3

Name:_____

MATH: Number Sense 3.NS.2 (3.NS.1)

Compare two whole numbers up to 10,000 using >, =, and < symbols.

Scale Score	Scale	Sample Task
4	Student will be able to explain who is correct in a word problem involving one or more possible answers. Their answer will show an understanding of comparing or forms of a number.	Students will be asked who is correct or where a mistake was made between one or more possibilities. They will then have to explain their answer in written form demonstrating an understanding of the skill.
3	The student will be able to compare two whole numbers up to 10,000 using >, =, and < symbols.	Give student two numbers up to 10,000 in different forms (example: expanded form and with base ten blocks) and have them compare.
2	The student will be able to read and write whole numbers up to 10,000 AND use words, models, standard form, and expanded form to represent AND show equivalent forms of whole numbers up to 10,000 (3.NS.1)	Give a number in any form and ask student to create an equivalent model of that model.
1	The student will be able to read and write whole numbers up to 10,000 AND use words, models, standard form, and expanded form. (3.NS.1)	Give the student a number up to 10,000 and have them show in standard form, word form, expanded form, and base ten models (drawings).
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.NS.2

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

3

Name:_____

MATH: Number Sense 3.NS.9

Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

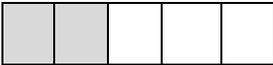| Scale Score	Scale	Sample Task
4	The student will be able to generate numbers that will round to a given value.	Give students real world problems where they have to generate a number that rounds to a given value (Ex: Joey's score on a video game when rounded to the nearest hundred is 500 what is a possible score Joey could have received?)
3	The student will be able to use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	Give student 2 or 3 die to make a two-digit or three-digit number. Have them round the number to the nearest ten or hundred. (You could also use playing cards).
2	The student will be able to use place value understanding to round 2-digit whole numbers to the nearest 10.	Give student 2 die to make a two-digit number. Have them round the number to the nearest ten (you could also use playing cards).
1	The student will be able to identify the place value of tens and hundreds.	Give the student a 2- and 3-digit whole number and ask them the place and value of the tens and/or hundreds digit. Repeat with a different 2- and 3-digit number.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.NS.9**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

3

Name:_____

MATH: Number Sense 3.NS.7

Recognize and generate simple equivalent fractions (e.g. ½ = 2/4, 4/6 = ⅔). Explain why the fractions are equivalent (e.g., by using a visual fraction model).

Scale Score	Scale	Sample Task
4	The student will be able to partition circle models, generate equivalent fractions, and explain how the two fraction models are equivalent.	Have student create a fraction using a circle model. Then have student show an equivalent circle fraction model. Next they will explain how the two fraction model are equivalent.
3	The student will be able to recognize and generate simple equivalent fractions (e.g., ½ = 2/4, 4/6 = ⅔). Explain why the fractions are equivalent (e.g., by using a visual model).	Have student create a fraction on a visual model)either a rectangular or square model). Then have student show an equivalent fraction model.
2	The student will be able to understand two fractions as equivalent (equal) if they are the same size, based on the same whole (3.NS.6).	Give students two equivalent fraction models (either a rectangular or square model) and have them name the fractions for the models. Have them identify why they are equivalent.
1	The student will be able to partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (½, ⅓, ¼, ⅙, ⅛). **(3.G.4)** AND understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] **(3.NS.3)** AND Express the area of each part as a unit fraction of the whole (½, ⅓, ¼, ⅙, ⅛).	(3.G.4) Partition shapes (not circles) into four equal parts 2 different ways. (3.NS.3) Mrs. Frances drew a picture on the board Then she asked her students what fraction it represents. ● Emily said that the picture represents 2/6. Label the picture to show how Emily's answer can be correct. ● Raj said that the picture represents ⅔. Label the picture to show how Raj's answer can be correct. ● http://illustrativemathematics.org/content-standards/tasks/833 (3.G.4) Give them a shape that is divided into equal parts and ask them to express what one part is in fraction form (called the unit fraction).
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.NS.7

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						

3

Name:_____

Comment						

MATH: Number Sense 3.NS.8

Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).

Scale Score	Scale	Sample Task
4	The student will be able to solve fractional comparison real-world problems.	Have student make fractional parts of how long they ran a mile. Have them compare to a partner and justify who ran the farthest.

