TCAP/CRA

2014

3

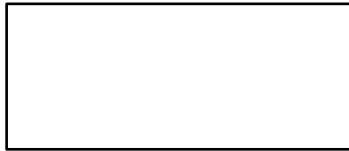# Phase III

Candy Bars Task

Anchor Set

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

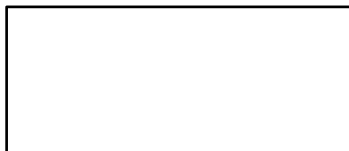Write the fraction of the candy bar that Sophia eats: _____

Write the fraction of the candy bar that she has left: _____

b.   Maxine eats 1 piece and has 2 pieces left.

Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: _____

Write the fraction of the candy bar that she has left: _____

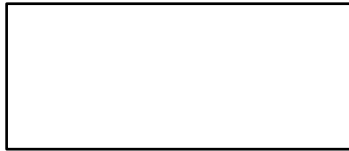c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: _____

Write the fraction of the candy bar that he has left: _____

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.
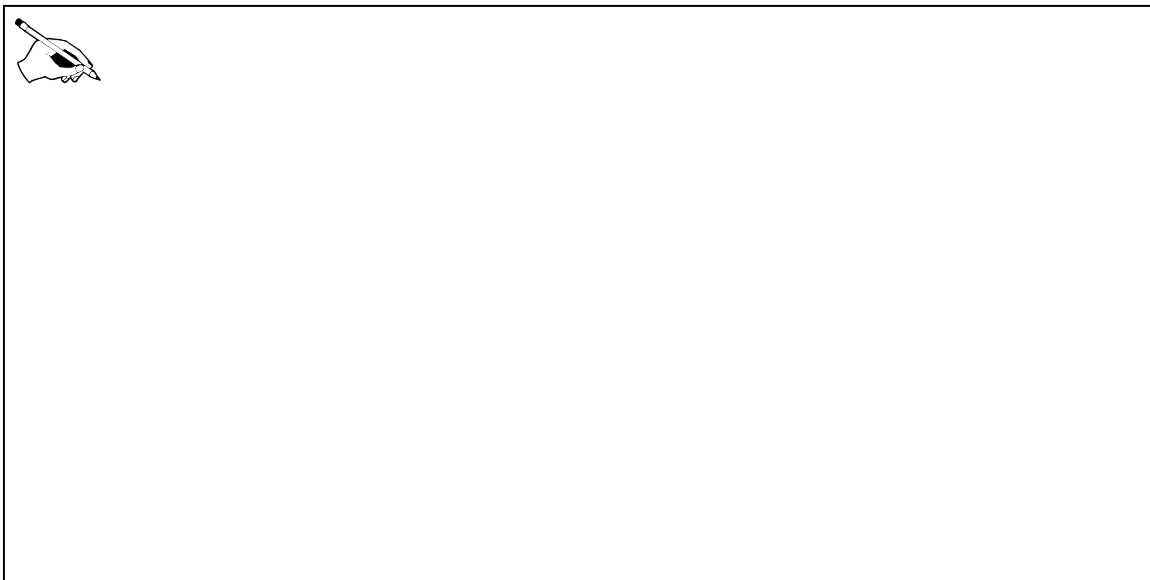
Scoring Guide

The CCSS for Mathematical Content (2 points)

3.NF.A.1   Writes correct fractions to represent the amount of candy bar eaten and the   _____
amount left in parts a, b, and c.
(1 Point)

3.NF.A.3d   Compares two fractions with the same numerator and records the result using   _____
the < or > symbol. Student may show this by:

- stating $\frac{1}{4} < \frac{1}{3}$ or $\frac{1}{3} > \frac{1}{4}$; or

- stating any accurate comparison of fractions with the same numerator,
even if the fractions do not represent the amount of candy bar eaten.

