example, given that 6 out of the 24 students in a class have green eyes, describe "one-fourth" or "six twenty-fourths" of the class as having green eyes).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b. Recognize that a unit fraction 1/b is located 1/b whole unit from 0 on the number line.** **—Locate fractions on a number line** (for example, locate the fractions $\frac{1}{3}, \frac{3}{4}, \frac{3}{3}$, and $\frac{8}{6}$ on a number line by counting the appropriate number of unit fractions from 0).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NF.2a**—The student will recognize or recall specific vocabulary (for example, *denominator*, *equal portions*, *fraction*, *improper fraction*, *number line*, *numerator*, *proper fraction*, *unit*, *unit fraction*, *whole*, *whole number*) and perform basic processes such as: • Interpret the numerator and denominator of a given fraction. For example, when given the fraction $\frac{2}{6}$, explain that the fraction represents the combination of 2 portions of a whole that has been partitioned into 6 equal portions. • Explain that a fraction is a number and can be represented on a number line. • Represent whole numbers on a number line. • Explain that each whole-number segment on a number line (each segment having a length of 1) represents 1 whole. • Partition the units of a number line into a given number of equal portions. For example, when given a number line ranging from 0 to 3, partition each whole-number segment into 3, 4, or 6 equal portions. • Represent a given unit fraction on a number line. For example, when given the fraction $\frac{1}{4}$, partition the whole-number segments of a number line into 4 equal portions each and shade in a length (starting from 0) of 1 of those portions. • Explain that a fraction having a numerator greater than 1 can be represented on a number line by laying the appropriate number of unit fractions end to end. • Mark off and label a number line in consecutive unit-fraction lengths with a specified denominator. For example, when given a number line ranging from 0 to 3 and told to mark off lengths of $\frac{1}{3}$, mark and label lengths of $\frac{1}{3}, \frac{2}{3}, \frac{3}{3}, \frac{4}{3}, \frac{5}{3}, \frac{6}{3}, \frac{7}{3}, \frac{8}{3}$, and $\frac{9}{3}$. • Explain that a segment of a number line which has the length of a given fraction and a starting point at zero will have an endpoint at that fraction's location on the number line. For example, explain that a segment of a number line which starts at 0 and has a length equal to $\frac{5}{4}$ will have an endpoint located at $\frac{5}{4}$ on the number line.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content -The student will count by fractional units.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success representing fractions on a number line.

Third Grade Math Proficiency Scales 2021-2022
NF3a

Standard: NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
4.0	The student will:

	• Compare fractions with different numerators and denominators by reasoning about their relationship to whole numbers or simple benchmark fractions (for example, determine that $\frac{5}{4} >$ $\frac{7}{8}$ because $\frac{5}{4}$ is greater than $\frac{4}{4}$ or 1 and $\frac{7}{8}$ is less than $\frac{8}{8}$ or 1).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.** —Identify simple equivalent fractions by reasoning about their size or location on a number line (for example, when given the fractions $\frac{1}{2}, \frac{2}{4}, \frac{2}{1}, \frac{2}{3},$ and $\frac{4}{6}$ which all refer to the same whole, identify which fractions are equivalent to each other by reasoning about their size or by locating them on a number line).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NF.3a —**The student will recognize or recall specific vocabulary (for example, *denominator*, *equivalent*, *equivalent fractions*, *fraction*, *number line*, *numerator*, *whole*) and perform basic processes such as: • Represent a given fraction using a model or diagram. • Locate a given fraction on a number line. • Explain that two fractions that represent the same point on the number line represent the same number. For example, explain that $\frac{1}{2}$ and $\frac{3}{6}$ represent the same number because they both represent the same point on the number line. • Explain that two fractions are equivalent if they represent the same amount of the same whole or represent the same point on the number line. • Explain that two fractions can only be compared if they refer to the same whole. For example, when given a circle partitioned into 3 equal portions with 2 portions shaded and a second, larger circle partitioned into 3 equal portions with 2 portions shaded, explain that the fractions represented by both diagrams are not equivalent because they do not refer to the same whole and represent different amounts. • Identify equivalent fractions represented as models or diagrams. For example, when given a circle partitioned into 3 equal portions with 2 portions shaded and a second circle of the same size partitioned into 6 equal portions with 4 portions shaded, explain that the same amount in both circles has been shaded and that the fractions exhibited by both diagrams are equivalent ($\frac{2}{3} = \frac{4}{6}$).
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content -The student can determine the number of equal parts on the number line.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success understanding two fractions as equivalent on a number line.

Third Grade Math Proficiency Scales 2021-2022
NF3b

Standard: NF.3b Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

4.0	The student will: • Generate equivalent fractions without a model.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.3b Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.** • Recognize and generate equivalent fractions with a model
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will be able to: • Recognize and generate simple equivalent fractions and explain their equivalence by using a visual model. • Correctly place any equivalent fraction for ½ on a number line.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content The student will be able to recognize the meaning of specific vocabulary, including: numerator, denominator, fraction, unit fraction. The student will be able to: • Correctly place ½ on a number line. • Recognize fractions that are equivalent to whole numbers.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success recognizing simple equivalent fractions.

Third Grade Math Proficiency Scales 2021-2022
NF3c

Standard: NF.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram

4.0	The student will: • Use fractions and fraction language to describe quantities in real-world situations (for example, given that 6 out of the 24 students in a class have green eyes, describe "one-fourth" or "six twenty-fourths" of the class as having green eyes).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram.** —Represent fractions with a numerator greater than 1 using models or diagrams (for example, when given a set of rectangles, represent $\frac{2}{3}, \frac{3}{4}, \frac{6}{8},$ and $\frac{5}{4}$ by partitioning the rectangles into the appropriate number of equal portions and shading in the correct number of portions).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NF.3c**—The student will recognize or recall specific vocabulary (for example, *denominator, equal portions, equivalent, fraction, number line, numerator, whole, whole number*) and perform basic processes such as: • Represent a given fraction using a model or diagram. • Locate a given fraction on a number line. • Explain that selecting a number of equal portions of a whole, in which the number of portions selected is equal to the number of portions into which the whole has been partitioned, is the same as selecting the entire whole. For example, explain that the fraction $\frac{4}{4}$, which indicates 4 portions of a whole that has been partitioned into 4 equal portions, represents an entire whole ($\frac{4}{4} = 1$). • Explain that a fraction with a denominator of 1 represents a number of portions of a whole that has been partitioned into 1 portion (consisting of the entire whole). For example, explain that the fraction $\frac{3}{1}$ represents 3 portions of a whole that has been partitioned into 1 portion, or 3 entire wholes ($\frac{3}{1} = 3$). • Determine the number of portions necessary to compose a whole or specified number of wholes when given a whole that has been partitioned into a number of equal portions. For example, when given a whole partitioned into 4 equal portions, determine how many of those portions would be necessary to compose 1, 2, or 4 entire wholes. • Explain that a fraction in which the numerator can be evenly divided into a number of equal groups of the denominator represents a whole number equal to that number of groups. For example, when given the fraction $\frac{12}{2}$, explain that 12 can be evenly divided into 6 equal groups of 2, so $\frac{12}{2}$ is equal to 6. • Express a given whole number as a fraction. For example, express 5 as $\frac{5}{1}$.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content -The student can identify a fraction with a numerator that is greater than the denominator as being more than one whole but cannot identify it on a number line or a model.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success expressing whole numbers as fractions.