3

Name:_____

3	The student will be able to compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, <, and justify the conclusions (e.g., by using a visual fraction model).	Give student fractions with common numerators or common denominators. Student will represent their answers with both symbols and pictures.
2	The student will be able to understand two fractions as equivalent (equal) if they are the same size, based on the same whole (3.NS.6).	Give student number line: Have them place an X on the number line for the fraction ¼ and 2/8. Give student a fraction number line (with fractions already placed). Ask student equivalent fraction questions using the number line and explain (for example is ⅛ equivalent to 2/8?)
1	The student will be able to present a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. **(3.NS.4)** AND represent a fraction, a/b, on a number line by marking off lengths 1/b from 0. Recognize that the resulting interval has size a/b on the number line. **(3.NS.5)**	(3.NS.4) A. Mark and label the point ⅔ on the number line. Be as exact as possible. (3.NS.5) B. Mark and label the points ½, ⅓ and ¼ on the number line. Be as exact as possible. (use an open number line with no numbers)
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.NS.8**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						

3

Name:_____

Comment						

MATH: Computation 3. AT. 1 and 3.C.1

Add and subtract whole numbers fluently within 1,000.

Scale Score	Scale	Sample Task
4	The student will be able to solve addition problems with 3 addends, within 1000, with accuracy.	Given 2 addition problems, within 1000 and 3 addends, have them solve with accuracy.

3

Name:_____

3	The student will be able to solve real-world problems involving addition OR subtraction of whole numbers within 1000 (by using drawings and equations with a symbol for the **unknown** number to represent the problem). (3.AT.1)	Student will solve a real-world addition OR subtraction problems within 1000 using drawings (Example: Student might use/draw base ten blocks to solve for the **unknown**, use a number line to solve for the unknown).
2	The student will be able to solve real-world problems involving addition AND subtraction of whole numbers within 1000 (by using drawings).	Student will solve real-world addition AND subtraction problems within 1000.
1	The student will be able to add and subtract whole numbers fluently within 1000.	Give student an addition problem within 1000 and have them solve with accuracy, efficiently (no more than 2 min), and explain 2 ways to solve untimed (flexibility). Give student a subtraction problem within 1000 and have them solve with accuracy, efficiency (no more than 2 min.), and explain 2 ways to solve untimed (flexibility). THIS IS NOT THE SCA (Standard Computational Algorithm)
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.C.1**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Computation 3.C.2 (3.C.6, 3.AT.4)

Demonstrate fluency with multiplication facts of 0 to 10.

Scale Score	Scale	Sample Task
4	The student will be able to use known multiplication facts to solve unknown multiplication facts.	Using their known facts (can vary from student to student) they can solve unknown multiplication facts.

3

Name:_____

3	The student will be able to represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models: equal "jumps" on a number line AND understand the properties of 0 and 1 in multiplication. (3.C.2)	Given both real-world problems and equations that represent the concept of multiplication, the student will be able to draw the various types of models (equal sized, array, area models). Example: We are going to tile a room. The room is 8 tiles long and 6 tiles wide. Draw a picture to represent the concept of multiplication. Students should draw an area model.
2	The student will be able to interpret a multiplication equation as equal groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each) AND represent verbal statements of equal groups as multiplication equations. (3.AT.4)	Given various equations/statements the student will be able to represent multiplication equations (and vice versa).
1	The student will be able to demonstrate fluency with multiplication facts of 0 to 10. *not in order from 0-10	Give student 6 multiplication problems including facts from 0 to 10 and have them solve with accuracy, efficiency (no more than 3 min), and explain 2 ways to solve untimed (flexibility).
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.C.6** Multiplication

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Computation (Division) 3.C.3 (3.C.4, 3.C.6)

Demonstrate fluency with division facts of 0 to 10.

Scale Score	Scale	Sample Task
4	The student will be able to interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each	Student is able to write real world problems that represent given division expression AND given a real world problem student can

	share when 56 objects are partitioned equally into 8 shares, or a number of shares when 56 objects are partitioned into equal shares of 8 objects each). (3.C.4)	represent with a division expression.
3	The student will be able to represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. (3.C.3)	Give students both real-world problems and equations that represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Have them represent using a drawing. Example: Draw a sharing division picture for 20 divided by 4.
2	The student will be able to use known multiplication facts to solve unknown division facts.	Using their known facts (can vary from student to student) they can solve unknown division facts.
1	The student will be able to demonstrate fluency with division facts of 0 to 10. *not in order from 0-10	Give student 6 division problems including facts from 0 to 10 and have them solve with accuracy, efficiency (no more than 3 min), and explain 2 ways to solve (flexibility).
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.C.6 Division

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Algebraic Thinking 3.AT.2

Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.

