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| Topic: Fraction Concepts | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | **Students demonstrate they have the ability to:**   * Understand a fraction 1/*b* as the quantity formed by 1 part when *a* while is partitioned into *b* equal parts. (3.NF.1) * Understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*. (3.NF.1) * Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3.NF.2) * Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form of 3= 3/1; recognize that 6/1=6; locate 4/4 and 1 at the same point of a number line diagram. (3.NF.3c) |
| 2 | Students will recognize or recall specific vocabulary, such as:   * *Divided, equal, fraction, number line, part, quantity, size, whole*   **Students demonstrate they have developed the ability to:**   * Describe zero to one on a number line as one whole. * Partition shapes into parts with equal areas. Express the area of each part of a partitioned shapes as a unit fraction of the whole. (3.G.2) |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| **Topic: Fraction Concepts** | | | |
| **Level 3 Item Bank** | | | |
| **NF.2:** What number is represented by the circle on the number line? | **NF.2:** Lucy rode her bike around the block 4 times for a total of 1 mile yesterday. Today she wants to ride her bike of a mile. How many times will she need to ride her bike around the block? | **G.2:** Divide the rectangle below into four equal parts. What fraction of the rectangle is one part? | |
| **G.2:** Divide each shape into the number of equal parts show. Then write the fraction that describes each part of the whole. | **NF.3c:** Write the value of *n* that makes the equation true.  1 = 1 = | **NF.3c:** Write the value of *n* that makes the equation true.  6 = 3 = | |
| **Level 2 Item Bank** | | | |
| **G.2:** Divide each shape into the number of equal parts shown. | **G.2:** Divide the rectangle below into four equal parts. | | **NF.1:** The shaded part of the model shows what part of the garden is planted with peas. What fraction names the shaded part? *Explain how you know how to write the fraction.* |
| **NF.1:** Bailey shaded this model.    Select one number from each column to show the part of the model Bailey shaded. |  | |  |