

Grade 3 Achievement Level Descriptors

Nebraska Math Alternate Assessment

Developing	On Track	College and Career Ready Benchmark
<p>Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.</p>	<p>On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.</p>	<p>College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.</p>
<p>Students at this level</p> <ul style="list-style-type: none"> • Recognize equivalent representations of whole numbers up to 20, including visual models, standard form, and word form. • Recognize a set of ordered whole numbers, 1–20. • Recognize a number closer to a given number on a number line, 1–20. • Identify halves or wholes on a number line. 	<p>Students at this level</p> <ul style="list-style-type: none"> • Read, write, and demonstrate whole numbers up to 20 that are equivalent representations, including visual models, standard form, and word form. • Compare and order whole numbers, 1–20. • Identify a number closer to a given number on a number line, 1–20. • Represent halves and wholes on a number line. 	<p>Students at this level</p> <ul style="list-style-type: none"> • Translate between equivalent representations of whole numbers up to 20, including visual models, standard form, and word form. • Compare and order whole numbers, 1–20, in real-world problems. • Identify a number closer to a given number, 1–20. • Translate between number line representations of halves and wholes and their numeric representations.

<ul style="list-style-type: none"> • Given a model, identify a whole number (1–3) as a fraction with a denominator of 2 or 4. • Recognize parts of a set as one-half, one-fourth, or the whole of the set, limited to four objects. • Recognize unit fractions one-half, one-third, and one-fourth using a model. • Recognize the sum or difference through 10, without regrouping. • Recognize multiplication as repeat addition with a product no greater than 10 using a model. • Identify the product of multiplying one or two by ten or twenty up to 40. • Recognize the number of twos in four, six, and eight, and the number of threes in six and nine in a model. • Identify numeric and non-numeric AB patterns. 	<ul style="list-style-type: none"> • Given a model, represent a whole number (1–3) as a fraction with a denominator of 2, 3, or 4. • Identify parts of a set as one-half, one-fourth, or the whole of the set, limited to four objects. • Compare unit fractions one-half, one-third, and one-fourth using a model. • Add and subtract through 20, without regrouping. • Show multiplication as repeat addition with a product no greater than 20 using a model. • Multiply one and two by ten, twenty, and thirty up to 60. • Count the number of twos in four, six, and eight and the number of threes in six and nine using a model. • Identify the next term in numeric and non-numeric AB patterns. 	<ul style="list-style-type: none"> • Translate between a model and a representation of a whole number (1–3) as a fraction with a denominator of 2, 3, or 4. • Represent parts of a set as one-half, one-fourth, or the whole of the set, limited to four objects. • Compare unit fractions one-half, one-third, and one-fourth in real-world problems using a model. • Add and subtract through 20, without regrouping, to solve real-world problems. • Represent multiplication as repeat addition, with a product no greater than 20. • Multiply one and two by ten, twenty, and thirty up to 60 in real-world problems. • Represent the number of twos in four, six, and eight and the number of threes in six and nine. • Describe the pattern in a numeric or non-numeric AB pattern.
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<ul style="list-style-type: none"> • Recognize a multiplication equation as representing equal groups up to 20. • Identify the solution to a one-step equation for sums and differences, 0–9. • Identify the solution to a one-step real-world problem using addition or subtraction, 0–9. • Recognize a one-step equation that represents a real-world problem with a variable limited to addition with sums, 0–9. • Recognize the number of sides or angles in a regular polygon. • Recognize two-dimensional shapes, limited to circles, triangles, or squares. • Identify a line that separates a symmetrical two-dimensional shape into halves, limited to circle and square. • Recognize that the perimeter of a rectangle is defined as the sum of its side lengths. 	<ul style="list-style-type: none"> • Identify a multiplication equation as representing equal groups up to 20. • Solve a one-step equation for sums and differences, 0–9. • Solve a one-step real-world problem using addition or subtraction, 0–9. • Identify a one-step equation that represents a real-world problem with a variable limited to addition or subtraction with sums and differences, 0–9. • Identify the number of sides or angles in a regular polygon. • Identify two-dimensional shapes, circles, triangles, rectangles, and squares. • Identify a line that separates a symmetrical two-dimensional shape into halves. • Find the perimeter of a rectangle given the side lengths and a figure. 	<ul style="list-style-type: none"> • Identify a multiplication equation representing equal groups up to 20 in real-world problems. • Represent a one-step equation for sums and differences, 0–9. • Represent a one-step real-world problem using addition or subtraction, 0–9. • Solve a one-step equation that represents a real-world problem with a variable limited to addition or subtraction with sums and differences, 0–9. • Represent a polygon with a given number of sides or angles. • Sort two-dimensional shapes from a collection of circles, triangles, rectangles, and squares. • Identify a line that separates a symmetrical two-dimensional shape into halves in a representation of real-world objects. • Identify a rectangle with a given perimeter.
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<ul style="list-style-type: none"> • Recognize time to the hour. • Identify the expression given in whole numbers of hours that can be used to find elapsed time. • Recognize the length, given to the nearest inch, of a model of an object. • Recognize that the area of a square is defined by counting its unit squares. • Recognize congruent non-square rectangles. • Identify a bar graph or a pictograph. • Recognize the key of a pictograph. • Recognize a solution to a bar graph or a pictograph problem. 	<ul style="list-style-type: none"> • Tell time to the hour. • Add whole numbers of hours to find elapsed time. • Measure length to the nearest inch using a model of an object. • Find the area of a square by counting whole-number unit squares. • Identify congruent non-square rectangles. • Identify a characteristic of a bar graph or a pictograph (e.g., quantities, comparisons). • Identify the scale of a bar graph and/or the key of a pictograph. • Solve a problem using a bar graph or a pictograph. 	<ul style="list-style-type: none"> • Represent time to the hour in real-world problems. • Demonstrate an understanding of elapsed time using whole numbers. • Identify an object with a given length to the nearest inch. • Identify a square with a given area. • Identify a congruent rectangle when given a non-square rectangle. • Interpret information in a bar graph or pictograph. • Interpret information using the scale in a bar graph and/or the key of a pictograph. • Solve a multi-step problem using a bar graph or a pictograph.
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