



Subject Area and Standard/Indicator Number: NE MA 3.1.1.a		
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"> • Student can also use expanded notation. • Showing forms for numbers over 100,000
	<i>Score 3.5</i>	<i>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"> • Read, write, and demonstrate multiple equivalent representations for numbers up to 100,000 using objects and visual representations, including: (MA 3.1.1.a) <ul style="list-style-type: none"> ○ Standard form ○ Word form ○ Expanded form 	Sample Activities: <ul style="list-style-type: none"> • What is the expanded form of 6,045?
	<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	Student will recognize or recall specific vocabulary, such as: standard form, word form, expanded form, place value (ten-hundreds), value of a number There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Identifying the value of a number (i.e. in 436,541 the 5 represents 500) • Identify the place in the place value chart (ones, tens, hundreds, etc.) • Read and write numbers up to 100,000 • Understanding how to show the same number in various forms However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	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 3.1.1.b

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"> • Compare numbers greater than the hundred thousands • Compare numbers with decimals
	<i>Score 3.5</i>	<i>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 whole numbers through the hundred thousands and represent the comparisons using the symbols $<$, $>$, or $=$ (MA 3.1.1.b) 		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	Student will recognize or recall specific vocabulary, such as: greater than, less than, equal to and compare There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Identify the symbol for greater than, less than, equal to • Compare numbers within the thousands • Comparing numbers through the hundred thousands However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		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 3.1.1.c		
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"> • Rounds numbers larger than hundred thousands • Rounds to the thousandths or above
	<i>Score 3.5</i>	<i>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"> • Round a whole given number to the tens and hundreds using place value understanding and visual representation (MA 3.1.1.c) 	Sample Activities: <ul style="list-style-type: none"> • Which number rounded to the nearest 10 would round to 500? • What is 6,542 rounded to the nearest hundred? • What is 231,875 rounded to the nearest 10?
	<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	Student will recognize or recall specific vocabulary, such as: round There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Rounding a two digit number to the nearest 10 or a 3 digit number to the nearest 100 • Using an aid to help round (number line, visual) • More complex rounding processes (i.e. round a 3 digit number to the nearest 10, understanding that 4,396 to the nearest 10 would be 4,400. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	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 3.1.2.b and MA 3.2.2.b		
Topic: Operations and 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: <ul style="list-style-type: none"> • Student can add and subtract within numbers greater than the thousands • Multi-step equations with variables
	<i>Score 3.5</i>	<i>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"> • Solve one-step whole number equations including the use of a letter to represent the unknown quantity (MA 3.2.2.b) • Select and apply the appropriate method of computation when solving one- and two- step addition and subtraction problems with four digit whole numbers (MA 3.1.2.b) 	Sample Activities: <ul style="list-style-type: none"> • Using addition and subtraction within a multi-step problem • $5,831 = \underline{\quad} - 76$
	<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	Student will recognize or recall specific vocabulary, such as: unknown, associative property, commutative property, identity property, sum, difference, inverse operations and operation There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Solve one-step whole number equations • Complete multi-step addition and subtraction problems • Use both operations (addition and subtraction) within the same problem • Solve for an unknown However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	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 3.1.2.g		
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"> ● Fluently (i.e. automatic recall based on understanding) multiply and divide within 100. (MA 3.1.2.g) <ul style="list-style-type: none"> ○ Correctly solve 40 single digit multiplication problems in 1 minute. ○ Correctly solve 40 division problems within 100 in 1 minute. 	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: fluently</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"> ● Use a variety of multiplication strategies (array, equal groups, drawings, etc.) to solve single digit multiplication problems within 100. ● Use a variety of strategies (drawings, commutative property, etc.) to solve division problems within 100. ● Correctly solve 39 or fewer single digit multiplication problems in 1 minute. ● Correctly solve 39 or fewer division problems within 100 in 1 minute. <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 3.3.3.a and MA 3.3.3.f		
Topic: Measurement		
Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Apply perimeter and area formulas for rectangles. <ul style="list-style-type: none"> ○ Perimeter: $P = (2 \times l) + (2 \times w)$ OR $2(l \times w)$ OR add 4 sides ○ Area: $A = l \times w$ 	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"> ● Find the perimeter of a polygon given the side lengths (MA 3.3.3.a) ● Find the perimeter of a polygon with an unknown side ● Use concrete and pictorial models to measure areas in square units by counting square units (MA 3.3.3.f) 	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: perimeter, area, polygon and square unit</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"> ● Understand the difference between area and perimeter ● Identify the correct number sentence to find the perimeter or area <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>	