

**Jones County School District  
Assessment Blueprint 2013-2014**

**Grade/Subject Level:** 3rd Grade Math


**Team Members:** A. Mobley, K. Husser, R. Sims, S. Clark, K. Knight, J. Hall

Creating Summative / District Benchmark Tests

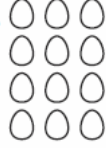
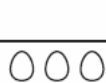

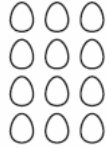

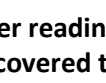
<b>Weeks</b>	<b>Standard</b>	<b>Formative, Summative, or Both</b>	<b>Formative type assessment</b> (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	<b>Summative type</b> Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<b>Sample Test Item</b> Use Stem Questions to increase rigor for items not found in ELS test bank.  (See pages 32-34 on International Center for Leadership in Education Guide.)
<b>FIRST NINE WEEKS</b>					
1-2	<b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	What is 82 rounded to the nearest ten? A. 70 B. 80 C. 90 D. 100
3-4	<b>3.NBT.2</b> Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	A pet store has 456 goldfish in one fish tank and 301 guppies in another fish tank. How many fish are there altogether? A. 155 B. 487 C. 757 D. 766
	<b>3.OA.8</b> <b>Solve two-step word problems</b> using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Holly read a book that had 729 pages and Joseph read a book that had 416 pages. Which is the best estimate of how many more pages Holly read than Joseph? A. 700 B. 400 C. 300 D. 200

5-6	<p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Rule: Subtract 5</p> <table border="1" data-bbox="1472 120 2007 188"> <tr> <td>In</td> <td>5</td> <td>8</td> <td>9</td> <td></td> </tr> <tr> <td>Out</td> <td>0</td> <td></td> <td></td> <td>10</td> </tr> </table>	In	5	8	9		Out	0			10
In	5	8	9												
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	<p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems <b>using equations with a letter</b> standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Find the unknown quantity in the equation below. <math>M + 7 = 20</math></p> <p>A. 13 B. 12 C. 11 D. 10</p>										
7-8	<p><b>3.MD.1</b> Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Jessica puts cookies in the oven at 7:00 A.M. They need to cook for 18 minutes. What time should Jessica take the cookies out of the oven?</p>										

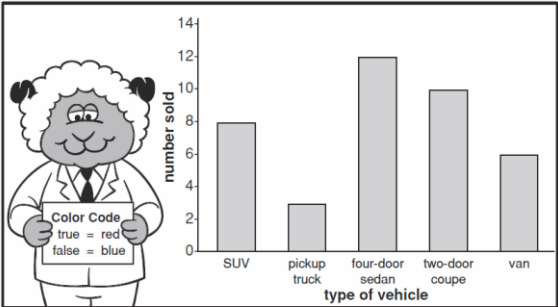
## SECOND NINE WEEKS

1-3	<p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Which replacement set has the solution to the equation?</b> <math>7 \times 8 =</math> A. {55,56,57} B. {49,50,51} C. {64,65,66} D. {72,73,74}</p>
	<p><b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	 <p>A. <math>\_\_\_ \times \_\_\_ = \_\_\_</math></p>
	<p><b>3.OA.3</b> Use multiplication and division within 100 to solve word problems 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.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Dan gathered red seedless grapes to share with his friends. He counted 9 grapes for each friend. How many grapes did Dan count out for the 7 friends?</b> A. 56 B. 63 C. 72 D. 84</p>
	<p><b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = ? \div 3</math>, <math>6 \times 6 = ?</math>.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><math>\square \times 2 = 14</math></p> <p><math>2 \times \square = 10</math></p> <p><math>8 \times 2 = \square</math></p>





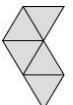



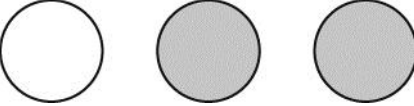
	<p><b>3.OA.5.</b> Apply properties of operations as strategies to multiply and divide. Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Which number goes in the box to make the equation true?</b></p> <p><math>3 \times 0 =</math></p> <p>A. 0 B. 1 C. 2 D. 3</p>
4-6	<p><b>3.OA.6</b> Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><input type="text"/> <math>\div 7 = 7</math></p> <p><math>45 \div</math> <input type="text"/> <math>= 9</math></p> <p><math>42 \div 6 =</math> <input type="text"/></p>
	<p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Barry earns \$2.00 each week by doing chores around his house. Barry saves half of what he earns. After four weeks, how much money has Barry saved?</b></p> <p>A.\$1.00 B.\$2.00 C.\$4.00 D.\$8.00</p>