     (1 Point)

The CCSS for Mathematical Practice (3 points)

MP3   Constructs a viable argument to explain the comparison of fractions in part d   _____
using numerators and denominators. Students may show this by:

- stating that the denominators are not equal and the fraction with the
smaller denominator has fewer pieces, which are larger; and since each
fraction has the same number of pieces in the numerator, the one with
the larger pieces is the larger fraction;

- stating that both fractions have 1 as the numerator, and the fraction with
3 as the denominator has fewer pieces that are larger than the fraction
with 4 as the denominator, so 1 larger piece is greater than 1 smaller
piece;

- stating that the top numbers are the same and the bottom numbers are
different, and the one with the smaller bottom number has larger pieces,
so it is the larger fraction; or

- creating fractions with common denominators for $\frac{1}{3}$ and $\frac{1}{4}$, and then
stating that the fraction with the larger numerator is the larger fraction.

     (1 Point)
     (MP3: Construct viable argument and critiques the reasoning of others.)

MP4   Creates diagrams showing candy bars partitioned accurately based on either the   _____
amounts eaten and left (as given in the task), or the fractions written by
the student, if different from the fractions given in the task.
     (1 Point)
     (MP4: Model with mathematics.)

MP6   Uses precise mathematical language in the explanation by accurately   _____
referencing and using thirds, fourths, numerator, denominator, and greater than
or less than.
     (1 Point)
     (MP6: Attend to precision.)

                                              TOTAL POINTS: 5

The CCSS for Mathematical Content Addressed In This Task

Develop understanding of fractions as numbers.	
3.NF.A.1	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.

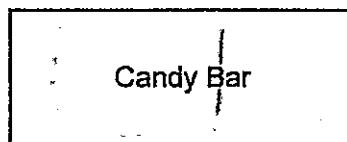| Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

The CCSS for Mathematical Practice*

1.   Make sense of problems and persevere in solving them.

2.   Reason abstractly and quantitatively.

3.   Construct viable arguments and critique the reasoning of others.

4.   Model with mathematics.

5.   Use appropriate tools strategically.

6.   Attend to precision.

7.   Look for and make use of structure.

8.   Look for and express regularity in repeated reasoning.

* Gray type indicates Mathematical Practices not addressed in this assessment.
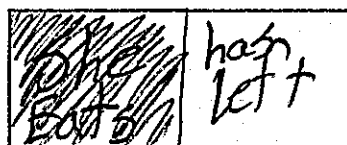
Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

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┌─────────────────────────┐
│                         │
│         Candy Bar       │
│                         │
└─────────────────────────┘
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a.   Sophia eats 1 piece and has 1 piece left.
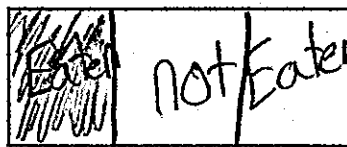
        Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
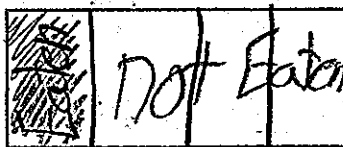
        Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Candy Bars Task

