***\*\*Fractions: Divide whole objects***

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| **Assessment Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding****The student…** |  |  |  |  |
| – divide whole objects & sets (e.g., one half; three thirds; two fourths or two quarters) | LimitedKnowledge | SomeKnowledge | ConsiderableKnowledge | ThoroughKnowledge |
| – compares sets of objects |
| - use concrete materials to represent fractions and fractional amounts |
| **Thinking****The student…** |  |  |  |  |
| – demonstrates mathematical thinking (e.g., orally, written and visual representations) | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| – deconstructs problems to determine necessary information |
| – uses problem solving skills and selects appropriate strategies |
| **Communication****The student…** |  |  |  |  |
| - explains fractional thinking | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| - communicates and identifies fractional names (e.g. one-half, three thirds, two fourths, two quarters) |
| - uses appropriate vocabulary and terminology (one half, three thirds, two fourths or two quarters, whole) |
| **Application****The student…** |  |  |  |  |
| - applies fractional skills in familiar contexts  | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High DegreeOf Effectiveness |
| - transfers knowledge and skills to new contexts  |
| - makes connections among concepts  |