Name_____ 3.OA.8

Ben bought 6 packs of gum to share with his friends. Each pack has 10 pieces. 3 people are sharing the gum. How many pieces will each person get?

Adapted from HCPSS

Name_____ 3.OA.8

Ben bought 6 packs of gum to share with his friends. Each pack has 10 pieces. 3 people are sharing the gum. How many pieces will each person get?

Teacher notes:
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Students who demonstrate complete mastery will apply strategies such as repeated addition, arrays, multiplication and division to solve. They will solve both parts of the problem, which include demonstrating that6 packs of gum with 10 pieces each has 60 total pieces. They will also demonstrate that 60 pieces of gum divided among 3 people is 20 sticks per person.

Students who demonstrate partial mastery may solve only one part of the problem. For example, they may find only the total pieces of gum. Or they may add 6 and 10 and then try to divide 16 pieces of gum between3 friends.

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