Third Grade Math Proficiency Scales 2021-2022

> **Standard: NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**

4.0	The student will: • Compare fractions with different numerators and denominators by reasoning about their relationship to whole numbers or simple benchmark fractions (for example, determine that $\frac{5}{4} >$ $\frac{7}{8}$ because $\frac{5}{4}$ is greater than $\frac{4}{4}$ or 1 and $\frac{7}{8}$ is less than $\frac{8}{8}$ or 1).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.** **—Compare fractions with the same numerator or same denominator by reasoning about their size** (for example, compare $\frac{1}{4}$ and $\frac{1}{6}$, $\frac{2}{3}$ and $\frac{2}{4}$, $\frac{3}{8}$ and $\frac{5}{8}$, and $\frac{4}{4}$ and $\frac{5}{4}$ using $<$ and $>$ symbols by reasoning about the relative sizes of their numerators and denominators).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**NF.3d**—The student will recognize or recall specific vocabulary (for example, *denominator*, *equal portions*, *fraction*, *number line*, *numerator*, *whole*) and perform basic processes such as: • Interpret the numerator and denominator of a given fraction. For example, when given the fraction $\frac{2}{6}$, explain that the fraction represents the combination of 2 portions of a whole that has been partitioned into 6 equal portions. • Explain that partitioning a whole into a greater number of equal portions produces smaller portions than partitioning that same whole into a smaller number of equal portions. For example, partitioning a whole into 8 equal portions produces smaller individual portions than partitioning it into 4 equal portions ($\frac{1}{8} < \frac{1}{4}$). • Explain that two fractions with the same denominator and different numerators each represent a different number of equal-sized portions of a whole. • Explain that two fractions with the same numerator and different denominators represent equal numbers of different-sized portions of a whole. • Explain that two fractions can only be compared if they refer to the same whole. • Compare two fractions visually using models or diagrams or by representing them on a number line. For example, when given the fractions $\frac{4}{5}$ and $\frac{4}{8}$, determine that $\frac{4}{5} > \frac{4}{8}$ by representing them as diagrams and recognizing that $\frac{4}{5}$ indicates a greater amount of a whole than $\frac{4}{8}$ or by representing them on a number line and recognizing that $\frac{4}{5}$ lies to the right of $\frac{4}{8}$.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content -The student can compare when the denominator is the same, but not when the numerator is the same.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success comparing two fractions.

Third Grade Math Proficiency Scales 2021-2022
MD3

Standard: MD.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.

4.0	The student will: • Investigate how changes in the design of a graph may alter impressions of the data it represents (for example, explain possible differences in impressions of the data when the categories of a picture graph have pictures of different sizes or when the numbered axis of a bar graph begins at values other than zero).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **MD.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.** • label a picture or bar graph • Display data in a graph (picture or bar) • Key with the value of each object in picture graph • Determine an appropriate scale for representing a given data • Students will use the graphs to answer one and two step questions.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	• Students will interpret the data represented in picture graph and bar graph but cannot solve word problems.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content • Student requires help to interpret the picture graph and bar graph.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success interpreting picture graph and bar graph.

Third Grade Math Proficiency Scales 2021-2022
MD4

Standard: MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

4.0	The student will: • Use a ruler or line plot to calculate the difference in length between two objects with fractional measurements (for example, when given an object measuring $4\frac{1}{4}$ inches and a second object measuring $7\frac{2}{4}$ inches, determine the difference in length between the two objects by counting the distance between $4\frac{1}{4}$ inches and $7\frac{2}{4}$ inches on a ruler or line plot).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.** **Part 1—Measure and record length to the nearest half or quarter of an inch** **Part 2—Display data sets of fractional measurements using line plots** • Explain that the hash marks between whole units on a ruler represent lengths in unit-fractions ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) of the ruler's measurement unit (inches, centimeters). • Differentiate between different hash marks on a ruler. For example, $\frac{1}{2}$ of an inch and $\frac{1}{4}$ of an inch. • Record fractional lengths in mixed-number form. For example, $5\frac{3}{4}$ inches. • Interpret common words indicating fractions (half, quarter). • Mark off and label a line plot in appropriate whole number and fraction units to fit a given fractional-unit scale. For example, when given a line plot ranging from 5 to 7 with a $\frac{1}{4}$ scale, mark off and label the points 5, $5\frac{1}{4}$, $5\frac{1}{2}$, $5\frac{3}{4}$, 6, $6\frac{1}{4}$, $6\frac{1}{2}$, $6\frac{3}{4}$, and 7. • Design a line plot with attributes (range and scale) suitable for displaying a particular data set. For example, when given the data set $\{3\frac{1}{4}, 3, 4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{2}, 3\frac{3}{4}\}$, identify 3 and $4\frac{1}{4}$ as the least and greatest data points in the set, identify $\frac{1}{4}$ as the smallest fractional increment in the set, and design a line plot ranging from 3 to $4\frac{1}{4}$ with a $\frac{1}{4}$ unit scale.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	• Use a ruler to measure the length of a given object to the nearest whole unit. • Correctly label units when recording measurements of length. • Students can plot the data if the line plot is labeled but needs assistance to label the line plot.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content • With help, student will be able to determine the starting point on a ruler to measure various objects.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success measuring data and making a line plot.

Third Grade Math Proficiency Scales 2021-2022
MD7a

Standard: MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	
4.0	The student will:

	• Find the areas of non-rectilinear figures by composing whole unit squares from unit square portions (for example, when given a non-rectilinear polygon on a grid, piece together any portions of unit squares covered by the figure into whole unit squares and estimate its area as the total number of whole unit squares covered by the figure).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.** • Find the area of a rectangle by tiling it with unit squares (for example, when given two or more rectangles, count the number of unit squares needed to cover each rectangle without gaps or overlaps and determine which rectangle has the greater area). • Explain that area measurements are expressed in square units.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	•The student will recognize or recall specific vocabulary (for example, *area*, *rectangle*, *square units*, *unit*, *unit square*) and perform basic processes such as: • Student miscounts the square units/student needs tile manipulatives to recreate/cover the rectangle or shape.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success tiling figures.

Standard: MD.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

4.0	The student will: • Find the areas of non-rectilinear figures by composing whole unit squares from unit square portions (for example, when given a non-rectilinear polygon on a grid, piece together any portions of unit squares covered by the figure into whole unit squares and estimate its area as the total number of whole unit squares covered by the figure).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **MD.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.** • Calculate the area of a rectangle by multiplying its side lengths (length x width).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	•The student will recognize or recall specific vocabulary (for example, *area*, *array*, *column*, *equal groups*, *length*, *multiply*, *perimeter*, *rectangle*, *row*, *square units*, *unit*, *unit square*, *width*) and perform basic processes such as: • Multiply whole numbers within 100. • Explain that the area of a given rectangle can be calculated by multiplying its length by its width.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content • Cannot multiply whole numbers within 100.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success multiplying to find area.

Standard: MD.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.

4.0	The student will:
	• Use the distributive property to find the area of a rectangle without tiles.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will:
	MD.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
	• Use tiles to find the length of the sides.
	• Use the models to represent the distributive property to find the area.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will:
	• Tile a given rectangle with unit squares. For example, use unit-square cutouts to cover a given rectangle without gaps or overlaps, or mark off single-unit lengths along the boundary of the rectangle and connect opposite marks to create a grid overlay.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content
	The student will:
	• Recognize the meaning of specific vocabulary, (area, tiling, models, rectangle)
	• Count the given tiles on the rectangle without using multiplication or the distributive property
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success finding area.

