



Subject Area and Standard/Indicator Number: NE MA 4.1.1.a and MA 4.1.1.f

Topic: Numeric Relationships

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5</i> <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation. (MA 4.1.1.a) <ul style="list-style-type: none"> ○ Place value chart, base-ten blocks, decimal grids ● Compare whole numbers up to one million and decimals through the hundredths place using $>$, $<$, and $=$ symbols, and visual representations. (MA 4.1.1.f) <ul style="list-style-type: none"> ○ Place value chart, base-ten blocks, hundreds grid ○ Compares whole numbers to whole numbers AND whole numbers with partial numbers (decimals, fractions) 	Sample Activities:
	<i>Score 2.5</i> <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: standard form, word form, expanded notation, equivalent, tenths, hundredths, digit, $>$, $<$, $=$, \leq and \geq,</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes one form ● Can read OR write OR demonstrate ● Understands the value of a digit ● Uses numbers at place value lower than the millions ● Understands the value of a whole number ● Compares numbers to a place value lower than the millions (7,420 and 7,240) ● Compares whole numbers to whole numbers <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities:
	<i>Score 1.5</i> <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i> <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



South Sioux City Community School District



Subject Area and Standard/Indicator Number: NE MA 4.1.1.f

Topic: Numeric Relationships

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Compare whole numbers up to one million and decimals through the hundredths place using $>$, $<$, and $=$ symbols, and visual representations. (MA 4.1.1.f) <ul style="list-style-type: none"> ○ Place value chart, base-ten blocks, hundreds grid ○ Compares whole numbers to whole numbers AND whole numbers with partial numbers (decimals, fractions) 		Sample Activities:
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: $>$, $<$, $=$, \leq and \geq</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Understands the value of a whole number ● Compares numbers to a place value lower than the millions (7,420 and 7,240) ● Compares whole numbers to whole numbers <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.1.g

Topic: Numeric Relationships

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Round a multi-digit whole number to any given place. (MA 4.1.1.g) 		Sample Activities:
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: round, place value and estimate</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes the place value positions <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.1.i		
Topic: Numeric Relationships		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"> • Uses division to simplify fractions to create equivalent fractions
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1 (MA 4.1.1.i) <ul style="list-style-type: none"> ○ Can explain the process of creating equivalent fractions using examples, visual representations, or sentences. 	Sample Activities: <ul style="list-style-type: none"> • Example: $\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$; $\frac{1}{2} \times \frac{3}{3} = \frac{3}{6}$; Any fraction with the same numerator and denominator equals one.
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: equivalent fraction, numerator, denominator There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Multiplication facts • Can only generate equivalent fractions However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.1.k		
Topic: Numeric Relationships		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> ● Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning, e.g., using benchmarks or common numerators or common denominators (MA 4.1.1.k) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: numerator, denominator, $>$, $<$, $=$, \geq and \leq , simplest form, factors, multiples, prime number, composite number There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● Multiplication facts ● Find common denominators (LCM) ● Create equivalent fractions However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.2.b

Topic: Operations

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Multiply a four-digit whole number by a one-digit whole number. (MA 4.1.2.b) <ul style="list-style-type: none"> ○ Able to regroup by adding the number 		Sample Activities:
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: place value positions, factors, multiples, digit, prime number, composite number</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Addition skills ● Basic multiplication facts ● Multiply a one-digit whole number by a one-digit, two-digit, or three-digit whole number <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.2.c		
Topic: Operations		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • Multiply a two-digit whole number by a two-digit whole number using the standard algorithm. (MA 4.1.2.c) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: place value positions, algorithm and product There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Multiplication facts • Addition skills • Multiply a 2 by 1 digit number However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.2.d

Topic: Operations

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Divide up to a four-digit whole number by a one-digit divisor with and without a remainder. (MA 4.1.2.d) 		Sample Activities:
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: dividend, divisor, quotient, remainder, division, and digit</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Division/Multiplication facts • Subtraction with regrouping <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.2.f and MA 4.2.3.b

