Grade 3 Math Learning Map

Prioritized Standard: MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. ***Geometry - Reason with shapes and their attributes.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Create a collection of shapes (4 or more) that can be partitioned into areas other than halves, thirds, fourths, sixths, and eighths. For each shape, explain how it is partitioned, and how you partitioned it to guarantee equal parts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Partition shapes into parts with equal areas **Learning Target 2**: Express the area of each part as a unit fraction of a whole **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: partition, area, unit fraction, unit whole **The student will perform basic processes:** **Learning Target 2**: Recognize shapes partitioned into unequal parts **Learning Target 3**: Recognize shapes partitioned into equal parts **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc. ***Measurement and Data - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Be able to tell time in different time zones **Learning Target 2**: Determine elapsed time when crossing time zones
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Tell and write time to the nearest minute **Learning Target 2**: Measure elapsed time intervals in minutes **Learning Target 3**: Solve word problems involving addition of time intervals in minutes by representing the problem on a number line diagram or drawing a pictorial representation on a clock face **Learning Target 4**: Solve word problems involving subtraction of time intervals in minutes by representing the problem on a number line diagram or drawing a pictorial representation on a clock face **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: elapsed, half past, quarter after, quarter until, intervals **The student will perform basic processes:** **Learning Target 2**: Tell time to the nearest hour on an analog clock **Learning Target 3**: Tell time to the nearest half hour on an analog clock **Learning Target 4**: Tell time to the nearest five minutes on an analog clock **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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. ***Measurement and Data - Represent and interpret data.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Collect, organize, and represent data with a scaled graph for real-world situations, and analyze data to draw conclusions
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Draw a scaled picture graph to represent a data set with several categories. **Learning Target 2**: Draw a scaled bar graph to represent a data set with several categories. **Learning Target 3**: Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: scaled graph, categories **The student will perform basic processes:** **Learning Target 2**: Identify parts of a graph (scales, title, intervals, and key) **Learning Target 3**: Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories (MGSE2.MD.10) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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. ***Measurement and Data - Represent and interpret data.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Generate measurement data by measuring lengths using rulers marked with increments beyond halves and fourths of an inch. Create a corresponding line plot with the appropriate horizontal scale
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch **Learning Target 2**: Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: halves, fourths, line plot, scale **The student will perform basic processes:** **Learning Target 2**: Create a line plot from a given set of data where the horizontal scale is already marked off in appropriate units **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.MD.7 Relate area to the operations of multiplication and addition. ***Measurement and Data - Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Create a blueprint for a space (house, garden, etc) based on certain criteria involving areas of space requirements. Create word problems that can be answered by analyzing the blueprint, and compare and contrast your design with others
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: 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 (MGSE3.MD.7.a) **Learning Target 2**: 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 (MGSE3.MD.7.b) **Learning Target 3**: 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 (MGSE3.MD.7.c) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: area, tiling, additive, partition, decompose, rows, columns **The student will perform basic processes:** **Learning Target 2**: A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area (MGSE3.MD.5.a) **Learning Target 3**: A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units (MGSE3.MD.5.b) **Learning Target 4**: Measure area by counting unit squares (MGSE3.MD.6) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. ***Number and Operations in Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Use rounding to the nearest 10 or 100 to perform multi-digit arithmetic when estimation is appropriate to solve real-world problems
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Use place value understanding to round whole numbers to the nearest 10 **Learning Target 2**: Use place value understanding to round whole numbers to the nearest 100 **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: round, tens, hundreds, place value **The student will perform basic processes:** **Learning Target 2**: Identify ones, tens, and hundreds within multi-digit whole numbers **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.NBT.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 in Base Ten - Use place value understanding and properties of operations to perform multi-digit arithmetic.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Estimate using addition and subtraction within 1000 for understanding compatible numbers to solve real world problems
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Fluently add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction **Learning Target 2**: Fluently subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: model, estimate, decompose, partial sums, partial differences, expanded form, place value **The student will perform basic processes:** **Learning Target 2**: Write numbers in expanded form **Learning Target 3**: Decompose numbers by place value **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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, 3/4 means there are three 1/4 parts, so 3/4 = 1/4 + 1/4 + 1/4. ***Number and Operations – Fractions - Develop understanding of fractions as numbers.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Work with fractions with denominators beyond 2,3,4,6 and 8, and students will understand 3/10 means there are three 1/10 parts (1/10 + 1/10 + 1/10) or that 3/10 can also be represented by 2/10 + 1/10
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts **Learning Target 2**: Understand a fraction a/b as the quantity formed by a parts of size 1/b **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: partition, numerator, denominator, unit fraction, equal, set, **The student will perform basic processes:** **Learning Target 2**: Partitioning a whole into equal parts **Learning Target 3**: Representing a part as a fraction of the whole **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. ***Number and Operations – Fractions - Develop understanding of fractions as numbers.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Use number lines to represent distances, locations, or timelines in real world events
