



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.1.b

Topic: Numeric Representations

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"><li>Students will create a number line to represent and compare fractions or mixed numbers that they have created on their own.</li></ul>
	Score 3.5 <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"><li>Compare fractions and mixed numbers through the thousandths place using symbols &lt;, &gt;, or =. (MA 5.1.1.b)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li><math>\frac{3}{4}</math> ○ <math>\frac{7}{8}</math></li><li><math>2 \frac{1}{4}</math> ____ <math>\frac{7}{4}</math></li></ul>
	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	Student will recognize or recall specific vocabulary, such as: numerator, denominator, mixed number, comparison symbols (greater than, less than, equal to), mixed number and thousandths place  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Identify place value to the thousandths.</li><li>Identify comparison symbols (&gt;, &lt;, or =).</li><li>Compare whole numbers using symbols &lt;, &gt;, or =.</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Compare the following numbers using &lt;, &gt;, or =.</li><li>205 ____ 250</li></ul>
	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>	



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.2.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: <ul style="list-style-type: none"><li>Interpret the remainder in multiple ways (i.e. mixed numbers, illustrations, reasonableness)</li><li>Express the remainder in multiple ways (i.e. decimal, mixed number, as a remainder)</li></ul>
Score 3.5	<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"><li>Divide up to four-digit whole numbers by a two-digit divisor with or without remainders. (MA 5.1.2.b)</li></ul>	Sample Activities: $\begin{array}{r} 28) \overline{597} \\ \underline{56} \\ 37 \end{array}$ $\begin{array}{r} 24) \overline{943} \\ \underline{96} \\ 17 \end{array}$ $1,728 \div 72$
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	Student will recognize or recall specific vocabulary, such as: dividend, divisor, quotient, remainder and algorithm.  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Divide up to a four-digit whole number by a single-digit divisor with or without remainders.</li><li>Identify dividend and divisor when expressed in different formats.</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: $32 \div 8 = 4$ $\begin{array}{r} 4 \\ 8) \overline{32} \end{array}$  Practice the process using DMSCB D = Divide M = Multiply S = Subtract C = Check B = Bring Down
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>	



**South Sioux City Community School District**



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.1a and MA 5.1.1.b

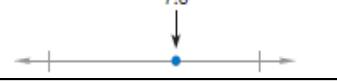
Topic: Numeric Relationships

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: Given a real world example students are able to compare whole numbers and decimals using standard form, word form and expanded form.
Score 3.5	<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"><li>● Represent equivalent forms of whole numbers and decimals through the thousandths place (MA 5.1.1.a)</li><li>● Compare whole numbers and decimals through the thousandths place using symbols &lt;, &gt;, or = (MA 5.1.1.b)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>● Write the following number in standard form: one hundred twenty-five thousand.</li><li>● Write the following number in word form 2.625</li><li>● 0.375 ____ 0.0375</li><li>● Write the following number in expanded form 670,502,891.068</li></ul>
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	Student will recognize or recall specific vocabulary, such as: standard form, word form, expanded notation, equivalent, comparison symbols (greater than, less than, equal to), mixed number and thousandths place  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>● Identify place value to the thousandths.</li><li>● Identify comparison symbols (&gt;, &lt;, or =)</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>● Circle the digit in the tenths place. Identify the value of the digit 7 in the number 354.107<ul style="list-style-type: none"><li>A. 0 .7</li><li>B. B. 0.07</li><li>C. C. 7</li><li>D. D. 0.007</li></ul></li></ul>
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 5.1.1.c

Topic: Numeric Relationships

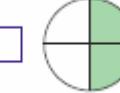
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: <ul style="list-style-type: none"><li>Students will generate a story problem that requires them to interpret the remainder and then solve the problem.</li></ul>
Score 3.5	<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"><li>Round whole numbers. (MA 5.1.1.c)</li><li>Round decimals. (MA 5.1.1.c)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Round each number to the place indicated:<ul style="list-style-type: none"><li>15.476; hundredths _____</li><li>15.476; ones _____</li><li>47.5; whole number _____</li></ul></li><li>Using a number line, round the whole number or decimal to any given place. </li></ul>
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	Student will recognize or recall specific vocabulary, such as: rounding, place value, decimal There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Identify place value</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Weekly L to J Quizzes</li></ul>
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	<i>With help, partial success at score 2.0 content and score 3.0 content</i>	
Score 0.5	<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 5.1.1.d and MA 5.1.2.f