Topic: Numeric Relationships and Applications

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • Add and subtract fractions and mixed numbers with like denominators. (MA 4.1.2.f) • Solve real world problems involving addition and subtractions of fractions and mixed numbers with like denominators (MA 4.2.3.b) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: mixed number and denominator, simplest form, decompose, factors, multiples, prime number, composite number There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Addition/Subtraction Facts • Subtracts fractions without needing to regroup • Adds and subtracts like fractions OR mixed numbers However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.1.2.h		
Topic: Operations		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Determine the reasonableness of whole number products and quotients in real-life problems using estimation, compatible numbers, mental computations, or other strategies. (MA 4.1.2.h) <ul style="list-style-type: none"> ○ Justify or explain your answer 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: reasonableness, product, quotients, estimation, compatible number</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Multiplication/Division Facts ● Able to solve a real-life problem, finding the exact answer ● Find multiples using number sense <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.2.1.a

Topic: **Algebraic Relationships**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Create a simple algebraic expression or equation using a variable for an unknown number to represent a math process (e.g., $3 + n = 15$, $81 \div n = 9$). (MA 4.2.1a) <ul style="list-style-type: none"> ○ Given a story problem, students will identify: What do you know, what do you need to know to create simple algebraic equation with variables to solve 		Sample Activities:
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: variable/unknown, equation and expression</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Solving simple equations without variables ● Use fact families and other addition, subtraction, multiplication, and division strategies to solve <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 4.2.3.a

Topic: Algebraic Processes

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Solve real life problems involving multi-step equations comprised on whole numbers using the four operations, including interpreting remainders. (MA 4.2.3.a) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: equation, remainder, real world problem and operation, order of operations</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> solving one step equations using the four operations solve division problems without remainders <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.3.1.a and MA 4.3.1.b

Topic: Geometric Characteristics

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Recognize angles as geometric shapes that are formed where two rays share a common endpoint. (MA 4.3.1.a) Classify an angle as acute, obtuse, or right. (MA 4.3.1.b) 		<p>Sample Activities:</p> <ul style="list-style-type: none"> Hand positions to represent angles. Use of pipe cleaners, pencils, Wikki Stix to demonstrate angles
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: angle, degree, ray, endpoint, acute, obtuse, right and 90°</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize that a shape has an angle(s) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		Sample Activities:
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.3.1.c and MA 4.3.1.e

Topic: Geometric Characteristics

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Sample Activities:
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures. (MA 4.3.1.c) Identify right triangles (MA 4.3.1.e) 		<p>Sample Activities:</p> <ul style="list-style-type: none"> Use of hand/arm positions to demonstrate vocabulary
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: point, line, line segment, ray, angle, parallel lines, perpendicular lines, intersecting, two-dimensional, endpoint and right triangle, protractor, degrees</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify OR draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures Identify right angles <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<p>Sample Activities:</p> <ul style="list-style-type: none"> Match vocabulary word to picture
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.3.1.h		
Topic: Geometric Characteristics		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> Recognize and draw lines of symmetry in two-dimensional shapes. (MA 4.3.1.h) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: line symmetry and two-dimensional There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognize OR draw lines of symmetry in two-dimensional shapes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.3.3.a		
Topic: Measurement		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> ● Apply perimeter and area formulas for rectangles. (MA 4.3.3a) <ul style="list-style-type: none"> ○ Perimeter: $P = (2 \times l) + (2 \times w)$ OR $2(l + w)$ OR add 4 sides ○ Area: $A = l \times w$ 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: perimeter and area There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> ● add four digits ● multiply by 2 However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.3.3.b, 4.3.3.c		
Topic: Measurement		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5</i> <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume. (MA 4.3.3b) <ul style="list-style-type: none"> ○ Appropriate tools: ruler/meter stick/yard stick, balance/scale, measuring cups, clock, unit squares/base ten blocks, etc. ○ Operations: use of operations when solving real-world problems (add, subtract, multiply, divide) ○ Metric conversions of mass, capacity, and length ○ Elapsed time ● Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement. (MA 4.3.3.c) 	Sample Activities:
	<i>Score 2.5</i> <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: customary, metric system, time, length, weight, mass, capacity and volume</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify OR use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities:
	<i>Score 1.5</i> <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i> <i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



Subject Area and Standard/Indicator Number: NE MA 4.4.1.a and MA 4.4.2.a

Topic: Data

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities:
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g. whole numbers, halves, quarters, or eighths). (MA 4.4.1.a) • Solve problems involving addition or subtraction of fractions using information presented in line plots. (MA 4.4.2.a) 	Sample Activities:
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: line plot, whole numbers, halves, quarters and eighth There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Read data using line plots • Write fractions • Add and subtract fractions (MA 4.4.2.a) • Form equivalent fractions (MA 4.4.2.a) However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities:
	<i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i>	