Name   3.NF.3

Use >, <, or = to compare the fractions.

$\dfrac{3}{4}$ $\dfrac{1}{4}$	$\dfrac{5}{8}$ $\dfrac{5}{6}$	$\dfrac{8}{10}$ $\dfrac{3}{6}$
$\dfrac{4}{5}$ $\dfrac{1}{3}$	$\dfrac{4}{8}$ $\dfrac{7}{10}$	$\dfrac{2}{8}$ $\dfrac{2}{3}$

Teacher notes:
D. 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

Students who demonstrate mastery can compare fractions by using models to show and explain equivalent fractions, compare fractions by locating fractions on a number line and can explain how the size of equal parts can be used to compare two fractions with the same numerator, and explain how the number of equal parts can be used to compare two fractions with the same denominator.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	**1 Marginal: Partial Accomplishment**	**2 Proficient: Substantial Accomplishment**	**3 Excellent: Full 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.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	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.	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