Third Grade Math Proficiency Scales 2021-2022
MD8

Standard: MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and

	exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
4.0	The student will: • Derive the formula for the perimeter of a rectangle (for example, reason about perimeter and the properties of rectangles to create the formula $P = 2(length + width)$ for calculating the perimeter of a rectangle).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.** •Part 1—Calculate the perimeters of polygons (for example, when given an irregular polygon with each side length labeled, a rectangle with height and width labeled, and a regular hexagon with one side length labeled, calculate the perimeter of each figure). •Part 2—Find unknown side lengths of polygons (for example, when given a rectangle with its perimeter and one side length labeled, determine the lengths of the other sides). •Part 3—Create rectangles with the same perimeter and different areas or the same area and different perimeters (for example, use grid paper or unit-square cutouts to create two or more rectangles with perimeters of 24 and different areas).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**MD.8 part 1** • The student will recognize or recall specific vocabulary (*area*, *boundary*, *length*, *perimeter*, *rectangle*, *side length*, *unit*, *width*) • Student cannot find unknown addends. For example, when given the problem $5 + 7 + 22 + \square = 55$, identify the unknown addend as 21. • Students are unable to compare rectangles with the same area and different perimeters or the same perimeter and different areas. For example, when given two rectangles with the same area and with side lengths labeled, determine which rectangle has the greater perimeter.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content • Understands that perimeter is adding all sides, but the student frequently miscalculates when adding sides.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success finding the perimeter of a rectangle.

Third Grade Math Proficiency Scales 2021-2022
G1

Standard: G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a

	larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
4.0	The student will: • Invent possible categories and subcategories from a given set of two-dimensional figures (for example, when given a set of two-dimensional figures, group the figures into various possible categories and subcategories based on the properties of the figures).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.** • Sort a set of two-dimensional figures into simple categories and subcategories (for example, when given a set of two-dimensional figures, identify which figures are quadrilaterals, rhombuses, rectangles, or squares, and explain why some figures belong to more than one category).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	• The student will recognize or recall specific vocabulary (for example, *angle*, *category*, *circle*, *equal sides*, *hexagon*, *pentagon*, *polygon*, *quadrilateral*, *rectangle*, *rhombus*, *right angle*, *side*, *special quadrilateral*, *square*, *triangle*, *two-dimensional*) and perform basic processes such as: • Classify polygons according to the number of sides. For example, classify a given polygon as a triangle, quadrilateral, pentagon, or hexagon. • Identify right angles. • Draw examples of quadrilaterals not belonging to a category of special quadrilaterals. For example, draw a quadrilateral that is not a square, rectangle, or rhombus.
1.5	Partial success at score 1.0 content, and major errors or omissions regarding score 2.0 content
1.0	With help, partial success at score 0.5 content but not a score 1.5 content • Student can not name the polygons.
0.5	With help, partial success at score 0 content but not at score 1.0 content
0.0	Even with help, no success understanding shapes.

	Standard: NBT.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.
4.0	**Level 4.0** **Complex Content** I can: • Compare numbers beyond millions by reasoning about place value
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Read multi-digit numbers up to 1,000,000 • Write multi-digit numbers up to 1,000,000 • Compare multi-digit numbers up to 1,000,000,000 using <, >, =.
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: millions, hundred-thousands, ten-thousands, expanded form, word from, greater than, less than • Perform basic processes, such as: • Using a place value chart to read, write , and compare multi-digit numbers up to 1,000,000
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
4.0	**Level 4.0** **Complex Content** I can: • Construct a real-world situation in which numbers must be rounded to any place value.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Use place value and/or understanding of numbers to round multi-digit whole numbers to any place.
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: place value • Perform basic processes, such as: • rounding
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.0	**Level 4.0** **Complex Content** I can: • Apply skills to solve word problems with multi-digit addition and subtraction.
3.5	**Level 3.5** **I can make connections that weren't directly taught to me, but I'm not always right about those connections.**

3.0	**Level 3.0**
	 Target Content
	 I can:
	 • Fluently add multi-digit whole numbers to the one-millions place:
	     • Using strategies flexibly.
	     • Using the standard algorithm.
	 • Fluently subtract multi-digit whole numbers to the one-millions place:
	     • Using strategies flexibly.
	     • Using the standard algorithm.

2.5	**Level 2.5** **I know and can do all of the basic content and some of the target content.**

2.0	**Level 2.0**
	 Basic Content
	 I can:
	 • Recognize or recall specific terminology, such as: regrouping
	
	 • Perform basic processes, such as:
	     • completing the addition algorithm
	     • completing the subtraction algorithm

1.5	**Level 1.5** **I know some of the basic content, but I make some mistakes.**
1.0	**Level 1.0** **With help, I know some of the basic content and some of the target content.**
0.5	**Level 0.5** **With help, I know some of the basic content.**

Standard: NBT.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.	
4.0	**Level 4.0** **Complex Content** I can: • Formulate and solve real-world word problems including multiplication of up to four digits by one digit and/or two, two-digit numbers.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.

3.0	**Level 3.0**
	Target Content
	I can:
	
	• Multiply a whole number of up to four digits by a one-digit whole number:
	   • Using strategies based on place value.
	   • Using the properties of operations.
	
	• Multiply two, two-digit numbers:
	   • Using strategies based on place value.
	   • Using the properties of operations.
	
	• Illustrate and explain the calculation:
	   • Using equations.
	   • Using rectangular arrays.
	   • Using area models.

2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	
	• Recognize or recall specific terminology, such as: factor, product
	
	• Perform basic processes, such as:
	   • applying patterns and properties to multiply numbers
	   • recalling basic multiplication facts

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NBT.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.	
4.0	**Level 4.0** **Complex Content** I can: • Formulate and solve a real-world example that includes a four-digit dividend and one-digit divisor.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.

3.0	**Level 3.0**
	Target Content
	I can:
	• Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors:
	    • Using strategies based on place value.
	    • Using the properties of operations.
	    • Using the relationship between multiplication and division.
	• Illustrate and explain the calculation:
	    • Using equations.
	    • Using rectangular arrays.
	    • Using area models.

2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: dividend, divisor, quotient, remainder, rectangular array, area model
	• Perform basic processes, such as:
	    • understanding a multiplication/division fact family
	    • understanding and demonstrating the rules of division
	    • using strategies based on place value to divide

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.1 Explain why two or more fractions are equivalent $a/b = n \times a / n \times b$ ex: $1/4 = 3 \times 1/ 3 \times 4$ by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.0	**Level 4.0** **Complex Content** I can: • use my knowledge of equivalent fractions to solve real-world problems
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • explain why one fraction is equivalent to another and model it • create equivalent fractions using multiplication or division
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: equivalent, denominator, fraction, numerator, whole
	• Perform basic processes, such as:
	    • Describe a fraction as equal parts of a whole
	
	    • Identify equivalent fractions by comparing models
	
	    • Create equivalent fractions by grouping or dividing parts of a model

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1 2 . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or < .
4.0	**Level 4.0** **Complex Content** I can: • Apply the concepts of comparing fractions with unlike denominators using different real-world examples.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.

3.0	**Level 3.0**
	Target Content
	I can:
	• Compare two fractions with different numerators and different denominators:
	  • By creating common denominators or numerators.
	  • By comparing to a benchmark fraction such as ½.