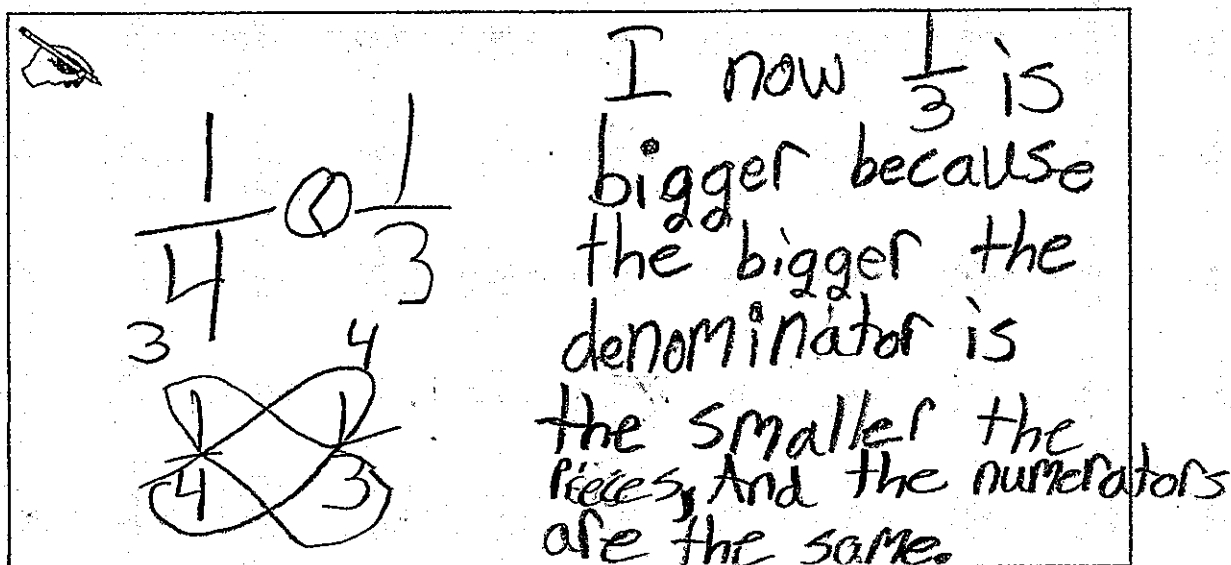c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$$\frac{1}{4} \, \textcircled{<} \, \frac{1}{3}$$

I now $\frac{1}{3}$ is bigger because the bigger the denominator is the smaller the pieces, And the numerators are the same.

Anchor 1   Litho   00283200170

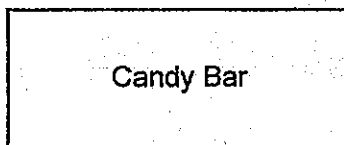Total Content Points: 2   (3.NF.A.1, 3.NF.A.3d)

Total Practice Points: 3   (MP3, MP4, MP6)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, the student accurately compares two fractions with the same numerator using the < symbol $\left(\frac{1}{4} < \frac{1}{3} \right)$ (3.NF.A.3d). The student also provides a viable argument to explain the comparison of fractions using numerators and denominators ("the bigger the denominator is the smaller the Pieces, And the numerators are the same") (MP3). The student uses precise mathematical language in the explanation by accurately referencing numerator and denominator (MP6).
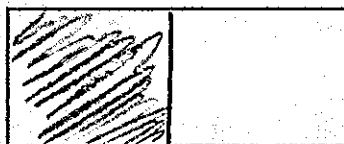
Total Awarded Points: 5 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.

Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$ # Key 🔲

means not ate

Litho#: 00333200170

Candy Bars Task

c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$\frac{1}{3} > \frac{1}{4}$ because if you cross multiply they are one number away veary close but $\frac{1}{3}$ is greater than $\frac{1}{4}$

also how I know whatever denomanator is bigger its less but only if the numeabor are the same.

I like cross multipling It makes things way easier my teacher taught me it.

Anchor 2   Litho   00333200170

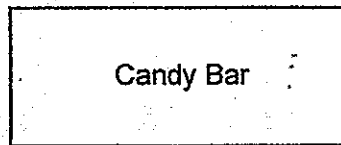Total Content Points: 2   (3.NF.A.1, 3.NF.A.3d)

Total Practice Points: 3   (MP3, MP4, MP6)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, the student accurately compares two fractions with the same numerator using the > symbol $\left(\frac{1}{3} > \frac{1}{4} \right)$ (3.NF.A.3d). The student provides a viable argument to explain the comparison of fractions using numerators and denominators ("whatever denomanator is bigger its Less but only if the numeator are the same") (MP3). The student uses precise mathematical language in the explanation by accurately referencing numerator and denominator (MP6).
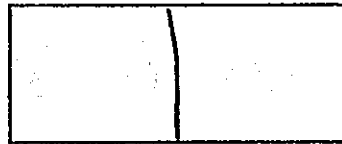
Total Awarded Points: 5 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
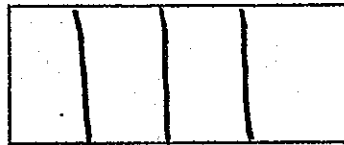
Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Candy Bars Task

c.   David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d.   Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

David   Maxine

$\frac{1}{4} < \frac{1}{3}$

Maxine ate a bigger peice than David because he had bigger pieces.

