



Content Area: Math

Grade Level: Third Grade

Reporting Measure: Operations and Algebraic Thinking Reporting Measure: Estimation

Level	Description
Above & Beyond (4.0)	The student will: • Use mental computation and estimation strategies to assess the reasonableness of an answer at different stages of solving a problem (for example, when given that a boy has 374 more baseball cards than a friend who has 221 baseball cards, and when given that he then buys another 186 cards, use rounding to estimate that the number of baseball cards the boy started with should be close to 600 and the number of cards he ended up with should be close to 800).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Proficient (3.0)	The student will: E1—Round a given number to the nearest 10 or 100 (for example, round the numbers 23, 50, 95, 447, 283, 509, and 962 to the nearest 10 and the nearest 100).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Getting There (2.0)	E1—The student will recognize or recall specific vocabulary (for example, <i>estimate</i>, <i>round</i>) and perform basic processes such as: • Identify relationships between place values. For example, explain that ten 1's are equal to one 10 and that ten 10's are equal to one 100. • Explain that rounding a number to a given place estimates or approximates the value of the number to the nearest multiple of that place. For example, rounding a number to the nearest 10 approximates the value of that number to the nearest multiple of 10. • Explain that rounding a number to a given place will leave a value of zero in each place that is smaller than (to the right of) the targeted place. For example, rounding a number to the nearest 100 will leave a value of 0 in the tens and ones places. • Explain that a number will be rounded up to a given place if the digit in the place immediately to the right is greater than or equal to 5, and will be rounded down if the digit is less than or equal to 4. • Identify situations in which rounding might be useful. For example, explain that rounding two addends and quickly calculating their sum can be useful for assessing whether or not the calculated sum of the unrounded addends is accurate.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Beginning (1.0)	With help, partial success at score 2.0 content and score 3.0 content