2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: numerator, denominator, common denominator, benchmark fraction, equivalent • Perform basic processes, such as: • creating models to compare fractions
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	
4.0	**Level 4.0** **Complex Content** I can: • add and subtract simple fractions with different denominators using an equation to solve
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • add and subtract fractions with same denominators without using models
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: numerator, denominator, factors, common multiple, whole, equal, addition, and subtraction • Perform basic processes, such as: • Add and subtract simple fractions with same denominators using objects or pictures
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.3b. 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, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	
4.0	**Level 4.0** **Complex Content** I can: • Decompose mixed numbers and improper fractions
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Decompose a fraction into the sum of fractions with the same denominator in more than one way • Decompose a fraction into the sum of unit fractions
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: denominator, numerator, improper fraction, like denominators, proper fraction, unit fraction,
	• Perform basic processes, such as:
	   • Represent the addition and subtraction of fractions with the same denominators using models
	   • Know that addition and subtraction of fractions is only valid if the fractions refer to the same whole

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.3c. 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.	
4.0	**Level 4.0** **Complex Content** I can: • add and subtract mixed numbers with unlike denominators • add and subtract mixed numbers where regrouping is necessary
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • add and subtract mixed numbers with like denominators
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: mixed number, improper fractions, numerator, denominator, factors, whole • Perform basic processes, such as: • Students is able to add or subtract mixed numbers using manipulatives
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: NF. 5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.
4.0	**Level 4.0** **Complex Content** I can: • Express fractions with denominators that are not powers of 10 as decimal values
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Add fractions with denominators of 10 and 100 • Find equivalent fractions for tenths and hundredths
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: denominator, equivalent fractions, fraction, numerator, place value, power of ten, whole number
	
	• Perform basic processes, such as:
	  • Identify relationships between powers of 10
	
	  • Create equivalent fractions with denominators that are powers of 10
	
	  • Add fractions with like denominators

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	
4.0	**Level 4.0** **Complex Content** I can: • Think about a real-world situation when you would need to change a fraction to a decimal or decimal to fraction and explain the process
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Write tenths and hundredths in decimal and fraction notation • Know fraction and decimal equivalents for halves and fourths
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: decimal, fraction, place value, equivalent, numerator, denominator, tenths, hundredths, halves, fourths • Perform basic processes, such as: Write tenths and hundredths in decimal and fraction notation using manipulatives
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

4.0	**Level 4.0** **Complex Content** I can: • Compare decimals beyond tenths and hundredths including whole numbers and thousandths
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Compare decimals with the same whole
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: decimal fraction, decimal place value, decimal point, decimal value, denominator, fraction, numerator, place value, <,>,=.
	• Perform basic processes, such as:
	   • Locate fractions and decimal values on a number line
	   • Convert decimals to fractions
	   • Represent decimal values using models or diagrams
	   • Identify the value of a digit in a given decimal place

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: MD.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.
4.0	**Level 4.0** **Complex Content** I can: • Create and solve measurement situations that demonstrate great understanding and real-world applications of the standard.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Explain relative sizes of measurement units (km, m, cm). Explain relative sizes of measurement units (kg, g). • Explain relative sizes of measurement units (lb., oz.). • Explain relative sizes of measurement units (l, ml). • Explain relative sizes of measurement units (hr., min., sec.). • Express measurements in a larger unit in terms of a smaller unit (within a single system of measurement). • Record measurement equivalents in a two-column table.
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: conversion table, US Customary System, Metric System • Perform basic processes, such as: • creating two-column tables
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor
4.0	**Level 4.0** **Complex Content** I can: - find the area and perimeter of an irregular shape - apply an area and perimeter formula to calculate the area or perimeter of any shape in real-world mathematical problems
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: - apply the perimeter formular to find the perimeter of squares and rectangles in real world mathematical problems - apply the area formula to find the area of squares and rectangles in real world mathematical problems
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: - Recognize or recall specific terminology, such as: perimeter, area, length, width, formula, square, rectangle, multiply, solve, square unit - Perform basic processes, such as: - Given the perimeter formula students will find the perimeter of squares and rectangles - Given the area formula students will find the area of squares and rectangles
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
4.0	**Level 4.0** **Complex Content** I can: • Use a protractor to create a design that includes the different types of angles, lines, and rays. • Label each geometric feature.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Identifies, describes, and draws lines, line segments, rays, angles, acute angles, obtuse angles, right angles, and perpendicular and parallel lines.
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: line segments, rays, angles, acute angles, obtuse angles, right angles, and perpendicular and parallel lines, protractor, vertex, point, intersect, degrees, classify, congruent • Perform basic processes, such as: • Identify line segments, rays, angles, acute angles, obtuse angles, right angles, and perpendicular and parallel lines
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: G.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.	
4.0	**Level 4.0** **Complex Content** I can: • Create a diagram that categorizes two-dimensional shapes by their attributes.
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines. • Classify two-dimensional figures based on the presence or absence of angles of certain size.
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: two-dimensional, parallel, perpendicular, angle, right triangle
	• Perform basic processes, such as:
	  • identifying acute angles
	  • identifying obtuse angles
	  • identifying right angles

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

4.0	**Level 4.0** **Complex Content** I can: • Use the line of symmetry, represented by the dashed line, to complete each figure, when half of each figure has been drawn
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Recognize a line of symmetry for a two-dimensional figure • Identify line-symmetric figures and draw **all** lines of symmetry
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.
2.0	**Level 2.0** **Basic Content** I can: • Recognize or recall specific terminology, such as: symmetry, lines of symmetry, two-dimensional, rotational symmetry, symmetric • Perform basic processes, such as: • Identify some shapes with line symmetry, but need help drawing lines of symmetry on shapes that are more complex
1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

Standard: OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
4.0	**Level 4.0** **Complex Content** I can: • Find the prime factorization of a given number
3.5	**Level 3.5** I can make connections that weren't directly taught to me, but I'm not always right about those connections.
3.0	**Level 3.0** **Target Content** I can: • Find factor pairs and multiples for a whole number under 100 • Recognize that whole number is a multiple of each of its factors • Determine whether a given whole number is prime or composite • Determine whether a given whole number is a multiple of a given one-digit number
2.5	**Level 2.5** I know and can do all of the basic content and some of the target content.

2.0	**Level 2.0**
	Basic Content
	I can:
	• Recognize or recall specific terminology, such as: factors, multiples, prime, composite, factor pair
	• Perform basic processes, such as:
	    • Find factor pairs using a model or diagram
	    • Explain that every factor pair can be identified by beginning at 1
	    • Explain that a whole number which can be divided evenly by another is a multiple of that number
	    • Explain the relationship between factors and multiples
	    • Identify factors and multiples from a multiplication equation

1.5	**Level 1.5** I know some of the basic content, but I make some mistakes.
1.0	**Level 1.0** With help, I know some of the basic content and some of the target content.
0.5	**Level 0.5** With help, I know some of the basic content.

	Standard: NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
4.0	**The student will be able to do the following:** Solve word problems involving the addition and subtraction of three or more fractions with unlike denominators. **For example, when given that after a whole day of selling slices of pie all a baker has left is $\frac{1}{4}$ of one pie, $\frac{5}{12}$ of a second pie, and $\frac{2}{9}$ of a third, and when given that a customer comes in and orders half a pie, determine whether the baker still has enough pie to fill the order and, if he does, determine how much pie he will have left afterwards.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Add and subtract fractions and mixed numbers with unlike denominators, by finding a common denominator using LCM, a diagram, or model with at least 80 percent or higher accuracy.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Convert mixed numbers to improper fractions. • Use a number line to represent and compare fractions with unlike denominators. • Generate equivalent fractions by multiplying both the numerator and denominator of a given fraction by the same whole number. For example, when given the fraction $\frac{3}{4}$, multiply both the numerator and the denominator by 2 to generate the equivalent fraction $\frac{6}{8}$. • Explain that addition and subtraction of fractions with unlike denominators can be accomplished by converting them to equivalent fractions with a common denominator. • Identify the least common multiple of two whole numbers by counting multiples of the numbers until a common value is found. **For example, identify the least common multiple of 5 and 6 by counting in multiples of 5 until arriving at a number that is also a multiple of 6.**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Denominator, Numerator, Fraction • Equivalent Fraction, Multiple, Factor, Number line • Improper Fraction, Mixed Number, Whole Number • Sum, Difference

