



Mathematics Benchmark Constructed Response Grade Level Feedback



This feedback form is used as grade level teams of teachers review student work samples. This report should be shared with the school learning team as decisions are made for the Mathematics Section of the School Educational Plan.

Grade: 3 Item Description: **Jesse's Journey**

Part 1: Sample Scores from Student Work Papers

After scoring papers compile the results and provide scores in the boxes. By providing scores from student samples; student strengths and challenges can be addressed by grade level teachers and school learning teams.

Student Sample	Content Point	Process Points	Total Points
A	1	1	2
B	0	1	1
C	1	1	2
D	0	2	2
E	1	1	2
F	1	2	3
G	1	2	3

Part 2: Feedback on grade Level Papers:

This section is 7 written after all grade level papers have been scored. Highlight the strengths of the student work samples and offer suggestions to guide instruction.

Strengths:

- Correctly placed $\frac{3}{4}$ on the number line.
- Explanation demonstrates knowledge of $\frac{3}{4}$ in relationship to a whole ($\frac{1}{4}$ away, between $\frac{1}{2}$ and 1 whole).
- Visual and/or written explanation of breaking up the whole into fourths.

Suggestions:

- Students should build on experiences with fraction area models and make connections to number line models. Including spacing of approximate placement of fractions on number line.
- Students need to develop the language of unit fractions ($\frac{1}{4}$) in relation to multiple unit fractions ($\frac{3}{4}$) as “3 parts of size $\frac{1}{4}$ ” through rich, guided conversations that build from the use of these models. ($\frac{4}{4}$ is the same as 1 whole)
- Students need to clarify the relationships by using precise language (not pronouns –it, they) to explain their thinking