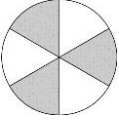
	<p><b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<div style="border: 1px solid black; padding: 5px;"> <p>B.  How many in all? _____   Circle groups of 6. _____   How many groups? _____  _____ <math>\div</math> 6 = _____ groups</p> <hr/> <p> How many in all? _____   Circle groups of 4. _____   How many groups? _____  _____ <math>\div</math> 4 = _____ groups</p> </div>
	<p><b>3.OA.5.</b> Apply properties of operations as strategies to multiply and divide. Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>After reading the water meter, Cyndi discovered that her family of 4 used 48 gallons of water for their morning showers. If each person took the same length shower, how much water was used for each shower?</b></p> <p>A. 6 gallons B. 8 gallons C. 12 gallons D. 14 gallons</p>
	<p><b>3.OA.3</b> Use multiplication and division within 100 to solve word problems 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.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>The camp cook needed 2172 ounces of juice each day. Each carton of juice contains 64 ounces. The cook estimated that he needed 30 cartons of juice each day. Which expression proves that his estimate is incorrect?</b></p> <p>A. <math>2200 \times 30</math> B. <math>2200 \times 60</math> C. <math>2200 \div 30</math> D. <math>2200 \div 60</math></p>

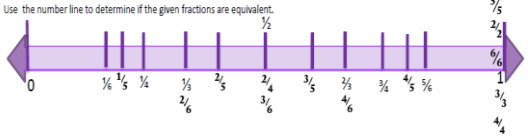
	<p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	$21 \div 3 = \underline{\hspace{2cm}}$  $24 \div 4 = \underline{\hspace{2cm}}$  $18 \div 9 = \underline{\hspace{2cm}}$
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7-8	<p><b>3.MD.3</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists, etc.	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Read each statement. Color the car by the code. Use the graph to help you.</b></p>  <p>1. Louie sold 10 vans.</p> <p>2. Louie sold fewer pickup trucks than any other type of vehicle.</p>
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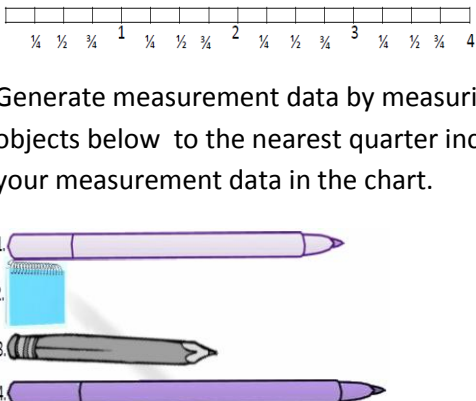

## THIRD NINE WEEKS

<p>1-2</p>	<p><b>3.NF.1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p>	<p>Both</p>	<p>dry erase boards, exit tickets, multiple choice, journals, checklists</p>	<p>Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)</p>	<p>In Tang's bag of marbles, <math>\frac{3}{4}</math> of the marbles are striped. Which picture could be Tang's bag of marbles?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>A.</p>  </div> <div style="text-align: center;"> <p>C.</p>  </div> <div style="text-align: center;"> <p>B.</p>  </div> <div style="text-align: center;"> <p>D.</p>  </div> </div>
	<p><b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>1/4</math> of the area of the shape.</p>	<p>Both</p>	<p>dry erase boards, exit tickets, multiple choice, journals, checklists</p>	<p>Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)</p>	<p>Janelle has a figure that is divided into parts. Each part has an area that is one-fifth of its total area.</p> <p>Which figure could not be Janelle's figure?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>A.</p>  </div> <div style="text-align: center;"> <p>C.</p>  </div> <div style="text-align: center;"> <p>B.</p>  </div> <div style="text-align: center;"> <p>D.</p>  </div> </div>
<p>3-4</p>	<p><b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ol style="list-style-type: none"> <li>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</li> <li>b. Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> </ol>	<p>Both</p>	<p>dry erase boards, exit tickets, multiple choice, journals, checklists</p>	<p>Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)</p>	<p>What fraction of the set of circles is shaded?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <ol style="list-style-type: none"> <li>A. <math>1/3</math></li> <li>B. <math>3/1</math></li> <li>C. <math>2/3</math></li> <li>D. <math>3/2</math></li> </ol>

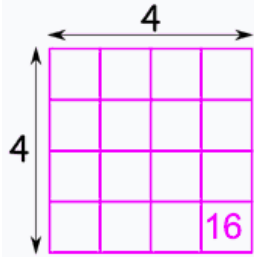
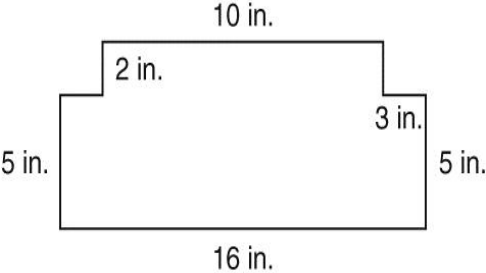
	<p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = \frac{3}{1}</math>; recognize that <math>\frac{6}{1} = 6</math>; locate <math>\frac{4}{4}</math> and 1 at the same point of a number line diagram.</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>				<p>Bob, Mark, and John shared a pie. Bob took <math>\frac{3}{8}</math> of the pie, Mark took <math>\frac{1}{8}</math> of the pie, and John took <math>\frac{4}{8}</math> of the pie. Which list shows the boys in order from the boy who took the least amount of pie to the boy who took the greatest amount of pie?</p> <p>A. John, Bob, Mark B. Mark, Bob, John C. Mark, John, Bob D. John, Mark, Bob</p> <p>Barbara shaded <math>\frac{3}{6}</math> of the circle.</p>  <p>Which of these is equal to <math>\frac{3}{6}</math>?</p> <p>A. <math>\frac{1}{6}</math> B. <math>\frac{6}{3}</math> C. <math>\frac{1}{3}</math> D. <math>\frac{1}{2}</math></p>
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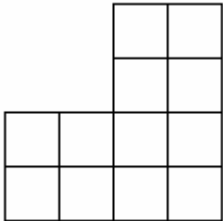