Topic: Numeric Representations

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"><li>Students will generate real world problems that require them to convert fractions, to decimals, and percents, or vise-versa.</li></ul>												
Score 3.5	<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"><li>Generate equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths). (MA)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Complete the following table:</li></ul> <table border="1"><thead><tr><th>Fraction</th><th>Decimal</th><th>Percent</th></tr></thead><tbody><tr><td><math>\frac{1}{10}</math></td><td></td><td></td></tr><tr><td></td><td></td><td>20%</td></tr><tr><td></td><td>0.75</td><td></td></tr></tbody></table>	Fraction	Decimal	Percent	$\frac{1}{10}$					20%		0.75	
Fraction	Decimal	Percent												
$\frac{1}{10}$														
		20%												
	0.75													
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	Student will recognize or recall specific vocabulary, such as: fractions, decimals, percents, interpret, numerator, denominator, fraction bar and improper fraction  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Recognize equivalent forms of commonly used fractions, decimals, and percents (e.g., halves, thirds, fourths, fifths, and tenths).</li><li>Interpret a fraction as division of the numerator by the denominator.</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Equal (=) or not equal (<math>\neq</math>)  <input type="checkbox"/>  <math>\frac{1}{2}</math> _____ 75%</li></ul>												



## South Sioux City Community School District

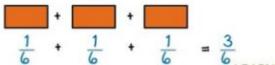
		$\frac{2}{3} = 2 \div 3$ $\frac{5}{8} = 5 \div 8$ $\frac{9}{10} = 9 \div 10$
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.2.c

Topic: Multiplying fractions

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"> <li>Students will create and solve their own visual representation or problem involving multiplying fractions.</li> </ul>
Score 3.5	<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"> <li>Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations. (MA 5.1.2.c)</li> </ul>	Sample Activities: <ul style="list-style-type: none"> <li><math>\frac{2}{3}</math> of 36=24</li> <li><math>9 \times \frac{1}{3} = 3</math></li> <li><math>\frac{1}{6} \times \frac{2}{3} = \frac{1}{9}</math></li> <li><math>32 \times \frac{5}{6} = 26 \frac{2}{3}</math></li> </ul>  
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	Student will recognize or recall specific vocabulary, such as: fraction, part, and whole, denominator and numerator <ul style="list-style-type: none"> <li>Multiply whole numbers</li> <li>Recognize a fraction as part of a whole</li> <li>Recognize a whole is a fraction divided by 1</li> </ul> <p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities: <div style="border: 1px solid green; padding: 5px; width: fit-content;"> <p>Example:</p> <math display="block">5 = \frac{5}{1}</math> </div>
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>	



**South Sioux City Community School District**



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.1.b

Topic: Numeric Representations

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"><li>Students will create a number line to represent and compare fractions or mixed numbers that they have created on their own.</li></ul>
	Score 3.5 <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"><li>Compare fractions and mixed numbers through the thousandths place using symbols &lt;, &gt;, or =. (MA 5.1.1.b)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li><math>\frac{3}{4}</math> ○ <math>\frac{7}{8}</math></li><li><math>2 \frac{1}{4}</math> ____ <math>\frac{7}{4}</math></li></ul>
	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	Student will recognize or recall specific vocabulary, such as: numerator, denominator, mixed number, comparison symbols (greater than, less than, equal to), mixed number and thousandths place  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Identify place value to the thousandths.</li><li>Identify comparison symbols (&gt;, &lt;, or =).</li><li>Compare whole numbers using symbols &lt;, &gt;, or =.</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Compare the following numbers using &lt;, &gt;, or =.</li><li>205 ____ 250</li></ul>
	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>	