Anchor 3   Litho   00033200170

Total Content Points: 2   (3.NF.A.1, 3.NF.A.3d)
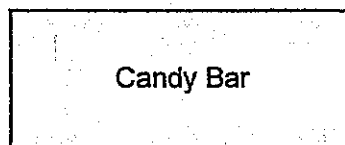
Total Practice Points: 1   (MP4)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, the student accurately compares two fractions with the same numerator using the $<$ symbol $\left(\frac{1}{4} < \frac{1}{3} \right)$ (3.NF.A.3d). The student does not use numerators and denominators to explain the comparison of the fractions ("ate a bigger piece . . . he had bigger pieces") (no credit for MP3). By not referencing numerators and denominators, there is insufficient evidence of using precise mathematical language in the explanation to receive credit (no credit for MP6).
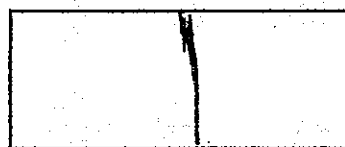
Total Awarded Points: 3 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

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┌─────────────────┐
│                 │
│    Candy Bar    │
│                 │
└─────────────────┘
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a.   Sophia eats 1 piece and has 1 piece left.
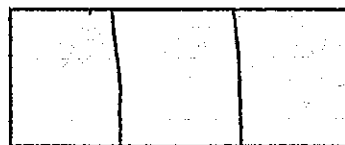
Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.

Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Candy Bars Task

c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: ____$\frac{1}{4}$____

Write the fraction of the candy bar that he has left: ____$\frac{3}{4}$____

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

Maxine ate $\frac{1}{2}$ of her candy bar while David ate $\frac{1}{4}$ of his I know, that $\frac{1}{2}$ is more than $\frac{1}{4}$ so I, made sure by using this so Maxine ate more.

Anchor 4   Litho   00303200170

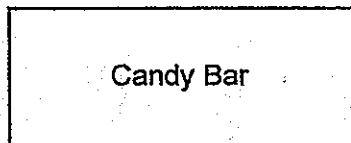Total Content Points: 2   (3.NF.A.1, 3.NF.A.3d)

Total Practice Points: 1   (MP4)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, even though the fraction given does not actually represent the amount of candy eaten by Maxine, the student accurately compares two fractions with the same numerator using the > symbol $\left(\frac{1}{2} > \frac{1}{4} \right)$ (3.NF.A.3d). The student supports the answer by using cross-multiplication, but does not use the relationships between numerators and denominators to explain the comparison of fractions (no credit for MP3). By not referencing numerators and denominators, the student does not provide sufficient evidence of using precise mathematical language in the explanation to receive credit (no credit for MP6).
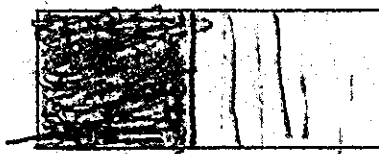
Total Awarded Points: 3 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

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┌─────────────────────────────┐
│                             │
│         Candy Bar           │
│                             │
└─────────────────────────────┘
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a.   Sophia eats 1 piece and has 1 piece left.
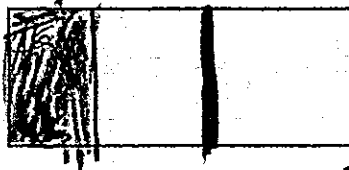
Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.

Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Candy Bars Task

c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$\frac{1}{3}$ ⊘ $\frac{1}{4}$

The less the denomentor the More you have.

