Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.OA.2

Joey weighs 45 pounds. His older brother, Scott, weighs 3 times as much as Joey and 5 times as much as their little brother, Nick. List the weights of each brother and explain how you solved below.

Joey weighs \_\_\_\_\_\_\_\_\_pounds.

Scott weighs \_\_\_\_\_\_\_\_pounds.

Nick weighs \_\_\_\_\_\_\_\_\_pounds.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure. | | **Got It:** Student essentially understands the target concept. | |
| **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |
| Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 | | | |