5-6	<p><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>\frac{1}{b}</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>\frac{1}{b}</math> and that the endpoint of the part based at 0 locates the number <math>\frac{1}{b}</math> on the number line.</p> <p>b. Represent a fraction <math>\frac{a}{b}</math> on a number line diagram by marking off <math>a</math> lengths <math>\frac{1}{b}</math> from 0. Recognize that the resulting interval has size <math>\frac{a}{b}</math> and that its endpoint locates the number <math>\frac{a}{b}</math> on the number line.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Use the number line to determine if the given fractions are equivalent.</p>  <table border="1" data-bbox="1493 935 2011 1097"> <thead> <tr> <th></th> <th colspan="2">Fraction Pair</th> <th colspan="2">Equivalent ?</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td><math>\frac{2}{4}</math></td> <td><math>\frac{3}{6}</math></td> <td>yes</td> <td>no</td> </tr> <tr> <td>2.</td> <td><math>\frac{4}{6}</math></td> <td><math>\frac{2}{3}</math></td> <td>yes</td> <td>no</td> </tr> <tr> <td>3.</td> <td><math>\frac{3}{4}</math></td> <td><math>\frac{2}{5}</math></td> <td>yes</td> <td>no</td> </tr> </tbody> </table>		Fraction Pair		Equivalent ?		1.	$\frac{2}{4}$	$\frac{3}{6}$	yes	no	2.	$\frac{4}{6}$	$\frac{2}{3}$	yes	no	3.	$\frac{3}{4}$	$\frac{2}{5}$	yes	no
	Fraction Pair		Equivalent ?																						
1.	$\frac{2}{4}$	$\frac{3}{6}$	yes	no																					
2.	$\frac{4}{6}$	$\frac{2}{3}$	yes	no																					
3.	$\frac{3}{4}$	$\frac{2}{5}$	yes	no																					



7-8	<p><b>3.MD.4.</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	 <p>Generate measurement data by measuring the objects below to the nearest quarter inch. Put your measurement data in the chart.</p>
9	<p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word 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.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Constructed Response</p> <p>Joe had a bag of candies of different colors. In the bag, he counted 4 red, 3 yellow, 5 brown, 4 blue, and 6 green candies. Make a bar graph to show his results. Be sure to include a title and labels for each axis.</p> 

## FOURTH NINE WEEKS

<p>1 - 2</p>	<ul style="list-style-type: none"> <li> <b>3.MD.5</b> – Recognize area as an attribute of plane figures, and understand concept of area measurement.             <ol style="list-style-type: none"> <li>A square with side length 1 unit, called “a unit square”, is said to have “one square unit” of area, and can be used to measure area.</li> <li>A plane figure which can be covered without gaps or overlaps by “n” unit squares is said to have an area of “n” square units. Unit Squares (Area)</li> </ol> </li> </ul>	<p>Both</p>	<p>dry erase boards, exit tickets, multiple choice, journals, checklists</p>	<p>Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)</p>	
	<p><b>3.MD.8</b> – Solve real-world and mathematical problems involving perimeters of polygons, including find the perimeter given the side lengths, find an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. -Perimeter</p>	<p>Both</p>	<p>dry erase boards, exit tickets, multiple choice, journals, checklists</p>	<p>Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)</p>	<p><b>Look at the polygon below.</b></p>  <p><b>What is the perimeter of the polygon?</b></p> <p>A. 41 in. B. 43 in. C. 44 in. D. 46 in.</p>

3 - 4	<p><b>3.MD.6</b> – Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units.) Counting using unit squares.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>Find the area of this figure. Each square equals 1 unit.</p> 
	<p>• <b>3.MD.7</b> – Relate area to the operations of multiplication and division.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>.</p> <p>Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, apply this technique to solve real-world problems.</p> <p>Use multiplication and addition to solve area (word problems, real-world) and distributive property.</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p>To find the area of a rectangle, multiply the length by the width. example:</p>  <p>area = 4 m x 8 m = <b>32 square meters</b></p>

5 - 6	<ul style="list-style-type: none"> <li>• <b>3.G.1</b> – Understand that shapes in different categories (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 rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</li> </ul> <p>Polygons (do with perimeter)</p>	Both	dry erase boards, exit tickets, multiple choice, journals, checklists	Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	<p><b>Aidan drew a quadrilateral with four right angles. The lengths of the sides were 2 centimeters (cm), 5 cm, 2 cm, and 5 cm. Which name below best describes the quadrilateral Aidan drew?</b></p> <p>A. rectangle B. trapezoid C. triangle D. square</p>
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