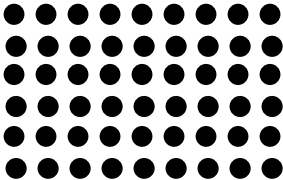





Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.



Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

Objective/Needs	Problems Points				
<p>NY-3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</p> <p>1a–Award 1 point for a correct array</p> <p>1b–Award 1 point if student writes all four number sentences of the fact family</p>	<p>1. Draw an <i>array</i> to model 6×9. You may draw this freehanded, or use the grid provided.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid black; padding: 5px;"> <p>1a. Array: Student can draw an array or shade in the grid to represent 6×9. This array represents 6 rows by 9 columns. An array with 9 rows by 6 columns can be accepted.</p> </div> </div> <p>Write the fact family for 6×9.</p> <div style="border: 1px solid black; padding: 5px; margin-left: auto; margin-right: auto;"> <p>1b. Fact Family:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">$6 \times 9 = 54$</td> <td style="padding: 2px;">$54 \div 9 = 6$</td> </tr> <tr> <td style="padding: 2px;">$9 \times 6 = 54$</td> <td style="padding: 2px;">$54 \div 6 = 9$</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Number sentences can be in any order as long as all 4 are recorded.</p> </div>	$6 \times 9 = 54$	$54 \div 9 = 6$	$9 \times 6 = 54$	$54 \div 6 = 9$
$6 \times 9 = 54$	$54 \div 9 = 6$				
$9 \times 6 = 54$	$54 \div 6 = 9$				
<p>NY-3.OA.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers</p> <p>2–Award 1 point for the correct answer</p>	<p>2.</p> <div style="text-align: center; margin: 10px 0;"> $48 \div \boxed{6} = 8$ </div>				
<p>NY-3.OA.1 – Interpret products of whole numbers. e.g., Interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>3–Award 1 point for the answer</p>	<p>3. Which picture below could be used to model 2×5?</p> <p style="text-align: center;">ANSWER: B (2 groups of 5)</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> B  </div>				



Note: “Strategy” refers to any method that could lead to the correct answer. Students may use a correct strategy and still get an incorrect answer.

Note: Writing labels is important to stress during instruction. However, for the purpose of this assessment, students do not lose credit when the label is missing.

<p>NY-3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. E.g., using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CGI – Equal Groups (Result Unknown or "a x b = ?")</p> <p>4a–Award 1 point for the answer</p> <p>4b–Award 1 point for showing a reasonable strategy</p>	<p>4. Carlos caught 35 fish and wanted to freeze them in equal shares for 5 meals. If the fish are all about the same size, how many fish should he put in each freezer container? Show your strategy.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>ANSWER: 7 fish.</p> <p>Strategy: Students could draw a picture where 35 fish has been divided among 5 meals; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence. (5 x ___ = 35 or 35 ÷ 5 = ___)</p> </div>
<p>NY-3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</p> <p>CGI – Change Unknown or ("a x ? = p" or "p/a=?")</p> <p>5a–Award 1 point for the answer</p> <p>5b–Award 1 point for showing a reasonable strategy</p>	<p>5. Juanita was packing the 32 dolls in her doll collection. She wanted to pack only 8 dolls per box. How many boxes will she need? Show your strategy.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>ANSWER: 4 boxes.</p> <p>Strategy: Students could draw a picture where 32 dolls have been divided by groups of 8 to see how many boxes she needed; they could skip count; they could use repeated subtraction; they could draw tally marks, they could use a division sentence. (32 ÷ 8 = ___ or ___ x 8 = 32)</p> </div>
<p>NY-3.NF.3b – Recognize and generate equivalent fractions. e.g., $1/2 = 2/4$; $4/6 = 2/3$. Explain why the fractions are equivalent.</p>	<p>6.  The model shows $\frac{1}{4}$.</p> <p> 6a. Use the second rectangle to model a different fraction equivalent to $\frac{1}{4}$.</p> <p>6b. Write the name of the other fraction equivalent $\frac{1}{4}$.</p> <p>_____</p>



<p>6–Award 1 point if the student does both parts correctly: shows an equivalent fraction in the rectangle and writes the fraction name.</p>	<p>(#6 continued) Answers: 6a. Students should use the blank rectangle to model (draw and shade) the equivalent fraction, as well as write the fraction. 6b. The written fraction could be in words, although most students will use the numeric form. For example, a possible answer would be 2/8 which could also be written acceptably as two eighths.</p>
<p>NY-3.OA.3 – Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. E.g., using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>7–Award 1 point if the student has both the correct answer and shows a reasonable strategy</p>	<p>7. Karli is making batches of cookies on a small cookie sheet. If she bakes 4 pans just like the picture, how many cookies will she bake? Show your strategy.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="500 768 764 934" style="border: 1px solid black; padding: 10px;"> </div> <div data-bbox="922 768 1495 1003" style="border: 1px solid black; padding: 10px;"> <p>ANSWER: 36 cookies.</p> <p>Strategy: Students could draw additional pans, use repeated addition; skip count, tally; use multiplication. $(4 \times 9 = \underline{\quad}; 9 + 9 + 9 + 9 = \underline{\quad})$</p> </div> </div>
<p>NY-3.NF.3b – Recognize and generate equivalent fractions. e.g., $1/2 = 2/4$; $4/6 = 2/3$ Explain why the fractions are equivalent. NY-3.NF.3d – Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols $>$, $=$, $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>8–Award 1 point if the student divides each rectangle appropriately, circles the larger fraction, and writes the fractions in the correct blank space.</p>	<p>8. a. Divide the cakes into the fractional parts.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="483 1167 781 1331" style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> $\frac{1}{3}$ of this cake </div> <div data-bbox="846 1157 1078 1297" style="border: 1px solid black; padding: 10px;"> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div data-bbox="561 1388 797 1465" style="border: 1px solid black; padding: 10px; text-align: center;"> $\frac{1}{6}$ of this cake </div> <div data-bbox="850 1339 1083 1528" style="border: 1px solid black; padding: 10px;"> </div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>8a.Divide: Students do not have rulers to be exact, but need to represent understanding.</p> <p>8b.Circle: Students circle the fraction 1/3 or they can shade or circle 1/3 of the "cake."</p> <p>8c.Compare: $1/3 > 1/6$</p> </div> <p>b. Compare the fractions. $\frac{1}{3}$ or $\frac{1}{6}$? Which fractional part is larger Circle the fractional portion on the picture that is larger.</p> <p>c. Using the fractions above write the comparison statement.</p> <div style="text-align: center; margin-top: 20px;"> $\frac{1}{3} > \frac{1}{6}$ </div>