Scale Score	Scale	Sample Task

3

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4	The student will be able to solve multi-step real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Given a multi-step real-world problem student will be able to solve by drawing a picture and write an equation with a symbol to represent the problem. For example: Grant's teacher gave him 8 packs of glue sticks. Each pack contained 2 glue sticks. Later that day, his teacher asked him to share his supply of glue sticks equally between himself and his project team. If there were 4 members on the team, including himself, how many would each member receive?
3	The student will be able to solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Given a real-world problem student will be able to solve by drawing a picture and write an equation with a symbol to represent the problem. For example: a) Juanita spent $9 on each of her 6 grandkids at the fair. How much money did she spent? b) Nita bought some game for her grandkids for $8 each. If she spent a total of $48, how many games did Nita buy?
2	The student will be able to draw a picture and write an equation to express the total as equal groups.	Give student a scenario that involves equal groups and have them draw a picture to show to total number of objects. Then have them write an equation to express the total as equal groups (this can be repeated subtraction or division).
1	The student will be able to find the total number of objects arranged in rectangular arrays with up to 10 rows and up to 10 columns; write an equation to express the total.	Give student a scenario that involves number of rows and number of objects in each row. Have students draw a model to show the total number of objects. Then have them write an equation to express the total (this can be repeated addition or multiplication).
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **Algebraic Thinking 3.AT.2**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						

3

	Score					
	Comment					

MATH: Algebraic Thinking 3.AT. 3

Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Scale Score	Scale	Sample Task
4	NO LEVEL 4 FOR THIS STANDARD.	

3

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3	The student will be able to solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Given a two-step real-world problem using four operations, student will give the unknown quantity with a variable. For example: Mrs. Moore's 3rd grade class wants to go on a field trip to the museum. The cost of the trip is $245. The class can earn money by running the school store for 6 weeks. The students can earn $15 each week if they run the store. 1. How much more money does the 3rd grade class need to earn to pay for their trip? 2. Write an equation to represent the situation.
2	The student will be able to divide within 100 using strategies. (3.C.5).	Given a division problem the student will solve accurately by showing two different ways to solve using a variety of strategies (for example:Array, equal groups, repeated subtraction, equal jumps on a number line, or inverse operations.)
1	The student will be able to multiply within 100 using strategies.	Given a multiplication problem the student will solve accurately by showing two different ways to solve using a variety of strategies (for example:Array, equal groups, repeated addition, equal jumps on a number line, or inverse operations.)
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.AT.3** AT

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Geometry 3.G.1

Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.

Scale Score	Scale	Sample Task
4	The student will be able to provide a real world example of a given 3D shape.	Students will be given a 3D shape and will write a real world example of that shape.

Name:_____

3	The student will be able to identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	Given assorted 3D shapes, have student describe similarities, and differences between two shapes.
2	The student will be able to identify the following: cube, sphere, prism, pyramid, cone, and cylinder.	Give student clues based on shape attributes and have them identify which one you are describing. (For example: I have a shape with 8 vertices and 6 square shaped faces. What am I?)
1	The student will be able to match a shape to a description: cube, sphere, prism, pyramid, cone, and cylinder.	Students will match a picture of a 3D shape to a given description.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.G.1

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Geometry 3.G.2

Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

Scale Score	Scale	Sample Task

Name:_____

4	Analyzes similarities and differences between given quadrilaterals.	Given two quadrilaterals students will write the shared attributes and differences between the two shapes.
3	The student will be able to understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	Given 2D paper shapes have students sort quadrilaterals and non-quadrilaterals. Then have the student describe how the non-quadrilateral are different from the quadrilateral group.
2	The student will be able to recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals.	Draw rhombuses, rectangles, and squares, based on their attributes, with appropriate tools.
1	The student will be able to understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).	Given 2D paper shapes have students sort quadrilaterals and non-quadrilaterals. Then, have student identify the names of the quadrilaterals and the common attributes they share.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.G.2

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Measurement 3.M.1

Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem.

Scale Score	Scale	Sample Task

3   Name:_____

		(Equation or multiple choice response)
4	The student will be able to measure to the nearest quarter inch when the object doesn't start at zero.	Given a broken ruler, student will be able to correctly give the measurement of an object. *add picture of ruler
3	The student will be able to estimate and measure the mass of objects in grams (g) and kilograms (kg) and volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem.	Have student solve one-step real world mass or volume problems and estimate an unknown quantity by comparing it with a given measurement.
2	The student will be able to generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters. (3.DA.2)	Have students collect data to the nearest quarter inch and create a line plot using that data. For example, measure pencils to the nearest quarter inch and create a line plot using that data.
1	The student will be able to choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit (3.M.2)	a) Have student identify appropriate tools for different objects to use for measurement. (For example, show a picture of a pig. Ask student to choose the appropriate measuring tool) b) Student will make measurement estimates for objects. c) Student will measurement objects using appropriate tools.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.M.1**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						

3

Name:_____

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Score						
Comment						

MATH: Measurement 3.M.3

Tell and write time to the nearest minute from analog clocks, using am.m and p.m. and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.