Anchor 5   Litho   00183200170

Total Content Points: 2   (3.NF.A.1, 3.NF.A.3d)
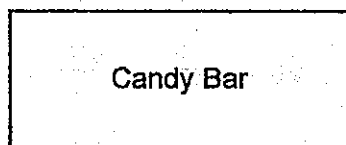
Total Practice Points: 1   (MP4)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left. In Part A, the extraneous lines were judged to be erasure marks (MP4). The student accurately compares two fractions with the same numerator using the > symbol in Part D $\left(\frac{1}{3} > \frac{1}{4} \right)$ (3.NF.A.3d).

However, the explanation provided ("The less the denomontor the more you have") does not mention that the numerators must be the same (no credit for MP3). The student also does not use precise mathematical language, since it is unclear whether size or number of pieces is meant by "the more you have" (no credit for MP6).

Total Awarded Points: 3 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
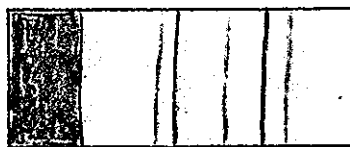
Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Litho#: 00113200170

Candy Bars Task

c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$$\frac{1}{4} < \frac{3}{4}$$

$\frac{3}{4}$ is greater than $\frac{1}{4}$.

Anchor 6　　　　　　　　　Litho　00113200170
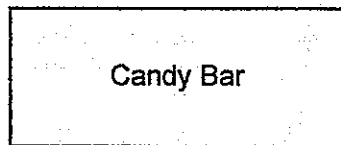
Total Content Points: 1　　　(3.NF.A.1)

Total Practice Points: 1　　　(MP4)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \frac{1}{3} \text{ and } \frac{2}{3}, \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left. In Part C, the extraneous lines were judged to be erasure marks (MP4). In Part D, even though neither of the fractions given represents the amount of candy eaten by Maxine, the inequality is correct. However, the student does not compare two fractions that have the same numerator $\left(\frac{1}{4} < \frac{3}{4} \right)$ (no credit for 3.NF.A.3d). In Part D, the student restates the inequality in words, but does not reference numerators and denominators to explain the comparison of the fractions (no credit for MP3). Without using numerators and denominators to explain the comparison, the student does not provide sufficient evidence of precise mathematical language for credit (no credit for MP6).
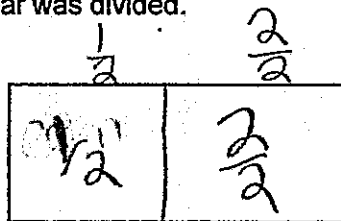
Total Awarded Points: 2 out of 5

A-7a

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

$$\frac{1}{2} \qquad \frac{2}{2}$$
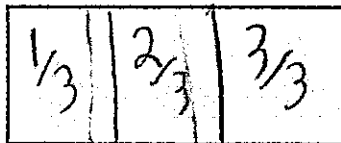
$\frac{1}{2}$	$\frac{2}{2}$

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
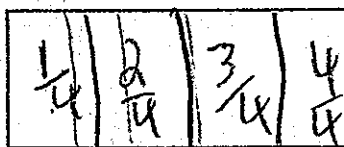
Show how Maxine's candy bar was divided.

$\frac{1}{3}$	$\frac{2}{3}$	$\frac{3}{3}$

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Candy Bars Task

c. David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

$\frac{1}{4}$ | $\frac{2}{4}$ | $\frac{3}{4}$ | $\frac{4}{4}$

Write the fraction of the candy bar that David eats: $\frac{1}{4}$

Write the fraction of the candy bar that he has left: $\frac{3}{4}$

d. Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

Maxine ate more because her bar is divided into less pices.