Standard: NF.4a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: $(\frac{a}{b} \times q)$ as $(\frac{a}{b} \times \frac{q}{1})$ and $(\frac{a}{b} \times \frac{c}{d})$ as $(\frac{ac}{bd})$.	
4.0	**The student will be able to do the following:** • Find an unknown factor in a multiplication problem involving fractional factors. **For example, when given the multiplication problem $\frac{3}{4} \times \square = \frac{1}{3}$, recognize the problem as asking "what portion of $\frac{3}{4}$ of a whole is equal to $\frac{1}{3}$ of that same whole?"; draw a rectangle divided into 4 columns with 3 columns shaded red to represent a $\frac{3}{4}$ portion of a whole; further divide the same rectangle into 3 rows with 1 row shaded blue to represent $\frac{1}{3}$ of the whole; count the number of red cells and the number of blue cells; then ask the question "what size portion of the red cells would the blue cells be?" to determine that the missing factor is $\frac{4}{9}$.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Multiply fractions by fractions arithmetically with at least 80 percent or higher accuracy. **For example, evaluate $\frac{8}{3} \times \frac{1}{2}$, $\frac{4}{7} \times \frac{2}{3}$, and $5\frac{1}{6} \times \frac{13}{9}$ by multiplying the respective numerators and denominators of each pair of numbers).**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Multiply fractions by whole numbers or set the equation up for solving and finding the product. • Explain that $3 \times \frac{7}{9}$ is the same as $3 \times \left(7 \times \frac{1}{9}\right) = (3 \times 7) \times \frac{1}{9} = 21 \times \frac{1}{9} = \frac{21}{9}$. • Explain that the multiplication of a fraction by a fraction can be accomplished by multiplying the numerators and multiplying the denominators. For example, $\frac{3}{4} \times \frac{2}{3} = \frac{(3 \times 2)}{(4 \times 3)} = \frac{6}{12}$.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Associative, Commutative, or Distributive Property • Fraction, Mixed Number, Improper Fraction, Whole Number, Unit Fraction • Numerator, Denominator • Order of Operations, Multiply, Product

Fifth Grade Math Proficiency Scales 2021-2022
NF7a

Standard: NF.7a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for $\frac{1}{3} \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $\frac{1}{3} \div 4 = \frac{1}{12}$ because $\frac{1}{12} \times 4 = \frac{1}{3}$.	
4.0	**The student will be able to do the following:** • Divide unit fractions by smaller unit fractions.

	For example, evaluate $\frac{1}{3} \div \frac{1}{9}$ by using a number line to determine how many times a $\frac{1}{9}$ portion of a whole fits into a $\frac{1}{3}$ portion of the same whole.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Divide a unit fraction by a whole number with at least 80 percent or higher accuracy. **For example, evaluate $\frac{1}{3} \div 6$ and then verify the answer by using a number line to demonstrate that dividing $\frac{1}{3}$ into 6 equal portions produce smaller portions that are $\frac{1}{18}$ of an entire whole.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Partition a given unit fraction into a given number of equal portions and identify the size of one of those smaller portions in relation to the entire whole. **For example, when given the unit fraction $\frac{1}{4}$ represented as one shaded portion of a whole that has been divided into 4 equal portions, further partition the unit fraction into 3 equal portions and reason that one of those smaller portions is equal to $\frac{1}{12}$ of the entire whole because 3 of them fit into the unit fraction and there are 4 unit fractions in the whole.** • Explain that dividing a unit fraction by a whole number will produce a smaller unit fraction. • Students understand that multiplying by the reciprocal with give them the solution needed.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Associative, Commutative, or Distributive Property • Fraction, Mixed Number, Improper Fraction, Whole Number, Unit Fraction • Numerator, Denominator • Dividend, Divisor, Number line

Fifth Grade Math Proficiency Scales 2021-2022
NF7b

Standard: NF.7b. Interpret division of a whole number by a unit fraction and compute such quotients. For example, create a story context for $4 \div \frac{1}{5}$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div \frac{1}{5} = 20$ because $20 \times \frac{1}{5} = 4$.	
4.0	**The student will be able to do the following:** • Divide unit fractions by smaller unit fractions. **For example, evaluate $\frac{1}{3} \div \frac{1}{9}$ by using a number line to determine how many times a $\frac{1}{9}$ portion of a whole fits into a $\frac{1}{3}$ portion of the same whole.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Divide a whole number by a unit fraction with at least 80 percent or higher accuracy.

	For example, evaluate $8 \div \frac{1}{5}$ and then verify the answer by using a number line to demonstrate that $\frac{1}{5}$ goes into 8 a total of 40 times.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Explain that the number of times a given unit fraction can fit into a single whole is equal to the denominator of the unit fraction. **For example, $\frac{1}{5}$ can fit into 1 five times because $\frac{1}{5}$ represents one of the portions of a single whole that has been divided into 5 equal portions.** • Describe a division problem as asking the question "how many or how much of the divisor fits into the dividend?" For example, the division problem $5 \div \frac{1}{8}$ is equivalent to asking, "how many times does $\frac{1}{8}$ fit into 5?" • Explain that a whole number can be divided by a unit fraction by first determining how many times the unit fraction fits into 1 and then multiplying that number by the whole number. • Explain that dividing a whole number by a unit fraction will produce a larger whole number.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Associative, Commutative, or Distributive Property • Fraction, Mixed Number, Improper Fraction, Whole Number, Unit Fraction • Numerator, Denominator • Dividend, Divisor, Number line

Fifth Grade Math Proficiency Scales 2021-2022
NBT3

Standard: NBT.3a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	
4.0	**The student will be able to do the following:** • Express decimal numbers using expanded notation. **For example, when given the number 67,457.397 the student can then show the number in expanded Notation e.g., (6 x 10^4) + (7 x 10^3) + (4 x 10^2) + (5 x 10^1) + (3 x 0.1) + (9 x 0.01) + (7 x 0.001).** • Compare numbers beyond millions by reasoning about place value **For example, when given the numbers 24,000,000,000,000 and 12,000,000,000, explain that the second number is 2,000 times greater than the first number because 24 is twice as**

	large as 12 **and the digits** 24 **in the first number sit three places to the left of the digits** 12 **in the second number).**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Read, write, or recognize decimals numbers using base ten numerals, number names, and expanded form with at least 80 percent or higher accuracy.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Explain that decimal place values represent fractions. For example, explain that the digit 5 in 1.56 represents $\frac{5}{10}$. • Express decimal values as fractions or mixed numbers. For example, express 1.34 as $1\frac{34}{100}$. • Express a decimal value in terms of a given decimal place. For example, express 1.05 as 105 hundredths or 10.5 tenths. • Write decimal values in expanded form. For example, write 47.36 as $4 \times 10 + 7 \times 1 + 3 \times \frac{1}{10} + 6 \times \frac{1}{100}$. • Explain that the expanded form of a number represents that number as the sum of the place values represented by each of its digits, in which each value is represented as a multiple of a power of 10. **For example, when given the number** 576**, explain that the digit** 5 **represents** 5 **hundreds (** 5×100**), the digit** 7 **represents** 7 **tens (**7×10**), and the digit** 6 **represents** 6 **ones (**6×1**), and explain that the expanded form of the number** 576 **is** $(5 \times 100) + (7 \times 10) + (6 \times 1)$**.**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of the specific vocabulary, including: • Decimal Fraction, Decimal Place Value, Decimal Point, Decimal Value • Equivalent Fractions, Expanded form • Fraction, Mixed Number, Unit Fraction • Place Value, Whole Number

Fifth Grade Math Proficiency Scales 2021-2022
NBT4

Standard: NBT.4 Use place value understanding to round decimals up to the hundredths place.	
4.0	**The student will be able to do the following:** • Use mental computation and estimation strategies to assess the reasonableness of an answer at different stages of solving a problem **For example, when given that a boy has** 374 **more baseball cards than a friend who has** 221 **baseball cards, and when given that he then buys another** 186 **cards, use rounding to estimate that the number of baseball cards the boy started with should be close to** 600 **and the number of cards he ended up with should be close to** 800**.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Round or estimate any decimal number from the hundredth-place value to the millions place with at least 80 percent or higher accuracy.

