**EXAMPLE**

| **Math Standard(s)** | **Learning Goals** | **Success Criteria** | **Possible Evidence Collected in a Classroom Formative Assessment Process** | **Evidence Collected in a Summative Assessment Item** |
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| Math Practices 3, 4, and 5 in conjunction with:  3. NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.  a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1*/b* and that the endpoint of the part based at 0 locates the number 1/b on the number line.  b. Represent a fraction *a/b*on a number line diagram by marking off *a*lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b*and that its endpoint locates the number *a/b*on the number line. | * Students will understand the need for numbers other than whole numbers. * Students will understand the procedure for marking a number line with a defined, equal number of parts to represent a fraction. * Students will be able to mark off the space on a number line between 0 and 1 into a defined equal number of parts, *b.* * Students will understand that each part marked off on that number line represents a fraction with the value 1*/b.* * Students will understand that the first part marked off on that number line is the fraction 1*/b.* * Students will be able to find the location of a fraction *a/b* on that number line. | * Students will be able to give examples of instances when numbers other than whole numbers are necessary. * Given a number line with 0 and 1 already marked on it, students will partition the space in between 0 and 1 into a given number of equal spaces and identify the fraction 1/*b* and *a/b.* * Given a number line that has already been partitioned between 0 and 1 into b equal parts, students will identify the fraction 1/*b*. * Given a number line that has already been partitioned between 0 and 1 into *b* equal parts, students will identify any fraction *a/b*, between 0 and 1. * Students will represent a fraction a*/b* on a number line diagram by marking off a lengths 1/b from 0, including instances when *a* is greater than *b*. (i.e., the fraction is greater than 1).   At Standard  To meet the Success Criteria at standard, the student must be able to give an example of when numbers other than whole numbers are necessary, be able to partition the space in between 0 and 1 on a number line into a given number of equal spaces, and be able to represent a fraction *a/b* on a number line.  Above Standard  To meet the Success Criteria above standard, the student must be able to give multiple examples of when numbers other than whole numbers are necessary, be able to partition the space in between 0 and 1 on a number line into a given number of equal spaces, and be able to represent a fraction *a/b* on a number line, including when *a* is greater than *b.*  Below Standard  To meet the Success Criteria below standard, the student must be able to partition the space in between 0 and 1 on a number line into a given number of equal spaces. | * Using a combination of oral explanation, modeling, drawing, or writing, the student provides examples of instances when numbers other than whole numbers are necessary. * A number line partitioned by the student into a specific number of equal spaces between 0 and 1. * A number line labeled by the student with specified fractions between 0 and 1. * A number line labeled by the student with specified fractions greater than 1. * A written explanation of the steps for finding a fraction on a number line. | Smarter Balanced Practice Item Grade 3, Item #540 pg. 17  Practice Test Scoring Guide |
|  |  |  |  | Smarter Balanced Practice Test Item, Grade 4, #579 pg. 9 Practice Test Scoring Guide |
|  |  |  |  | Smarter Balanced Practice Test Item, Grade 5, #604 pg. 1 Practice Test Scoring Guide |
|  |  |  |  | Smarter Balanced Practice Test Item, Grade 6, #9  Practice Test Scoring Guide |
|  |  |  |  | Smarter Balanced Sample Item, Grade 7, #42960 Integer Expressions |
|  |  |  |  | Smarter Balanced Practice Test Item, Grade 8, #761 pg. 9 Practice Test Scoring Guide |
|  |  |  |  | Smarter Balanced Practice Test Item, HS, #681, pg. 8 Grade 11 Practice Test Scoring Guide |