

EMDI Scoring Guide: Grade 3

- 3: ON TARGET** Shows automaticity and/or uses appropriate strategy for grade level; able to explain thinking and makes no mistakes or self corrects without prompting.
- 2: CLOSE TO TARGET** Has good core understanding but it is not completely developed; growing fluency and ability to explain thinking; may need prompting.
- 1: BELOW TARGET** Shows some understanding but has gaps or flaws in thinking, fluency and explanation.
- 0: VERY BELOW TARGET** Shows little to no understanding.

\*NOTE: Only grade level items are included on the scoring guide. (Foundational skills are not included, though a score of 1 could be given if there is evidence of understanding at the grade below. Make a note in the item comment space to support the score.) Two possible summary sheets are included at the end of this scoring guide based on your need for data collection and share out.

|  |  |   |   |   |   |       |
|--|--|---|---|---|---|-------|
| ITEM 1<br><br>Fraction Identification  | A. Identifies 5/8 of a circle.                     | 0   | 1 | 2 | 3 | Total |
|  | B. Identifies 2/5 of a rectangle.                  | 0   | 1 | 2 | 3 |       |
|  | C. Identifies 5/6 on a number line.                | 0   | 1 | 2 | 3 | /9    |
| Scoring Notes  |  |   |   |   |   |       |
| Use the table as a guide. Only one bullet needs to be observed to score at the level described.      |  |   |   |   |   |       |
| Score as a 2 if...   | Score as a 1 if...                                 | Score as a 0 if...                                  |   |   |   |       |
| ● identifies fraction as “ five over eight”instead of five-eighths; able to explain answer correctly | ● identifies fraction, but not able to explain why | ● incorrect fraction<br>● can not identify fraction |   |   |   |       |

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|  |                |  |   |  |   |                        |
|--|----------------|--|---|--|---|------------------------|
| <b>ITEM 2</b><br><br><b>Compare Fractions</b>  | A. $1/6 > 1/8$ | 0  | 1 | 2  | 3 | <b>Total</b><br><br>/9 |
|  | B. $1/2 = 2/4$ | 0  | 1 | 2  | 3 |                        |
|  | C. $3/8 < 5/8$ | 0  | 1 | 2  | 3 |                        |
| Scoring Notes  |                |  |   |  |   |                        |
| <b>Use the table as a guide. Only one bullet needs to be observed to score at the level described.</b>   |                |  |   |  |   |                        |
| Score as a 2 if...   |                | Score as a 1 if...   |   | Score as a 0 if...   |   |                        |
| <ul style="list-style-type: none"> <li>• correct comparison, but not able to read the number sentence correctly from left to right consistently</li> <li>• understands comparison, but confuses the symbol when reading from left to right (with prompting, can correct the sign)</li> </ul> |                | <ul style="list-style-type: none"> <li>• compares correctly; not able to use the comparison symbols</li> </ul> |   | <ul style="list-style-type: none"> <li>• Does not understand comparison of fractions</li> <li>• comparison reasoning is not accurate/ not correct</li> </ul> |   |                        |

|   |                                     |   |   |   |   |                        |
|---|-------------------------------------|---|---|---|---|------------------------|
| <b>ITEM 3</b><br><b>Estimating Sums and Differences</b>   | A. $126 + 597$ is more than 700.    | 0   | 1 | 2   | 3 | <b>Total</b><br><br>/6 |
|   | B. $1,354 - 426$ is less than 1000. | 0   | 1 | 2   | 3 |                        |
| Scoring Notes   |                                     |   |   |   |   |                        |
| <b>Use the table as a guide. Only one bullet needs to be observed to score at the level described.</b>  |                                     |   |   |   |   |                        |
| Score as a 2 if...  |                                     | Score as a 1 if...  |   | Score as a 0 if...  |   |                        |
| <ul style="list-style-type: none"> <li>• correct, but finds the exact answer as proof instead of thinking about the numbers as a whole.</li> <li>• correct, but reasoning is difficult to follow</li> </ul> |                                     | <ul style="list-style-type: none"> <li>• correct but needs to use manipulatives or paper to justify and loses track of reasoning</li> </ul> |   | <ul style="list-style-type: none"> <li>• incorrect response</li> <li>• reasoning does not support correct response</li> </ul> |   |                        |

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|   |                      |   |   |   |   |                         |
|---|----------------------|---|---|---|---|-------------------------|
| <b>ITEM 4</b><br><br><b>Add/Subtract Strategies</b> | A. $475 + 29$ (504)  | 0 | 1 | 2 | 3 | <b>Total</b><br><br>/12 |
|   | B. $708 + 115$ (823) | 0 | 1 | 2 | 3 |                         |
|   | C. $918 - 120$ (798) | 0 | 1 | 2 | 3 |                         |
|   | D. $490 - 155$ (335) | 0 | 1 | 2 | 3 |                         |

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

| Score as a 2 if...   | Score as a 1 if...  | Score as a 0 if...  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• correct, needs to use manipulatives or paper to solve</li> <li>• correct, but reasoning is difficult to follow or not efficient for the numbers presented</li> <li>• minor error in calculation but able to correct if prompted (record prompt used)</li> </ul> | <ul style="list-style-type: none"> <li>• Needs to use manipulatives or paper to justify and loses track of reasoning</li> </ul> | <ul style="list-style-type: none"> <li>• incorrect response</li> <li>• reasoning does not support correct response</li> </ul> |

|  |   |   |   |   |   |              |
|--|---|---|---|---|---|--------------|
| <b>ITEM 5</b><br><br><b>Multiplication Foundations</b> | A. Recognizes equal groups to find how many on a partially covered $7 \times 5$ array. (35) | 0 | 1 | 2 | 3 | <b>Total</b> |
|  |   |   |   |   |   | /3           |