$\frac{1}{4}$ David $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$

$\frac{1}{3}$ Maxine $\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$

Litho#: 00093200170

Anchor 7   Litho   00093200170

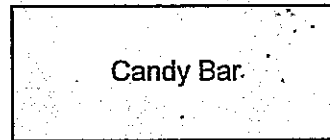Total Content Points: 1   (3.NF.A.1)

Total Practice Points: 1   (MP4)

In Parts A, B, and C, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2}, \ \frac{1}{3} \text{ and } \frac{2}{3}, \ \frac{1}{4} \text{ and } \frac{3}{4} \right)$ (3.NF.A.1). The student also creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, the student indicates that Maxine eats more, but does not compare the fractions using the < or > symbol (no credit for 3.NF.A.3d). The student does not use numerators and denominators to explain the comparison of the fractions ("her bar is divided into less pices") (no credit for MP3). Without referencing numerator and denominator, the student does not use precise mathematical language in Part D (no credit for MP6).
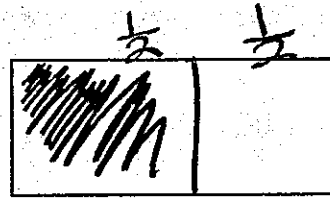
Total Awarded Points: 2 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar.

a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

$\frac{1}{2}$ $\frac{1}{2}$

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
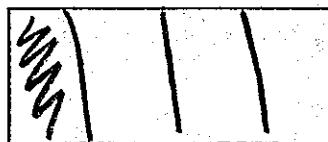
Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{1}{3}$

Candy Bars Task

c.   David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\dfrac{1}{4}$

Write the fraction of the candy bar that he has left: $\dfrac{1}{4}$

d.   Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$$\overset{3}{\dfrac{1}{4}} < \overset{4}{\dfrac{1}{3}}$$

I used a stradigy called Cross multiploy and I found out that $\frac{1}{4}$ is lest than $\frac{1}{3}$ Because if you multiploy $4\times1 = 4$ that it! why $3\times1 = 3$ multiploy

Anchor 8   Litho   00353200173
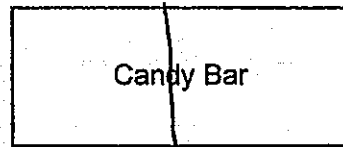
Total Content Points: 1   (3.NF.A.3d)

Total Practice Points: 1   (MP4)

In Part A, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\frac{1}{2} \text{ and } \frac{1}{2} \right)$. In Parts B and C, the student writes correct amounts eaten $\left(\frac{1}{3}, \frac{1}{4} \right)$, but incorrectly states the amounts left $\left(\frac{1}{3}, \frac{1}{4} \right)$ (no credit for 3.NF.A.1). However, the student does create diagrams showing accurately partitioned candy bars based on the amounts eaten and left (MP4). In Part D, the student accurately compares two fractions with the same numerator using the $<$ symbol $\left(\frac{1}{4} < \frac{1}{3} \right)$ (3.NF.A.3d). The student then explains the comparison by using cross-multiplication instead of by using the relationships between numerators and denominators (no credit for MP3). In Part D, by not referencing numerators and denominators in the explanation, the student does not provide sufficient evidence of precise mathematical language for credit (no credit for MP6).

Total Awarded Points: 2 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

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┌─────────────────┐
│                 │
│    Candy Bar    │
│                 │
└─────────────────┘
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a.   Sophia eats 1 piece and has 1 piece left.

Show how Sophia's candy bar was divided.

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┌─────────────────┐
│                 │
│                 │
│                 │
└─────────────────┘
```
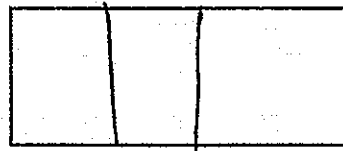
Write the fraction of the candy bar that Sophia eats: $1\frac{1}{2}$

Write the fraction of the candy bar that she has left: $1\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
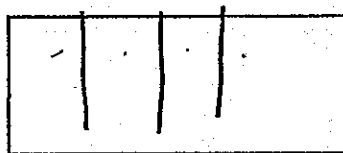
Show how Maxine's candy bar was divided.

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┌────┬────┬───────┐
│    │    │       │
│    │    │       │
└────┴────┴───────┘
```

Write the fraction of the candy bar that Maxine eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $1\frac{1}{5}$

Candy Bars Task

c.   David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: $\frac{1}{2}$

Write the fraction of the candy bar that he has left: $2\frac{1}{3}$

d.   Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

David has more of his candy bar then maxine.

