

Grades 3-5 Content Rubrics

Third Grade

3.NF.A Develop understanding of Fractions as Numbers Claim 3	1	2	3	4
	Did not meet Standard		Met Standard	
	Student did not represent both fractional areas as $\frac{1}{4}$	Student was able to do one of the following: <ul style="list-style-type: none"> • Student was able to identify the correct fractional area • or explain the area of G compared to the area of F. 	Student was able to: <ul style="list-style-type: none"> • Identify the fractional area of $\frac{1}{4}$ identified for both shaded rectangles (parts A and B) • explain that rectangle G is larger than rectangle F 	Student was able to: <ul style="list-style-type: none"> • identify the fractional area of $\frac{1}{4}$ identified for both shaded rectangles (parts A and B) • explain that G's area is larger than F's so $\frac{1}{4}$ of 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 Extend understanding of fraction equivalence and ordering Claim 3	1	2	3	4
	Did not meet Standard		Met Standard	
	Student attempted to determine a fraction of the shaded area.	<p>Student was able to do <u>one</u> of the following:</p> <ul style="list-style-type: none"> identify the correct fraction for the shaded area $\frac{1}{4}$ or equivalent with incomplete evidence of reasoning <p>OR</p> <ul style="list-style-type: none"> state that Laura is correct that $\frac{1}{4}$ of the rectangle is shaded and with limited or no explanation. 	<p>Student was able to:</p> <ul style="list-style-type: none"> identify the correct fraction for the shaded area $\frac{1}{4}$ or equivalent <p>AND</p> <ul style="list-style-type: none"> state that Laura is correct that $\frac{1}{4}$ of the rectangle is shaded and provides a mathematically correct explanation. 	<p>Student was able to:</p> <ul style="list-style-type: none"> identify the correct fraction for the shaded area $\frac{1}{4}$ or equivalent <p>AND</p> <ul style="list-style-type: none"> state that Laura is correct that $\frac{1}{4}$ of the rectangle is shaded and provides a mathematically correct explanation using the picture from the prompt

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Fifth Grade

5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions Claim 3	1	2	3	4
	Did not meet Standard		Met Standard	
	Student was not able to apply previous understanding of multiplication to multiply fractions.	Student was able to do one of the following: <ul style="list-style-type: none"> • identify $17\frac{1}{2}$ as the correct answer or equivalent • show work leading to an answer accommodating all of the partial products but does not identify $17\frac{1}{2}$ as the correct answer due to a calculation error 	Student was able to: <ul style="list-style-type: none"> • identify $17\frac{1}{2}$ as the correct answer or equivalent • show work accommodating all of the partial products • say that Rob is incorrect 	Student was able to: <ul style="list-style-type: none"> • identify $17\frac{1}{2}$ as the correct answer or equivalent • show work accommodating all of the partial products • explain that Rob did not use all of the partial products

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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