

CFA Calibration

Grade Level: 3	Third Grade
Standard Assessed:	3.NF.A.1
Learning Targets Assessed:	<p>Innovating (Extension):</p> <ol style="list-style-type: none"> 1. I can add and subtraction fractions with like denominators. 2. I can find the fraction of a whole number.
	<p>Meeting (Mastery):</p> <ol style="list-style-type: none"> 1. I can name a fraction represented on a number line. 2. I can justify a fraction using pictures. 3. I can justify a fraction using words. 4. I can use tools, such as graph paper or a ruler, to partition or divide a whole into two, three, six, and eight equal parts. 5. I can recognize and recall specific vocabulary such as unit fraction and number line.
	<p>Approaching (Low Mastery):</p> <ol style="list-style-type: none"> 1. When given a fraction bar partitioned into equal parts, I can name the fraction represented. 2. I can name the fraction represented by parts of a set. 3. I can create a visual to represent a given fraction. 4. I can recognize and recall specific vocabulary such as whole, part, halves, thirds, fourths, sixths, eighths, partition, divide, numerator, denominator, fraction, fraction bar, parts of a set, parts of a group, parts of a whole, strip diagram, equal.
	<p>Beginning (Prerequisite):</p> <ol style="list-style-type: none"> 1. I can partition or divide a given visual into halves, thirds, fourths, sixths, or eighths. Visuals include fraction bars, fraction circles, number lines, rectangular pictures, and parts of a set. 2. When given a whole shape partitioned into equal parts, I can name the fraction represented.

Cut Scores	
Total Points Possible	17
Proficient:	13-17
Close to Proficient:	8-12
Far to Go:	5-7
Intervention:	0-4

Item	Learning Target	Developing Response	Proficient/Mastery Response
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		Expectation	Point Value	Expectation	Point Value
1	B1		0	<ul style="list-style-type: none"> Student will divide into 4 similarly equal parts. 	1
2	B1		0	<ul style="list-style-type: none"> Student will divide into 3 similarly equal parts. 	1
3	B2		0	<ul style="list-style-type: none"> Student will write the fraction $\frac{2}{6}$ or $\frac{1}{3}$ 	1
4	A1		0	<ul style="list-style-type: none"> Student will correctly match all three number lines with the correct word. 	1
5	A2		0	<ul style="list-style-type: none"> Student will write the fraction $\frac{6}{8}$ or $\frac{3}{4}$ 	1
6	M1		0	<ul style="list-style-type: none"> Student will write the fraction $\frac{2}{3}$ 	1
7	B1, A3	<ul style="list-style-type: none"> Student will divide into 4 similar equal parts. 	1	<ul style="list-style-type: none"> Student will divide into 4 similarly equal parts and shade in 1 of the parts. 	2
8	M4		0	<ul style="list-style-type: none"> Student will divide into 3 parts (at 2 and 4) using the ruler as a guide. 	1
9a	M2	<ul style="list-style-type: none"> There are 8 equal pieces AND 3 of them have sprinkles. OR Identify the fraction $\frac{3}{8}$ 	1	<ul style="list-style-type: none"> There are 8 equal pieces AND 3 of them have sprinkles. AND Identify the fraction $\frac{3}{8}$ 	2
9b	M3	<ul style="list-style-type: none"> Identify the fraction $\frac{5}{8}$ OR Explain in Words : there were 8 total pieces and 5 of the pieces do not have sprinkles (must explain what the 8 means and what the 5 means) 	1	<ul style="list-style-type: none"> Identify the fraction $\frac{5}{8}$ AND Explain in Words : there were 8 total pieces and 5 of the pieces do not have sprinkles (must explain what the 8 means and what the 5 means) 	2
10	E1			<ul style="list-style-type: none"> $\frac{6}{8}$ or $\frac{6}{8} = \frac{3}{4}$ 	1
11	E1			<ul style="list-style-type: none"> $\frac{3}{6}$ or $\frac{3}{6} = \frac{1}{2}$ 	1
12	E2	<ul style="list-style-type: none"> Writes 3 on the line OR Explains in pictures, words, or 	1	<ul style="list-style-type: none"> Writes 3 on the line AND Explains in pictures, words, or 	2

		numbers... 12 equal parts with "3" shade/marked/different, etc.		numbers... 12 equal parts with "3" shade/marked/different, etc.	
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