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 |