Scale Score	Scale	Sample Task

Name:_____

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4	The student will be able to solve real-world problems involving addition and subtraction of multiple time intervals in minutes.	Using a real-world example, students will be able to add multiple intervals of time and explain their reasoning. Example: I need to be at work at 9:15am. In the morning, I spend 10 min. showering 10 min. getting dressed, 23 min. eating breakfast, and 15 min. driving to work. What time do I need to get up to get to work on time?
3	The student will be able to tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals **in minutes.** Solve real-world problems involving addition and subtraction of time intervals **in minutes** to represent the problem.	1. Students are given a starting time of a real world event, as well as the interval of time that an event can take place. Student will be able to find the ending time. Example: I started my math homework at 8:47pm. I spent 45 minutes on my homework. What time did I finish? 2. Students are given an ending time of a real world event, as well as, the interval of time that an event can take place before the ending time. Student will be able to find the start time. Example: My mom gets off of work at 5:10. Her last phone call lasted 30 minutes. What time did the phone call start? 3. Students are given a start time and an ending time. Student will be able to find the interval time. Example: The movie started at 8:20pm. The movie ended at 10:00pm. How long was the movie?
2	The student will be able to tell AND write time from an analog clock to the nearest minute using a.m. and p.m.	Given an analog clock student will tell AND write time to the nearest minute and associate a.m. and p.m.
1	The student will be able to tell AND write from an analog clock to the nearest 5 minutes using a.m. and p.m. (2.M.5)	Given an analog clock student will tell AND write time to the nearest 5 minutes and associate a.m. and p.m.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.M.3**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						

3

Name:_____

Score						
Comment						

MATH: Measurement 3.M.5

Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.

3

Name:_____

Scale Score	Scale	Sample Task
4	The student will be able to multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (3.M.6)	Student will use the formula for area of a rectangle to solve real-world problems and represent products as rectangular areas.
3	The student will be able to find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	Student will find the area and perimeter of rectangles using square units. (For example, using graph paper, student will create rectangles with a given area. The area of an outdoor play space is 25 square units. The play space needs to be fenced in. Student will determine what would give the most amount of area with the least amount of perimeter (for example, a 1 by 24, 2 by 12, a 4 by 6, 3 by 8). Besides counting, see if they can recognize a more efficient way to find the answer.
2	The student will be able to find the lengths of missing sides given their knowledge of polygons. (3.M.7)	Give student a polygon and label the length of some of the sides. Ask student what the length of the unknown sides would be.
1	The student will be able to find perimeters of polygons give the side lengths. (3.M.7)	Have student find the perimeter of varying lengths on different polygons including some with missing side lengths.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet 3.M.5

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						

MATH: Measurement 3.DA.1

Create scaled picture graphs, scaled bar graphs, AND frequency tables to represent a data set- including data collected through observations, surveys, and experiments-with several categories. Solve one-and two step "how many more" and "how many less" problems regarding the data and make predictions based on the data.

3

Name:_____

Scale Score	Scale	Sample Task
4	The student will be able to create their own data set and graph of their choice AND problems regarding the data.	Students will conduct an observation, survey, or experiment. Student will choose which type of graph will be the best to display that data. Then, they will create problems regarding the data.
3	The student will be able to create scaled picture graphs, scaled bar graphs, AND frequency tables to represent a data set-including data collected through observations-with several categories. Solve one-and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	Students will conduct an observation, survey, or experiment. They will collect, organize, and display their data by creating a frequency table AND solve one- and two-step "how many more: and "how many less" problems regarding the data and make predictions based on the data.
2	The student will be able to create scaled picture graphs AND scaled bar graphs AND solve one-step "how many more" and "how many less" problems.	Students will conduct an observation, survey, or experiment. They will collect, organize, and display their data by creating scaled picture graphs and scaled bar graphs AND solve one-step "how many more" and "how many less" problems.
1	The student will be able to read a bar graph AND solve one-step "how many more" problems.	Give the student a bar graph and ask them to tell you about the information on the graph. Then have them solve one-step "how many more" problem.
0	Even with help, no skill of understanding is demonstrated.	

Recording Sheet **3.DA.1**

	CFA/Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						