Anchor 9   Litho   00083200170

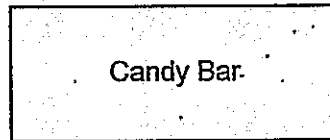Total Content Points: 0   (3.NF.A.3d)

Total Practice Points: 1   (MP4)

In Parts A, B, and C, the student writes incorrect fractions to represent all the amounts of candy bar eaten and all the amounts left (no credit for 3.NF.A.1). However, the student does create diagrams showing accurately partitioned candy bars based on the amounts eaten and left as given in the task. In Part A, the student diagrams the candy bar above the written task, which is acceptable (MP4). In Part D, the student does not compare two fractions using the < or > symbol (no credit for 3.NF.A.3d). The student also does not use numerators and denominators to explain the comparison of fractions (no credit for MP3). In Part D, by not referencing numerators and denominators in the explanation, the student does not provide sufficient evidence of precise mathematical language to receive credit (no credit for MP6).
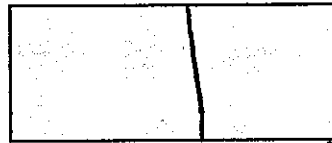
Total Awarded Points: 1 out of 5

Candy Bars Task

Sophia, Maxine, and David each have their own candy bar. Their candy bars are all the same size. They each divide their own candy bar into a different number of equal pieces.

Candy Bar.

a.   Sophia eats 1 piece and has 1 piece left.
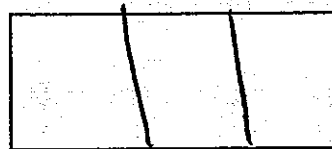
Show how Sophia's candy bar was divided.

Write the fraction of the candy bar that Sophia eats: $\frac{1}{2}$

Write the fraction of the candy bar that she has left: $\frac{1}{2}$

b.   Maxine eats 1 piece and has 2 pieces left.
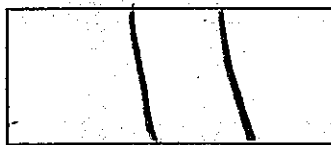
Show how Maxine's candy bar was divided.

Write the fraction of the candy bar that Maxine eats: $\frac{1}{3}$

Write the fraction of the candy bar that she has left: $\frac{2}{3}$

Litho#: 00523200173

Candy Bars Task

c.   David eats 1 piece and has 3 pieces left.

Show how David's candy bar was divided.

Write the fraction of the candy bar that David eats: _____ 1 _____

Write the fraction of the candy bar that he has left: _____ 3 _____

d.   Use the > or < sign to compare the fraction of candy bar that Maxine eats to the fraction of candy bar that David eats. Use what you know about numerators and denominators to explain the comparison.

$$\frac{1}{2} = \frac{1}{2}$$

They are = because they both = 0.5.

Total Content Points: 0

Total Practice Points: 0

In Parts A and B, the student writes correct fractions to represent the amount of candy bar eaten and the amount left $\left(\dfrac{1}{2}\text{ and }\dfrac{1}{2}, \dfrac{1}{3}\text{ and }\dfrac{2}{3}\right)$, but both numbers given in Part C are incorrect (1, 3) (no credit for 3.NF.A.1.) Similarly, in Parts A and B, the student creates diagrams showing accurately partitioned candy bars based on the amounts eaten and left, but, in Part C, the diagram is incorrectly divided into thirds (no credit for MP4). In Part D, the student does not compare two fractions using the < or > symbol (no credit for 3.NF.A.3d). The student also does not use numerators and denominators to explain the comparison of the fractions (no credit for MP3). In Part D, by not referencing numerators and denominators in the explanation, the student does not provide sufficient evidence of precise mathematical language to receive credit (no credit for MP6).

Total Awarded Points: 0 out of 5