Grades 3-5 Content Rubrics

Third Grade

3.NF.A	1	2	3	4
Develop	Did not meet Standard		Met Standard	
understanding of	Student did not	Student was able	Student was able	Student was able
Fractions as	represent both	to do one of the	to:	to:
Numbers	fractional areas as	following:	 Identify the 	identify the
	1/4	 Student was 	fractional area	fractional area
Claim 3		able to identify	of ¼ identified	of ¼ identified
		the correct	for both shaded	for both shaded
		fractional area	rectangles (parts	rectangles (parts
		 or explain the 	A and B)	A and B)
		area of G	 explain that 	 explain that G's
		compared to the	rectangle G is	area is larger
		area of F.	larger than	than F's so ¼ of
			rectangle F	G will be larger

Specific Content Claims and Content ALDs for Mathematics

Content Claim	Content ALD Level 1	Content ALD Level 2	Content ALD Level 3	Content ALD Level 4
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	Students can construct simple viable arguments with minimal clarity and precision to support their own reasoning in familiar contexts.	Students can construct viable arguments with partial clarity and precision to support their own reasoning and/or minimally critique the reasoning of others in familiar contexts.	Students can construct viable arguments with adequate clarity and precision to support their own reasoning and/or critique the reasoning of others.	Students can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support their own reasoning and/or critique the reasoning of others.

Fourth Grade

4.NF.A	1	2	3	4
Extend	Did not meet Standard		Met Standard	
understanding of	Student	Student was able	Student was able	Student was able
fraction	attempted to	to do <u>one</u> of the	to:	to:
equivalence and	determine a	following:	identify the	identify the
ordering	fraction of the	identify the	correct fraction	correct fraction
	shaded area.	correct fraction	for the shaded	for the shaded
Claim 3		for the shaded	area $\frac{1}{4}$ or	area $\frac{1}{4}$ or
		area $\frac{1}{4}$ or	equivalent	equivalent
		equivalent	AND	AND
		with	• state that Laura	• state that Laura
		incomplete	is correct that	is correct that
		evidence of	$\frac{1}{4}$ of the	$\frac{1}{4}$ of the
		reasoning	rectangle is	rectangle is
		OR	shaded and	shaded and
		• state that Laura	provides an	provides a
		is correct that	mathematically	mathematically
		$\frac{1}{4}$ of the	correct	correct
		rectangle is	explanation.	explanation
		shaded and		using the picture
		with limited or		from the prompt
		no explanation.		

Specific Content Claims and Content ALDs for Mathematics

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Fifth Grade

5.NF.B	1	2	3	4
Apply and extend	Did not meet Standard		Met Standard	
previous	Student was not	Student was able	Student was able	Student was able
understandings of	able to apply	to do one of the	to:	to:
multiplication and	previous	following:	• identify 17 ½ as	• identify 17 ½ as
division to	understanding of	• identify 17 ½ as	the correct	the correct
multiply and	multiplication to	the correct	answer or	answer or
divide fractions	multiply fractions.	answer or	equivalent	equivalent
		equivalent	show work	show work
Claim 3		• show work	accommodating	accommodating
		leading to an	all of the partial	all of the partial
		answer	products	products
		accommodating	say that Rob is	 explain that Rob
		all of the partial	incorrect	did not use all of
		products but		the partial
		does not		products
		identify 17 ½ as		
		the correct		
		answer due to a		
		calculation error		

Specific Content Claims and Content ALDs for Mathematics

Content Claim	Content ALD Level 1	Content ALD Level 2	Content ALD Level 3	Content ALD Level 4
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