Math Grade 5 E

Grade Level Standard(s):

KY.5.NF.3

Materials:
- Math 5 E Attainment Task Questions for Student Use

Response Code:
- Indicate the answer provided by the student.

Text Coding:
- "Quotation marks" indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis ( ) are optional; they may replace or be read in addition to the word(s) immediately preceding.

a. $22\frac{1}{3}$

$$22\frac{1}{3}$$

b. $49\frac{1}{3}$

$$49\frac{1}{3}$$

c. $17\frac{1}{3}$

$$17\frac{1}{3}$$

Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, "We are about to start the task, and I am going to ask you some questions."

All questions from this task are available for presentation to the student in the supplemental material Math 5 E Attainment Task Questions for Student Use.

"All of the students in Mr. Clark's class bring something to share with others in the classroom."

5. "Solve $\frac{52}{3} = x$ to find out how many sticks each person would get if they shared them equally."

Response Option	Response Rationale
a. $22\frac{1}{3}$	The student incorrectly subtracts $3 \times 10 = 30$ from the numerator.
b. $49\frac{1}{3}$	The student incorrectly subtracts the denominator from the numerator.
c. $17\frac{1}{3}$ **(Correct)**	The student correctly solves for the correct answer by dividing 52 by 3.
Depth of Knowledge (DOK) 1	

Math 5 E Attainment Task Questions for Student Use

5. Solve $\frac{52}{3} = x$ to find out how many sticks each person would get if they shared them equally.

Kentucky Academic Standard: KY.5.NF.3 - Interpret a fraction as division of the numerator by the denominator. $\left(\frac{a}{b} = a \div b\right)$.
Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. **MP.4, MP.8**

Alternate Assessment Target: Limit to denominators of 2, 3, 4, 6, 8, 10.

Student Group	Number of Students	Percent Correct
All Students	518	49.23%
Gender		
Female	180	47.22%
Male	338	50.30%
Ethnicity		
African American	66	43.94%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic of Latino	<10	Not Reported
Native Hawaiian of Pacific Islander	<10	Not Reported
White (Non-Hispanic)	384	50.52%
Two or More Races	57	50.88%
English Learner	30	46.67%
Economically Disadvantaged	410	49.51%

*Number of students that attempted the item