MiPAC
Michigan Performance Assessment Cadre

CBE Assessment

Performance Assessment MA.6.18
Field Day Frenzy
Grade 6

STUDENT BOOKLET

Name: Rylynn Lambert

Teacher: Ms. Mcevoy

School: Otsego Middle School

Date: 3-6-25

ACKNOWLEDGEMENTS

The scoring rubrics shown in this booklet are adapted from those developed by the Center for Assessment, under Creative Commons license Attribution 4.0 International (CC BY 4.0)

PART 1 – FIELD DAY FRENZY

Today you will be participating in an assessment that will give your teacher and you feedback about how well you understand setting up and solving long division using an algorithm.

There are three tasks in this assessment, which begin on page 3 in your Student Booklet:

Task 1 asks you to figure out how many chaperones are needed to volunteer at a school's end-of-the-year field day.

Task 2 asks you to figure out how much time you need to create a Sign-Up Genius for chaperones to volunteer.

Task 3 asks you to make an answer key for one of the field day events.

All of these tasks will be measuring your skills on fluently dividing, using the standard algorithm.

You will have 45 minutes to complete all three parts of the assessment. Be sure to read all three tasks carefully and fully understand what they are asking you to do. You must show all of your work in algorithm form.

The Teacher Scoring Rubric that will be used to evaluate your calculations is shown below. Be sure to review the Exceeding Expectations column.

Teacher Scoring Rubric—Student Version			
Dimensions	**Not Yet Meeting Expectations**	**Meeting Expectations**	**Exceeding Expectations**
Concepts and Procedures	I can solve some of the problems, but I am confused in some places and have calculation mistakes.	I can solve the problems using strategies that make sense with few calculation mistakes.	I can solve the problems efficiently and accurately without any calculation mistakes.
Reasoning and Explaining	I can show some of the strategies and steps I used and explain how I solved the problem.	I can show all of the strategies and steps I used. I can and explain the thinking I used to solve the problems using some math vocabulary.	I can show all of the strategies and steps I used. I can explain the thinking I used to solve the problems using precise math vocabulary in a way that another person can easily understand my math reasoning.

You will have the remainder of this class period to complete this performance assessment.

Do you have any questions about what you are expected to do?

You may now begin. Remember, you have 40 minutes to answer all three tasks.

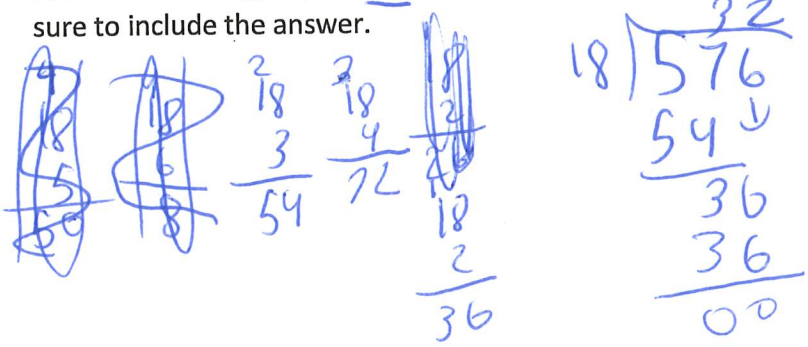
When time is up, please close your Student Booklets and turn them into your teacher.

STUDENT MATERIALS
FIELD DAY FRENZY QUESTIONS

Your school is holding a field day to celebrate the end of the school year. As Class President, part of your responsibility is to help with the planning.

Task 1: Chaperone Conundrum

Your middle school has a total of 576 students in the school. Parent chaperones will be needed to take groups of students. The principal has decided that the perfect size group would be 18 students in each group. Using the long division algorithm, figure out how many chaperones the school needs for groups of 18 students. You must show all your work in the algorithm and be sure to include the answer.



The school will need 32 chaperones for the school field trip. I found that out by long division.

Task 2: Time Management

Now that you have figured out how many chaperones are needed, you will need to find the volunteers. You've been given the first three class periods of school to create a Sign-Up Genius for parents to sign-up for volunteering. Each class period is 60 minutes long, so you have been given 180 minutes to complete this website. If it takes an average of 8 minutes to create just one volunteer slot on the website, would three class periods be long enough?

Using long division, figure out if you have been given enough time to ensure the site is ready to launch. If not, how long will you need?

Be sure to show all steps of the long division process, as well as explaining your answer written format.

