Name _____ Date _____

There are ____ children that want to share ____ waffles. If they share the waffles equally, how many waffles would each child get?

(2, 15) (4, 18) (8, 10)

Teacher notes:

- Students who exceed this expectation will demonstrate evidence of equivalency. For example: they may know ½ = 2/4 or ½ = ¼ + ¼ or 2/8 = 1/4
- Students who meet this expectation will be able to divide the waffle into two or four equal parts and correctly identify the section as ¼ or ½ (in words or fraction form) of the total area.
- Students who are progressing may be able to divide the waffle into equal parts but not be able to identify the share as ¼ or ½.
- Students who do not meet this standard will not be able to divide the waffle into equal parts, or will not share all the waffles, or waffles aren't shared equally among the children.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
1 Does not meet expectation related to the standard 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 Progressing toward meeting expectations related to the standard** Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	**3 Meets expectation related to the standard** 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 Exceeds expectations related to the standard** 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