Scoring Notes

**Use the table as a guide. Only one bullet needs to be observed to score at the level described.**

| Score as a 2 if...   | Score as a 1 if...   | Score as a 0 if...  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• correct, though needs to touch each row and count on to find the product; may revert to counting by ones</li> </ul> | <ul style="list-style-type: none"> <li>• uses a strategy to count equal groups but makes a slight error in counting (ei. six groups of 5)</li> <li>• counts by ones to get the total and makes a slight error</li> </ul> | <ul style="list-style-type: none"> <li>• incorrect answer not related to the array</li> <li>• not able to solve without seeing all</li> </ul> |

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|   |  |   |   |   |   |              |
|---|--|---|---|---|---|--------------|
| <b>ITEM 6</b><br><br><b>Multiplication Division</b> | A. $8 \times 9 = \underline{\quad}$ (72) | 0 | 1 | 2 | 3 | <b>Total</b> |
|   | B. $\underline{\quad} \times 6 = 48$ (8) | 0 | 1 | 2 | 3 |              |
|   | C. $42 \div 7 = \underline{\quad}$ (6)   | 0 | 1 | 2 | 3 |              |
|   | D. $5 = \underline{\quad} \div 3$ (15)   | 0 | 1 | 2 | 3 |              |
|   |  |   |   |   |   | /12          |

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described. Fluent facts should be automatic-within 3 seconds with no apparent counting strategy used.

| Score as a 2 if...  | Score as a 1 if...  | Score as a 0 if...   |
|---|---|--|
| <ul style="list-style-type: none"> <li>correct, uses a counting strategy to solve (within 3 seconds)</li> <li>correct, uses another known fact to solve (within 3 seconds)</li> </ul> | <ul style="list-style-type: none"> <li>correct, uses a counting strategy to solve (more than 3 seconds)</li> <li>correct, uses another known fact to solve (more than 3 seconds)</li> </ul> | <ul style="list-style-type: none"> <li>incorrect or no response</li> </ul> |

|  |                        |   |   |   |   |              |
|--|------------------------|---|---|---|---|--------------|
| <b>ITEM 7</b><br><br><b>Multiplication Place Value</b> | A. $5 \times 30$ (150) | 0 | 1 | 2 | 3 | <b>Total</b> |
|  | B. $40 \times 6$ (240) | 0 | 1 | 2 | 3 |              |
|  |                        |   |   |   |   | /6           |

Scoring Notes

Use the table as a guide. Only one bullet needs to be observed to score at the level described.

| Score as a 2 if...  | Score as a 1 if...  | Score as a 0 if...  |
|---|---|---|
| <ul style="list-style-type: none"> <li>correct, needs to use manipulatives or paper to solve</li> <li>correct, but reasoning is difficult to follow or not efficient for the numbers presented</li> </ul> | <ul style="list-style-type: none"> <li>correct but needs to use manipulatives or paper to justify and loses track of reasoning</li> </ul> | <ul style="list-style-type: none"> <li>incorrect response</li> <li>reasoning does not support correct response</li> </ul> |

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|  |                            |  |   |  |   |                        |
|--|----------------------------|--|---|--|---|------------------------|
| <b>ITEM 8</b><br><br><b>Word Problems</b>  | A. $4 \times 6 = 24$ books | 0  | 1 | 2  | 3 | <b>Total</b><br><br>/9 |
|  | B. $6 \div 3 = 2$ carrots  | 0  | 1 | 2  | 3 |                        |
|  | C. $8 \times 5 = 40$ cm    | 0  | 1 | 2  | 3 |                        |
| Scoring Notes  |                            |  |   |  |   |                        |
| Use the table as a guide. Only one bullet needs to be observed to score at the level described. A student who does not say the units with their answer, can receive full points if they can identify the correct units when prompted. Rereading the problem to a student is not considered prompting and full credit can still be given. |                            |  |   |  |   |                        |
| Score as a 2 if...   |                            | Score as a 1 if...   |   | Score as a 0 if...   |   |                        |
| <ul style="list-style-type: none"> <li>• correct strategy and unit, but makes a small error in calculation and finds error when prompted</li> <li>• correct, but reasoning is difficult to follow</li> </ul>   |                            | <ul style="list-style-type: none"> <li>• correct answer; but not able to identify the unit even when prompted</li> <li>• reasoning does not support correct response</li> <li>• correct strategy and unit, but makes a small error in calculation</li> </ul> |   | <ul style="list-style-type: none"> <li>• incorrect response</li> </ul> |   |                        |

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| Grade 3 Results |   |   |   |    |   |    |   |   |       |
|-----------------|---|---|---|----|---|----|---|---|-------|
| Category        | 1 | 2 | 3 | 4  | 5 | 6  | 7 | 8 | Total |
| Earned Points   |   |   |   |    |   |    |   |   |       |
| Possible Points | 9 | 9 | 6 | 12 | 3 | 12 | 6 | 9 | 66    |
| Comments:       |   |   |   |    |   |    |   |   |       |

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| Grade 3 Results                      |                        |                   |                      |                |
|--------------------------------------|------------------------|-------------------|----------------------|----------------|
|                                      | 0<br>Very Below Target | 1<br>Below Target | 2<br>Close to Target | 3<br>On Target |
| # of times student earned this score |                        |                   |                      |                |
| <b>Comments:</b>                     |                        |                   |                      |                |