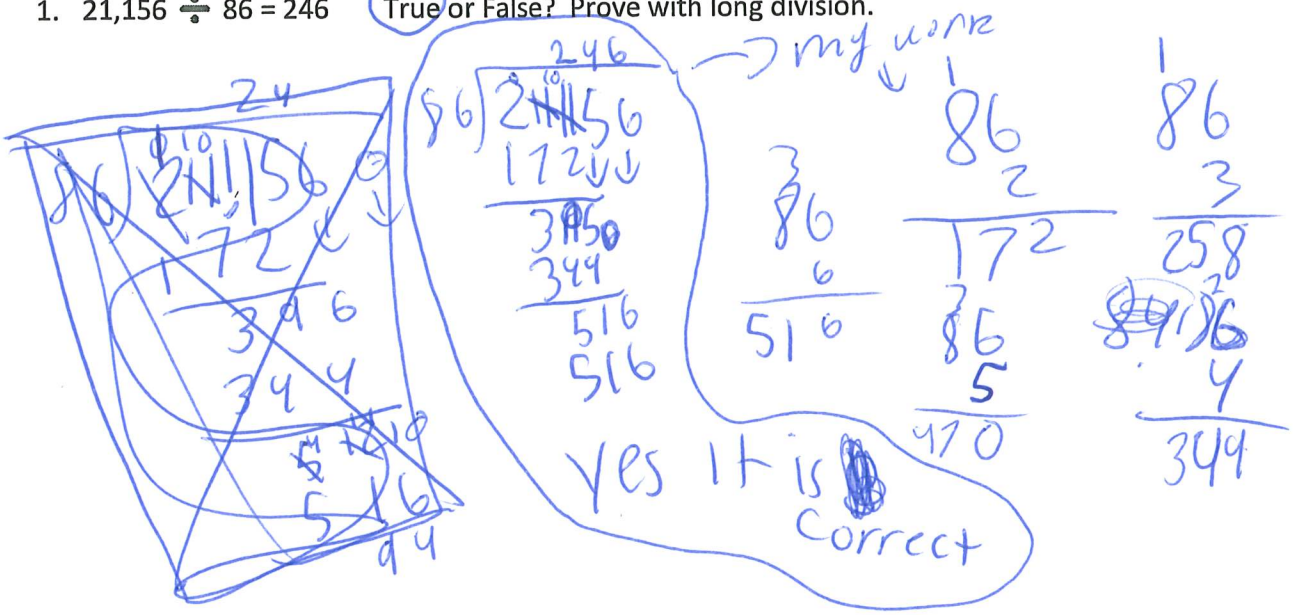
22.5
8 | 180.0
16↓ ↓
2 10
1 6
40
40
0 0

Yes, you shall still have time left over so if you want to change Somethings on the site.

Task 3: Creating an Answer Key

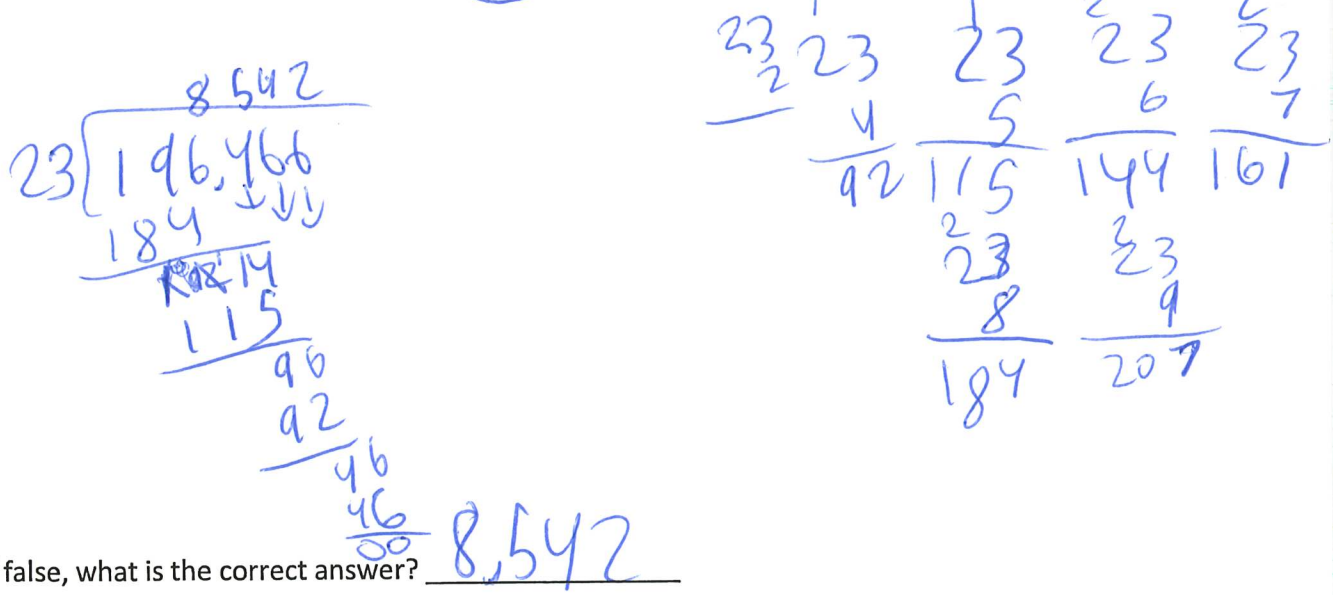
One of the math teachers thinks it would be fun to have a math event at the field day. Students will be given a worksheet with division problems and possible answers. To win the competition, the group needs to find the mistakes that were made and prove it by solving it themselves with long division. You have been asked to make an answer key for this activity. Be sure to solve the problems using long division to prove that they are correct or incorrect.

1. 21,156 ÷ 86 = 246 True or False? Prove with long division.



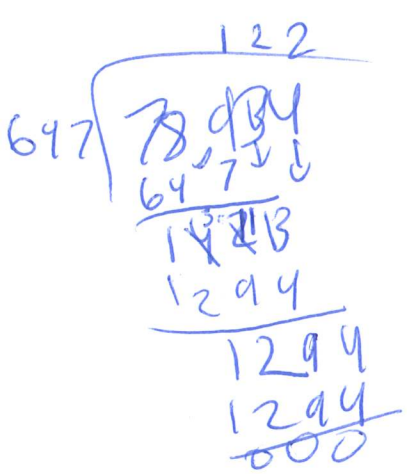
If false, what is the correct answer? _____

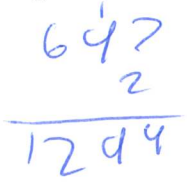
2. 196,466 ÷ 23 = 8,439 True or False? Prove with long division.



If false, what is the correct answer? 8,542

3. 78,934 ÷ 647 = 123 True or False? Prove with long division.





If false, what is the correct answer? 122