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Explain that "extra" zeros can be added to the end of a decimal value without changing its value. For example, the numbers 5.2, 5.20, and 5.200 all represent the same value. • Underline the number that is being rounding and realize it is the one that may or may not be changed. • Circle the number to the right of the number underlined and recognize the circled number as the "boss." • Recognize the place value of the number being rounded. • Recognize the value of the number being rounded. • Explain why the number being rounded may or may not change in value. • Explain that rounding a number to a given place estimates or approximates the value of the number to the nearest multiple of that place. **For example, rounding a number to the nearest 10 approximates the value of that number to the nearest multiple of 10.** • Identify situations in which rounding might be useful. **For example, explain that rounding two addends and quickly calculating their sum can be useful for assessing whether or not the calculated sum of the unrounded addends is accurate.**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of the specific vocabulary, including: • Round, Estimate • Place value, Place Value Chart • Digit, Number • Decimal, Whole Number

Fifth Grade Math Proficiency Scales 2021-2022
NBT7

Standard: NBT.7 *Add and Subtract* decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
4.0	**The student will be able to do the following:** • Explain why the standard algorithm for the addition and subtraction of whole numbers can be extended to the addition and subtraction of decimal values. **For example, reason about the uniformity of the base-ten place value system to explain why the addition and subtraction of decimal values follows the same rules as the addition and subtraction of whole numbers.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Add and subtract decimal values with at least 80 percent or higher accuracy. **For example: evaluate** $6.11 + 56.392$, $0.064 + 0.22$, $5.32 - 2.7$ **and 6.39 − 2.37.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Explain that, just as whole numbers must be aligned properly when performing addition and subtraction using the standard algorithm, decimal values must also be arranged so that the same places are aligned with each other. For example, when calculating $81.52 + 4.2$, the

	values must be aligned so that the digit in the ones place of 81.52 is directly above or below the digit in the ones place of 4.2. • Explain that "extra" zeros can be added to the end of a decimal value without changing its value. For example, the numbers 5.2, 5.20, and 5.200 all represent the same value. • Add zeroes as needed to the end of a decimal value so that it contains the same number of decimal places as the number with which it is being added or subtracted. For example, when given the problem $83.2 - 9.585$, add two extra zeroes to 83.2 to produce the equivalent problem $83.200 - 9.585$. • Align the decimal point in a sum or difference of decimal values with the decimal points in the values being added or subtracted when adding or subtracting decimal values using the standard algorithm.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Decimal Place Value, Decimal Point, Decimal Value, Place Value • Add, Subtract • Evaluate, Solution, Sum, Total, All together • Difference, Less than, Take away, How many more

Fifth Grade Math Proficiency Scales 2021-2022
NBT7

	**Standard: NBT.7 _Multiply_ decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**
4.0	**The student will be able to do the following:** • Investigate patterns in the products and quotients of decimal values. **For example: use knowledge of fractions or reasoning about place value to explain why the number of decimal places in the product of two decimal values will be equal to the sum of the number of decimal places in each factor, or why dividing a number by a decimal value less than 1 will result in a quotient that is larger than the dividend.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Multiply decimal values with at least 80 percent or higher accuracy. **For example: evaluate 7×0.26, 1.5×14.6, and 0.94×4.01.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% percent of the following:** • Explain that multiplying a number by a fraction or decimal value is the same as taking several portions of that number. **For example, explain that 0.2×5 is the same as "two-tenths of five."** • Multiply decimal values using models or diagrams. • Explain that the multiplication of decimal values can be accomplished by multiplying each factor by 10 the number of times necessary to convert it to a whole number, multiplying the converted factors normally, and then dividing the product by 10 the same number of times both original factors were multiplied by 10.

	For example, when given the problem 1.5×2.47, multiply both factors by powers of 10 to convert them to the whole numbers 15 and 247; multiply 15 and 247 using the standard algorithm to arrive at a product of $3,705$; count the total number of times the original factors were multiplied by 10 (3); and then divide $3,705$ by 10 three times to arrive at the final product of 3.705. • Explain that the multiplication of decimal values can be accomplished by arranging the factors according to the standard algorithm for whole-number multiplication, ignoring the decimal points and multiplying the factors as if they were whole numbers, counting the total number of digits in both factors that sit to the right of their decimal points, and then placing the decimal point in the product to the left of that same number of digits. For example, when given the problem 3.5×9.28, ignore the decimal points and multiply the factors according to the standard algorithm for whole numbers, count the total number of digits to the right of the decimal points in the factors (3), and then place a decimal point to the left of the three rightmost digits of the product to arrive at a final product of 32.480.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize and recall** the meaning of specific vocabulary, including: • Decimal Place Value, Decimal Point, Decimal Value, Place Value • Factor, Fraction, Mixed Number, Whole Number • Product, Standard Algorithm for Multiplication • Of, Group of, Copies of

Fifth Grade Math Proficiency Scales 2021-2022
NBT7

	Standard: NBT.7 Divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
4.0	**The student will be able to do the following:** • Investigate patterns in the products and quotients of decimal values. **For example: use knowledge of fractions or reasoning about place value to explain why the number of decimal places in the product of two decimal values will be equal to the sum of the number of decimal places in each factor, or why dividing a number by a decimal value less than 1 will result in a quotient that is larger than the dividend.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Divide decimal values with at least 80 percent or higher accuracy. **For example: evaluate $5 \div 0.25$, $3.6 \div 0.3$, and $1.38 \div 0.06$.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% pf the following:** • Divide decimal values using models or diagrams. **For example, when given the problem $1.6 \div 0.02$, represent the dividend (1.6) as 1 whole square divided into 100 equal portions with each portion shaded plus a second square divided into 100 equal portions with 60 portions shaded; identify the divisor (0.02) as representing 2 hundredths or two of the 100 equal portions; then count how many groups of 2 hundredths are represented in the diagram of the dividend to arrive at a quotient of 80.**

	• Explain that multiplying or dividing both the divided and divisor of a problem by the same number will produce a new dividend and divisor that have the same quotient as the original dividend and divisor. **For example, given that** $120 \div 40 = 3$**, explain that** $(120 \times 100) \div (40 \times 100) = 3$ **and** $(120 \div 10) \div (40 \div 10) = 3.$ • Explain that a division of decimal values can be simplified by multiplying both the dividend and divisor by the same power of 10 until both values are whole numbers and then dividing normally. **For example, when given the problem** $1.56 \div 0.12$**, multiply both values by** 100 **to create the equivalent problem** $156 \div 12$**, then divide normally to arrive at a quotient of** $13.$
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize and recall** the meaning of specific vocabulary, including: • Decimal Place Value, Decimal Point, Decimal Value, Place Value • Factor, Fraction, Mixed Number, Whole Number • Quotient, Divisor, Dividend, Remainder, Left over • Divided by, Each, Share Equally