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.2.h and MA 5.2.3.a

### 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: <ul style="list-style-type: none"><li>Students generate their own real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.</li></ul>
Score 3.5	<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"><li>Add and subtract fractions and mixed numbers with unlike denominators. (MA 5.1.2.h)</li><li>Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators. (MA 5.2.3.a)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Change mixed numbers to improper fractions<ul style="list-style-type: none"><li><math>5 \frac{2}{3} = (3 \times 5) + 2 = 17/3</math></li></ul></li><li><math>\frac{4}{5} - \frac{1}{3} = 12/15 - 5/15 = 7/15</math></li><li>Wyatt is hiking a trail that is <math>11/12</math> mile long. After hiking a <math>\frac{1}{4}</math> mile, he stops for water. How much farther must he hike to finish the trail? <math>\frac{2}{3}</math> mile</li></ul>
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	Student will recognize or recall specific vocabulary, such as: fraction, like and unlike fractions, like and unlike denominators, mixed numbers, improper fraction, sum, common multiple/common denominator and difference  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Add and subtract fractions with like denominators.</li><li>Find a common denominator</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li><math>4/7 - 3/7 = 1/7</math></li><li>Find least common denominator (LCD) <math>3:3, 9, 12, 15</math> <math>5:5, 10, 15</math> <math>=15</math></li></ul>
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>	



**South Sioux City Community School District**



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.1.2.j and MA 5.1.1e

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"><li>• Show two ways of multiplying <math>16 \times 10^2</math> and explain which one is faster.</li><li>• <b>17. Mathematical PRACTICE</b> Which One Doesn't Belong? Circle the expression that does not belong with the other three. Explain your reasoning. <math>6.7 \div 10</math>   <math>4 \div 1,000</math>   <math>0.2 \div 1</math>   <math>52.1 \div 100</math></li></ul>								
	Score 3.5 <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"><li>• Multiply and divide by powers of 10.</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>• <math>1.23 \times 10^2</math></li><li>• <math>0.81 \times 10</math></li><li>• <math>25.1 / 10^2</math></li></ul>								
	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	Student will recognize or recall specific vocabulary, such as: base, exponent, power of ten, powers, squared and cubed  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>• Identify exponents of a power of ten (see table in sample activities)</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <table border="1"><thead><tr><th>Power of Ten</th><th>Written with Exponent</th></tr></thead><tbody><tr><td>10</td><td><math>10^1</math></td></tr><tr><td>100</td><td><math>10^2</math></td></tr><tr><td>1,000</td><td><math>10^3</math></td></tr></tbody></table>	Power of Ten	Written with Exponent	10	$10^1$	100	$10^2$	1,000	$10^3$
Power of Ten	Written with Exponent									
10	$10^1$									
100	$10^2$									
1,000	$10^3$									
	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>									



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.2.2.a

Topic: Algebra

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"><li>Evaluate an algebraic expression using order of operations (<math>2+5^*x</math>). Answer is <math>2 + 5x</math></li></ul>
	Score 3.5 <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"><li>Evaluate numerical expressions using order of operations (excluding exponents). (MA 5.2.2.a)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li><b>Evaluate <math>20 - \{4 + [4 + (10 \div 2)]\}</math>.</b></li></ul>
	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	Student will recognize or recall specific vocabulary, such as: algebraic expressions, numerical expressions, brackets [ ], braces { }, parentheses ( ), equation symbols.  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Add, subtract, multiply, and divide multi-digit whole numbers.</li><li>Understand the various representations of multiplication and division.</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li><math>14 \times 23</math></li><li><math>235 + 68</math></li><li><math>114 \div 6</math></li><li><math>3579 - 381</math></li></ul>
	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>	



## South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE MA 5.3.1.c

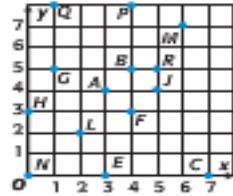
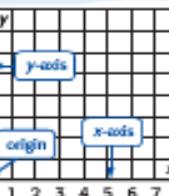
Topic: Geometry

