

Fractions (2 Math)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify and name non-unit fractions of a whole partitioned into 2, 3, or 4 equal portions (for example, when given a circle partitioned into 4 equal portions with 2 portions shaded, describe the shaded portions as both “one-half” and “two-fourths” of the circle).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p>F1—Identify equal portions of partitioned two-dimensional figures (for example, when given a set of similar two-dimensional figures, some of equal size and some not, that have been partitioned in various ways and with various partitions shaded, match those figures which have equal portions shaded and label those portions which are one-half, one-third, and one-fourth of their respective figures).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>F1—The student will recognize or recall specific vocabulary (for example, <i>circle, equal portions, fourth, half, partition, quarter, rectangle, third, whole</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> Explain that equal portions of a whole shape will each cover the same amount of space. Determine whether or not a given partitioned shape has been partitioned into equal portions. Partition a given circle or rectangle into 2, 3, or 4 equal portions. Compose a shape in multiple ways using iterations of smaller shapes. For example, use pattern blocks to compose a hexagon from 2 trapezoids, 3 rhombuses, or 6 equilateral triangles. Partition the same shape into the same number of equal portions in different ways. For example, partition a rectangle into fourths by dividing it vertically into 4 equal columns, then partition a copy of the same rectangle into fourths by dividing it in half both vertically and horizontally to produce 4 smaller rectangles. Explain that portions of two or more shapes cannot be compared unless the shapes are identical (have the same size and shape). Explain that portions of two or more identical shapes can be equal even if the portions don’t have the same shape as long as they cover the same amount of space. Describe equal portions of a whole shape using fraction names (half, third, and fourth). Describe a whole shape partitioned into equal portions as the composition of those portions. For example, when given a circle that has been partitioned into 4 equal portions, describe the whole circle as being equal to “four fourths.”
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Length (2 Math)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> Estimate the length of a given object (for example, estimate the length of a book in inches and in centimeters or the width of a classroom in feet and in meters by using comparisons to known benchmarks or by iterating a mental image of the unit of measurement).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p>L1—Measure the length of an object to the nearest whole unit (for example, measure the length of a given object to the nearest inch, centimeter, foot, or meter).</p> <p>L2—Describe differences between length measurements when the same object is measured in different units (for example, compare the length measurements of a given object when measured in inches and in centimeters, then relate the number of units necessary to measure the object to the size of the units).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>L1—The student will recognize or recall specific vocabulary (for example, <i>centimeter, estimate, foot, hash mark, inch, length, length unit, measure, measuring tape, meter, meter stick, ruler, unit, yardstick, zero mark</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> Describe the length of an object as the distance between its endpoints. Explain that the length of an object is measured as the number of equal-sized length units necessary to iterate from one endpoint of the object to the other without gaps or overlaps. Explain that one endpoint of an object being measured must be aligned with the zero mark of the measuring tool. Explain that the length unit on a ruler is the distance between whole-number hash marks, not the marks themselves, and that the numerals indicate the number of length units already covered. Identify the components of a given measuring tool (zero mark, hash marks, length units, unit type). Explain that length can be measured in inches (in.), feet (ft.), centimeters (cm), and meters (m). Choose the appropriate tool (ruler, yardstick, meter stick, measuring tape) to measure the length of a given object. Correctly label units when recording measurements of length. Compare measurements taken with a ruler or measuring tape to measurements taken with length-unit manipulatives. For example, measure an object in inches using both a ruler and inch cubes, then compare the measurements and determine the possible source of any discrepancies. Relate units of length to the lengths of familiar objects. For example, explain that an inch is about the width of a quarter, a foot is about the length of a folder, a centimeter is about the width of a staple, and a meter is about the distance from the floor to the top of a doorknob). <p>L2—The student will recognize or recall specific vocabulary (for example, <i>centimeter, foot, inch, length, meter, unit</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> List standard units of length (inches, feet, centimeters, and meters). Identify the unit of measurement of a given measuring tool. Compare the relative sizes of different standard-length measurement units. For example, compare the size of an inch to the size of a centimeter. Explain that the same distance can have different length measurements depending on the unit selected. For example, explain that a given object may have a length measurement of