Fifth Grade Math Proficiency Scales 2021-2022
OA1

Standard: OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
4.0	**The student will be able to do the following:** • Develop a strategy to determine whether two expressions are equivalent **For example: when given the phrase "half of the quotient of sixty-four and eight," and the numerical expressions** $(64 \div 8) \div \frac{1}{2}, [(40 + 24) \div 8] \div 2, (40 \div 8 + 24 \div 8) \div 2,$ $[64 \div (4 + 4)] \div 2,$ **and** $(64 \div 4 + 64 \div 4) \div 2,$ **determine which expressions evaluate to the same value described by the phrase and explain why they do or do not using the order and properties of operations).**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols with at least 80 percent or higher accuracy. **For example: use the order of operations to solve example like the following expression 2 + (6 x 3) − 5.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Explain that raising a base to the second power is also known as "squaring" the base. **For example,** 3^2 **is known as "three squared."** • Explain that raising a base to the third power is also known as "cubing" the base. **For example,** 7^3 **is known as "seven cubed."**

	• Apply the order of operations (parentheses, exponents, multiplication/division, addition/subtraction) to expressions involving exponents. • State the order of operations (parentheses, exponents, multiplication/division, addition/subtraction). • Explain that parentheses indicate that the operations inside the parentheses must be performed first. For example, the parentheses in the expression $(5 + 2) \times 7$ indicate that the sum of 5 and 2 must be evaluated before multiplying by 7, even though multiplication typically precedes addition in the order of operations. • Explain that a number written next to an expression in parentheses (typically written to the left of the expression) indicates multiplication of the expression by the number. For example, $2(1 + 5) = 2 \times (1 + 5)$. • Explain that expressions inside parentheses can themselves contain parentheses and that brackets are substituted for the outer pair of parentheses in such cases.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Exponent, Order of Operations, Power • Product, Square, Difference, Sum, Total • Divide, Power of Ten, Subtract • Parentheses, Division, Brackets, Braces, Evaluate • Commutative Property, Distributive Property, Associative Property

Fifth Grade Math Proficiency Scales 2021-2022
MD2

Standard: MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).	
4.0	**The student will be able to do the following:** • Use a ruler or line plot to calculate the difference in length between two objects with fractional measurements. **For example, when given an object measuring $4\frac{1}{4}$ inches and a second object measuring $7\frac{2}{4}$ inches, determine the difference in length between the two objects by counting the distance between $4\frac{1}{4}$ inches and $7\frac{2}{4}$ inches on a ruler or line plot.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Display data sets of fractional measurements using line plots with at least 80 percent or higher accuracy. **For example, when given a set of lengths measured to halves and quarters of an inch, represent the data set using a line plot.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Use operations on fractions to solve problems involving information presented in line plots. **For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.**

	• Interpret a set of data and label a line plot. • Locate fractions on a number line. • Differentiate between different hash marks on a ruler. **For example, differentiate between hash marks indicating 1/2 of an inch and those indicating 1/4 of an inch.** • Represent data sets of whole-unit measurements using a line plot. • Represent fractions on a number line. • Identify simple equivalent fractions. **For example, explain that $\frac{1}{2}$ and $\frac{2}{4}$ represent the same point on the number line and are equivalent fractions.** • Design a line plot with attributes (range and scale) suitable for displaying a particular data set. **For example, when given the data set {3 1/4,3,4 1/4,3 3/4,3 1/2,3 3/4}, identify 3 and 4 1/4 as the least and greatest data points in the set, identify 1/4 as the smallest fractional increment in the set, and design a line plot ranging from 3 to 4 1/4 with a 1/4 unit scale.**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Denominator, Numerator, Mixed Number, Equivalent Fractions, Fraction • Half, Quarter, Eighth, Fourth, Unit, Whole Unit, Zero • Number line, Length, Whole Number

Fifth Grade Math Proficiency Scales 2021-2022
MD5

Standard: MD.5b Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.	
4.0	**The student will be able to do the following:** • Design various three-dimensional figures with different shapes and edge lengths, but with the same volume. **For example, when given a three-dimensional figure composed of three right rectangular prisms that have volumes of 8 inches cubed, 24 inches cubed, and 30 inches cubed respectively, design a second three-dimensional figure composed of three right rectangular prisms that have volumes of 16 inches cubed, 28 inches cubed, and 18 inches cubed respectively, then demonstrate that both figures have a volume of 62 inches cubed.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Calculate the volume of three-dimensional figures of a right rectangular prism using the volume formula with at least 80 percent or higher accuracy. **For example, when given a right rectangular prism with a length of 3 centimeters, a width of 7 centimeters, and a height of 10 centimeters, calculate the volume of the prism as the product of its edge lengths; when given a right rectangular prism with a height of 9 inches and whose base has an area of 24 inches squared, calculate the volume of the prism as the product of the area of its base and its height.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2.0	**The student will be able to complete at least 50% of the following:**
	• Identify right rectangular prisms.
	• Identify the formula for the volume of a rectangular prism **(V=l×w×h).**
	• Represent volume in cubic units.
	• Calculate the volume of right rectangular prisms.
	• Identify three-dimensional figures composed of right rectangular prisms in real-world objects. For example, recognize a stack of bricks as being composed of right rectangular prisms.
	• Explain that a unit cube is a cube with a length, width, and height of 1 unit that has a volume of 1 cubic unit.
	• Explain that the edge lengths of a rectangular prism can be multiplied in any order to calculate its volume. For example, the volume of a rectangular prism with a length of 10 units, a width of 12 units, and a height of 8 units can be calculated as (10×12)×8 or 10×(12×8) and still result in a volume of 960 units cubed.
	• Identify the formula for the area of a rectangle **(A=l×w).**
	• Explain that the volume of a prism can be calculated as the product of the area of its base and its height **(V=b×h).**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including:
	• Area, Base, Cubic Units, Unit, Volume
	• Edge Length, Face, Height, Length, Depth, Width
	• Right Rectangular Prism, Three-Dimensional

Fifth Grade Math Proficiency Scales 2021-2022
MD5c

	Standard: MD.5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
4.0	**The student will be able to do the following:**
	• Design various three-dimensional figures with different shapes and edge lengths, but with the same volume.
	For example, when given a three-dimensional figure composed of three right rectangular prisms that have volumes of 8 inches cubed, 24 inches cubed, and 30 inches cubed respectively, design a second three-dimensional figure composed of three right rectangular prisms that have volumes of 16 inches cubed, 28 inches cubed, and 18 inches cubed respectively, then demonstrate that both figures have a volume of 62 inches cubed.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:**
	• Calculate the volume of three-dimensional figures composed of right rectangular prisms with at least 80 percent or higher accuracy.
	For example, when given a three-dimensional figure composed of right rectangular prisms, calculate the volume of the figure as the sum of the volumes of its component prisms.

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Identify right rectangular prisms. • Calculate the volume of right rectangular prisms. • Explain that the volume of a three-dimensional figure is equal to the sum of the volumes of the smaller three-dimensional figures that make up the larger figure. • Decompose a three-dimensional figure composed of right rectangular prisms into its component prisms. • Identify the relevant measurements of the component prisms that make up a three-dimensional figure composed of right rectangular prisms. • **For example, when given a three-dimensional figure composed of right rectangular prisms, identify the measurements necessary to calculate the volume of each individual prism (height, length, width, and/or area of the base for each prism).** • Identify three-dimensional figures composed of right rectangular prisms in real-world objects. **For example, recognize a stack of bricks as being composed of right rectangular prisms.**
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Area, Base, Cubic Units, Unit, Volume • Edge Length, Face, Height, Length, Depth, Width • Right Rectangular Prism, Three-Dimensional

Fifth Grade Math Proficiency Scales 2021-2022
G1

Standard: G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
4.0	**The student will be able to do the following:** • Investigate the effects of performing simple mathematical operations on *x*- and *y*-coordinates. **For example, when given the ordered pair $(1,2)$, identify the ordered pairs that would result if the coordinates were both multiplied by 2 or by 3, plot the results and draw a line to connect each set of points, then use the graph to predict what might happen if the coordinates were both multiplied by 7, 10, or 15.**
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • **Graph points on a coordinate plane with at least 80 percent or higher accuracy.** **For example, when given a set of ordered pairs, graph the pairs as points on a coordinate plane.**