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"><li>Given a figure, students will be able to manipulate it into another two-dimensional figure, and justify its classification.</li></ul>
Score 3.5	<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"><li>Justify the classification of two-dimensional figures based on their properties. (MA 5.3.1.c)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Students will work in partner groups. One partner gives the properties of a two dimensional shape while the other creates the shape using any of the following: geoboard, white boards, string, pattern blocks, and wicky sticks.</li></ul> <p><i>Describe the attributes of the quadrilateral below. Then classify the quadrilateral based on its attributes.</i></p> 
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	Student will recognize or recall specific vocabulary, such as: isosceles, equilateral and scalene triangles, acute, right and obtuse triangles, quadrilateral, trapezoid, parallelogram, square, rectangle and rhombus  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Identify two dimensional figures</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Given a figure students will be able to name the figure.</li></ul>
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	<i>With help, partial success at score 2.0 content and score 3.0 content</i>	
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 5.3.2.a and MA 5.3.2.b

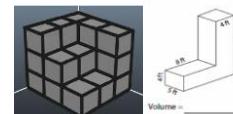
Topic: Coordinate Graphing

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"><li>Students will create an image or letter in the first quadrant and identify the coordinate pairs for another student to graph.</li><li>Students are able to graph ordered pairs in all four quadrants.</li></ul>
Score 3.5	<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"><li>Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers. (MA 5.3.2.b)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Name each ordered pair</li></ul> 
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	Student will recognize or recall specific vocabulary, such as: coordinate plane, coordinates, quadrant, ordered pairs, origin, x axis, y axis  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Locates the origin, x axis, y axis on the coordinate plane (MA 5.3.2.a)</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	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 5.3.3.b

Topic: Geometry

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"><li>When given the volume of a three dimensional figure, students are able to identify all of the possibilities of length, width, and height.</li></ul>
Score 3.5	<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"><li>Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.(MA 5.3.3.b)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Given cubes, students are able to create a rectangular prism and use the cubes to figure the length, width, and height to figure the volume.</li></ul>
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	Student will recognize or recall specific vocabulary, such as: Volume, rectangular prism, cubed/ cubic units, length, width, height, exponent, formula, base, $V=lwh=Bh$  There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"><li>Compute basic multiplication</li><li>Identify the length, width, and height of an object</li></ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Create a rectangular prism using cubes.</li></ul>
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	<i>With help, partial success at score 2.0 content and score 3.0 content</i>	
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 5.4.2.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: <ul style="list-style-type: none"><li>Students will create graphs, tables or charts based on collected data through personalized surveys, observations, or experiments.</li></ul>
Score 3.5	<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"><li>Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g., frequency charts) and bar graphs. (MA 5.4.2.a)</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>Students graphing weekly L to J assessments</li><li>In science students graph data during experiments and being able to choose the appropriate graph for the type of data that they have collected.</li></ul>
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	Student will recognize or recall specific vocabulary, such as: Tables, graphs, frequency chart, tally marks, labels, line plots, x-axis, y- axis, origin and data  There are no major errors or omissions regarding the simpler details and processes as the student:  However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>Students are able to identify different types of graphs, charts and tables.</li></ul>
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	<i>With help, partial success at score 2.0 content and score 3.0 content</i>	
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 5.4.2.b

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:
Score 3.5	<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"><li>• Formulate questions that can be addressed with data and make predictions about the data.</li></ul>	Sample Activities: <ul style="list-style-type: none"><li>• Students are able to lead a discussion about L to J graphs and data after item analysis.</li><li>• Students are able to generate questions based off of problems or concerns in their environment, and then go through the scientific method in order to analyze and make predictions about their data.</li></ul>
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	Student will recognize or recall specific vocabulary, such as: probability, predictions, percentages, graphs, data and analysis  There are no major errors or omissions regarding the simpler details and processes as the student:  However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: <ul style="list-style-type: none"><li>• Students are able to answer generated questions.</li><li>• Students are able to graph individual data. (L to J data, science investigations, etc.)</li></ul>
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>	