

Kiley spent a fifth of her money on lunch. She then spent half of what remained. She bought a card game for \$3, a book for \$8.50, and candy for 90 cents. How much money did she have at first?



Teacher notes:

Student will need to be able to convert between inches, feet and yards.

Some students may convert all of the long jump distances to inches. Other may convert them all to a combination of yards, feet and inches

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
1 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.	2 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.	3 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.	4 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