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Represent a fraction 1/?? 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/??. Recognize that a unit fraction 1/?? is located 1/?? of a whole unit from 0 on the number line (MGSE3.NF.2.a) **Learning Target 2**: Represent a non-unit fraction ??/?? on a number line diagram by marking off a lengths of 1/?? (unit fractions) from 0. Recognize that the resulting interval has size ??/?? and that its endpoint locates the non-unit fraction ??/?? on the number line (MGSE3.NF.2.b) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: number line, diagram, interval, benchmark, partition **The student will perform basic processes:** **Learning Target 2**: Partition a whole into halves **Learning Target 3**: Partition a whole into thirds **Learning Target 4**: Partition a whole into fourths **Learning Target 5**: Partition a whole into sixths **Learning Target 6**: Partition a whole into eighths **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size. ***Number and Operations – Fractions - Develop understanding of fractions as numbers.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Answer questions comparing equivalent fractions from wholes of different sizes; justify why 1/2 is not equal to 2/4 in these instances
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line (MGSE3.NF.3.a) **Learning Target 2**: 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 (MGSE3.NF.3.b) **Learning Target 3**: 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 (MGSE3.NF.3.c) **Learning Target 4**: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when thetwo 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 (MGSE3.NF.3.d) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: equivalent, denominator, numerator, visual model, comparisons, >, =, <</p> **The student will perform basic processes:** **Learning Target 2**: Partitioning a rectangle, circle, or line into various equal parts **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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. ***Operations and Algebraic Thinking - Represent and solve problems involving multiplication and division.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Create a real-world problem involving multiplication or division within 100 to solve word problems with symbols or variables to represent the unknown
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem **Learning Target 2**: Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: factors, product, arrays, equal groups, divide, unknown **The student will perform basic processes:** **Learning Target 2**: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7 (MGSE3.OA.1) **Learning Target 3**: Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each sharewhen 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects arepartitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8 (MGSE3.OA.2) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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. ***Operations and Algebraic Thinking - Multiply and divide within 100***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Solve division problems where remainders must be interpreted using manipulatives that can be split into equal parts. For example, 8 divided by 3 will be 2 items in each group with 2 left over. If we split each one left over into thirds, we can now distribute the remaining items. Each group will have 2 + 1/3 + 1/3 which equals 2 and 2/3.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Fluently multiply 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 **Learning Target 2**: Fluently 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 **Learning Target 3**: By the end of Grade 3, know from memory all products of two one-digit numbers **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: product, operation, relationship, memory **The student will perform basic processes:** **Learning Target 2**: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in whicha total number of objects can be expressed as 5 × 7 (MGSE3.OA.1) **Learning Target 3**: Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects arepartitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8 (MGSE3.OA.2) **Learning Target 4**: Apply properties of operations as strategies to multiply and divide (MGSE3.OA.5) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.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. ***Operations and Algebraic Thinking - Solve problems involving the four operations, and identify and explain patterns in arithmetic.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Create a real-world word problem, and model it with an equation with a letter or symbol to represent the unknown. Solve the equation, explaining the strategy or strategies used in the process
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Solve two-step word problems using the four operations **Learning Target 2**: Represent two-step word problems using equations with a letter standing for the unknown quantity **Learning Target 3**: Assess the reasonableness of answers using mental computation and estimation strategies including rounding **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: unknown, known, equations, estimation, rounding, reasonableness, variable **The student will perform basic processes:** **Learning Target 2**: Solve one step word problems using the four operations **Learning Target 3**: Identify the first step in solving a two-step word problem **Learning Target 4**: Set up an equation from a word problem with a letter or symbol representing the unknown in various locations **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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

Grade 3 Math Learning Map

Prioritized Standard: MGSE3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. ***Operations and Algebraic Thinking - Solve problems involving the four operations, and identify and explain patterns in arithmetic.***

	Proficiency Scale
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:** **Learning Target 1**: Identify relationships between corresponding terms of a function table or input/output table (single step or multi-step) and explain the patterns using both addition and multiplication
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Identify arithmetic patterns (including patterns in the addition table or multiplication table **Learning Target 2**: Explain arithmetic patterns using properties of operations **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: arithmetic, patterns, properties of operations, decompose, partial products **The student will perform basic processes:** **Learning Target 2**: Determine whether a group of objects has an odd or even number of members by pairing objects or counting them by 2's (MGSE2.OA.3) **Learning Target 3**: Apply properties of operations as strategies to multiply and divide (MGSE3.OA.5) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 and score 3.0
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