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The Student will be able to complete at least 50% of the following:** • Explain that a quadrant coordinate plane is a graph that takes the shape of a two-dimensional grid defined by a horizontal number line known as the *x*-axis and a vertical number line known as the *y*-axis that meet at 0,0. • Explain that the location of a point on a coordinate plane can be specified by identifying the values on the *x*- and *y*-axes with which the point aligns. • Explain that the values on the *x*- and *y*-axes with which a given point aligns are known as the point's *x*- and *y*-coordinates and are typically notated as an ordered pair in which the *x*-coordinate is listed first and the *y*-coordinate is listed second. • Identify the *x*- and *y*-coordinates of a given point on a coordinate plane. • Explain that a point can be plotted on a coordinate plane by beginning at the origin and first counting along the *x*-axis until reaching the value that corresponds to the point's *x*-coordinate, then counting upward until reaching the location that aligns with the value on the *y*-axis that corresponds to the point's *y*-coordinate.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Axis, X-Axis, Y-Axis, X-Coordinate, Y-Coordinate • Two-Dimensional, Unit, Vertical, Point, Origin • Order Pair, Coordinates, Coordinate Plane

Fifth Grade Math Proficiency Scales 2021-2022
G2

Standard: G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	
4.0	**The student will be able to do the following:** • Predict ways in which a graph of the relationship between two numerical patterns might change if the relationship were altered in a given way.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will be able to do the following:** • Use the coordinate plane to solve problems with at least 80 percent or higher accuracy. **For example, when given a coordinate plane in which the *x*-axis represents the numbered avenues of a city and the *y*-axis represents numbered streets, and when given that a person at the corner of 2nd Avenue and 4th Street walks 4 blocks north, 3 blocks east, and 1 block south, identify the person's final location and then determine the shortest possible route they could have taken.**
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**The student will be able to complete at least 50% of the following:** • Draw lines to connect points on a coordinate plane. • Explain that the horizontal or vertical distance between two points on a coordinate plane can be determined by counting the units between the points.

For example, when given a graph of the points (4,6) and (4,10), the distance between the points can be determined by counting how many units (4) it takes to move from one point to the other.

- Describe the movements necessary to move between points on a coordinate plane.
  For example, when given the starting point (3,5) and the ending point (4,1), explain that moving to the right 1 unit and down 4 units from the starting point is one possible way to reach the end point.
- Perform movements on a coordinate plane.
  For example, when given the starting point $(2,1)$ and the directions "move up 4 units, right 5 units, and down 3 units," perform the movements and identify the point $(7,2)$ as the resulting location.
- Explain that coordinate planes are used to represent data that contains two values.
  For example, a coordinate plane would not be used to represent the number of students at a school, but a coordinate plane could be used to represent the number of students in each grade of the school.
- Interpret points on a coordinate plane in terms of their mathematical or real-world context.
  For example, when given a coordinate plane that represents horizontal and vertical coordinates on a map, interpret the *x*- and *y*-coordinates of a given point as a location on the map.

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Axis, X-Axis, Y-Axis, X-Coordinate, Y-Coordinate • Two-Dimensional, Unit, Vertical, Point, Origin Order Pair, Coordinates, Coordinate Plane

Fifth Grade Math Proficiency Scales 2021-2022
G4

Standard: G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).	
4.0	The student will be able to do the following: • Investigate the properties of the categories of two-dimensional figures. For example, give an informal explanation for why the opposite angles of a parallelogram will always be congruent.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will be able to do the following: • Classify two-dimensional figures based on their properties with at least 80 percent or higher accuracy. For example, when given a two-dimensional figure, identify the categories to which the figure belongs and explain which properties place it within those categories.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	The student will be able to complete at least 50% of the following: • Explain that two-dimensional figures can be classified based on their properties, including whether the figure is open or closed, whether it is concave or convex,

	whether or not the sides are curved, the number of sides, the lengths of the sides, the number of angles, the measures of the angles, and the number of parallel sides.
	• Explain that polygons are closed two-dimensional figures with all straight sides. • Explain that regular polygons are polygons in which all sides are congruent, and all angles have the same measure. • Explain that irregular polygons are polygons in which all sides are not congruent, and all angles do not have the same measure. • Explain that the classification of two-dimensional figures is hierarchical, and that the properties belonging to a particular category also belong to all subcategories of that category. **For example, rectangles are a subcategory of parallelograms, therefore all rectangles have two pairs of congruent, parallel sides.** • List subcategories of quadrilaterals (trapezoids, parallelograms, rhombuses, rectangles, squares) and their properties. **For example, explain that rhombuses are a subcategory of parallelograms that have all congruent sides.** • Explain that a figure may belong to more than one category. For example, a square is also a rectangle and a rhombus.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	The student will be able to **recognize or recall** the meaning of specific vocabulary, including: • Acute, Obtuse, Right, Angle, Concave, Convex • Decagon, Heptagon, Irregular, Nonagon, Octagon • Open, Closed, Parallel, Parallelogram, Pentagon, Perpendicular, Polygon • Quadrilateral, Rectangle, Regular, Rhombus, Right Angle, Side, Square • Trapezoid, Triangle, Two Dimensional

Part 3: What will we do when our students don't learn?

*Teachers will refer to Ben Hill Elementary School's **Response To Intervention** manual for specific guidelines and instructions for addressing students' learning deficits and needs. Additionally, this guide includes grades 1-2 curriculum.*

Second Grade Math Power Standards
2021-2022

Standards
MGSE2.OA.1 Use addition and subtraction within 100 to solve **one step** word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions
MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The

numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MGSE2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s
MGSE2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes.
MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

First Grade Math Power Standards
2021-2022

Standards
MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MGSE1.OA.6 Add and subtract within 20. a. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)
MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.
MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Kindergarten Math Power Standards
2021-2022

Standards
MGSEK.CC.1 Count to 100 by ones.
MGSEK.CC.1 Count to 100 by tens.
MGSEK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
MGSEK.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)
MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.

Part 4: What will we do when our students do learn?

This curriculum guidance document provides accelerated and extended standards for students who have mastered the power standards for their grade. Additionally, this guide includes grade 6 curriculum.

Sixth Grade Math Standards
2021-2022

Standards
PS #1   MGSE6.EE.1 & 2a, b, c • Write and evaluate expressions involving whole-number exponents. • Write, read, and evaluate expressions in which letters stand for numbers. • Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
PS #2   MGSE6.EE.3 & EE.4

	• Apply the properties of operations to generate equivalent expressions. Distributive Property and combining like terms • Identify when two expressions are equivalent (I.e., when the two expressions name the same number regardless of which value is substituted into them.)
PS #3	**MGSE6.EE.5, 6 & 7** • Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
PS #4	**MGSE.6.EE.5 & EE.8** • Write an inequality of the form x < c or x > c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x < c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
PS #5	**MGSE6.EE.9b** • Analyze the relationship between the dependent and independent variables using graphs and tables, -and relate these to the equation.
PS #6	**MGSE6.RP. 1, 2,3b** • Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship.
#7	**MGSE6.RP.3 a, c, d** Find a percent of a quantity as a rate per 100. Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric) Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Use variables to represent two quantities in a real-world problem that change in relationship to one another.
PS #8	**MGSE6.G.1-G.4** • Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. • Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
PS #9	**MGSE6.G.2** • Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths (1/2 u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = (length) x (width) x (height) and V= (area of base) x (height) to find volumes.
PS #10	**MGSE6.SP.3** • Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
PS #11	**MGSE6.NS.6** • Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.