

**Claim 1: Concepts and Procedures.** Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	<p>A. Represent and solve problems involving multiplication and division.  <b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student used multiplication and division up to 100 to solve straightforward one-step word problems in situations involving equal groups, arrays, and measurement quantities such as length, liquid volume and masses of objects.</li> <li>The student determines an unknown whole number in a multiplication or division equation relating three whole number with single-digit factors up to 100.</li> </ol>	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4	2	High	60-65%
	<p>B. Understand properties of multiplication and the relationship between multiplication and division.  <b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student uses properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, and Distributive Property) as strategies to multiply and divide.</li> <li>The student will represent division as an unknown-factor problem.</li> </ol>	3.OA.5, 3.OA.6	1		
	<p>C. Multiply and divide up to 100.  <b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student accurately multiplies single-digit factors within 100.</li> <li>The student accurately divides within 100 using single-digit divisors and single digit quotients.</li> <li>The student connect multiplication and division to target fluencies.</li> </ol>	3.OA.7	1		
	<p>D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.  <b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student identifies arithmetic patterns including input/output models, number lines, addition tables, and multiplication tables.</li> </ol>	3.OA.8, 3.OA.9	2		

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Not used in this grade.	<p>E. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student solves non-contextual problems using place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>The student solves non-contextual problems by adding and/or subtracting within 1000, using strategies and algorithms based on place value, properties of operations, and /or the relationship between addition and subtraction.</li> <li>The student solves non-contextual computation problems by multiplying one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies based on place value and properties of operations.</li> </ol>	3.NBT.1, 3.NBT.2, 3.NBT.3	1	Low	Claim 1 cont. 60-65%
	<p>F. Develop understanding of fractions as numbers.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student identifies a fraction <math>1/b</math> as 1 part of a whole that is partitioned into <math>b</math> equal parts and a fraction <math>a/b</math> is a quantity formed by <math>a</math> parts of size <math>1/b</math> using a model. For this evidence statement, <math>a/b</math> may be greater than, less than, or equal to 1.</li> <li>The student identifies and represents fractions on a number line using the interval 0-1 as a whole with or without partitioning.</li> <li>The student identifies two fractions as equal if they are the same size or the same point on a number line.</li> <li>The student generates simple equal fractions using a visual fraction model.</li> <li>The student expresses whole numbers as fractions and recognizes fractions equal to whole numbers.</li> <li>The student compares two fractions with the same numerator or the same denominator using the symbols <math>&lt;</math>, <math>+</math>, <math>&gt;</math>.</li> </ol>	3.NF.1, 3.NF.2, 3.NF.3	2	High	

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Not used in this grade.	<p>G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student tells and writes time to the nearest minute.</li> <li>The student solves one-step work problems with addition and subtraction including time intervals in minutes.</li> <li>The student solves one-step word problems involving liquid volumes (liters) and mass (grams, kilograms) using the four operations.</li> <li>The student selects and appropriate unit of English, metric, or non-standard measurement to estimate length, time, weight, or temperature.</li> </ol>	3.MD.1, 3.MD.2, 3.MD.3	2	High	Claim 1 cont. 60-65%
	<p>H. Represent and interpret data.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student creates a scaled picture graph and a scaled bar graph to represent a data set with up to four categories.</li> <li>The student solves one-and tow-step “how many more” and “how many less” problems using information presented ins called bar graphs.</li> <li>The student generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch and makes a line plot with fractional measurement values.</li> <li>The student can determine the classification of date from real-world problems shown in graphical representation, using the terms minimum and maximum.</li> </ol>	3.MD.4, 3.MD.5, 3.MD.6	3	Medium	
	<p>I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>The student measures areas by counting unit squares.</li> <li>The student finds areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts.</li> <li>The student finds the area of a rectangle with whole-number side lengths by tiling it, and shows that the area is the same as would be found by multiplying the side lengths.</li> </ol>	3.MD.7, 3.MD.8, 3.MD.9	2	High	

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Not used in this grade.	<p>J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>1. The student solves real-world and mathematical problems involving finding the perimeter of a polygon given the side lengths.</li> <li>2. The student distinguishes between area and perimeter of a rectangle.</li> </ol>	3.MD.10	2	Low	Claim 1 cont. 60-65%
	<p>K. Reason with shapes and their attributes.</p> <p><b>Evidence Required:</b></p> <ol style="list-style-type: none"> <li>1. The student identifies, draws, and classifies shapes (e.g., rhombuses, rectangles, and others) according to their attributes (e.g., having four sides), and recognizes that shared attributes can define a classification category.</li> <li>2. The student partitions shapes into parts with equal areas and can express the area of each part as a unit fraction of the whole.</li> </ol>	3.G.1, 3.G.2	2	Medium	

**Claim 2: Problem Solving.** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problems solving strategies.

Focus	Target	Standard	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	<p><b>A-D</b></p> <p>A. Represent and solve problems involving multiplication and division.</p> <p>B. Understand properties of multiplication and the relationship between multiplication and division.</p> <p>C. Multiply and divide up to 100.</p> <p>D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>Focus Clusters:            3.OA.A, 3.OA.D,            3.NBT.A, 3.MD.A,            3.MD.B*, 3.MD.C,            3.MD.D*            *denotes minor clusters</p>	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

**Claim 3: Communicating Reason.** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of other.

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Not used in this grade.	<p><b>A-F</b></p> <p>A. Represent and solve problems involving multiplication and division.</p> <p>B. Understand properties of multiplication and the relationship between multiplication and division.</p> <p>C. Multiply and divide up to 100.</p> <p>D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>E. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>F. Develop understanding of fractions as numbers.</p>	Focus Clusters/ Standards: 3.OA.B, 3.NF.A, 3.NF.2, 3.NF.3, 3.MD.A, 3.MD.7	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

**Claim 4: Modeling and Data Analysis.** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
	<p><b>A-G</b></p> <p>A. Represent and solve problems involving multiplication and division.</p> <p>B. Understand properties of multiplication and the relationship between multiplication and division.</p> <p>C. Multiply and divide up to 100.</p> <p>D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>E. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>F. Develop understanding of fractions as numbers.</p> <p>G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>	<p>Focus Clusters:            3.OA.A 3.OA.D,            3.MD.A, 3.MD.C,            3.MD.D*            *denotes minor clusters</p>	<p>3</p>	<p>Tasks limited to machine-scorable responses, so not all Targets may be addressed.</p>	<p>8-12%</p>