



CBE Assessment

Performance Assessment MA.6.18 Field Day Frenzy Grade 6

STUDENT BOOKLET

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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)



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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.

$$\begin{array}{r} 32 \\ 18 \overline{) 576} \\ \underline{54} \\ 36 \end{array}$$

$$\begin{array}{r} 3 \\ \times 18 \\ \hline 72 \end{array}$$

32 Parent
Chaperones
Needed

$$\begin{array}{r} 1 \\ \times 18 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 2 \\ \times 18 \\ \hline 54 \end{array}$$

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.

$$\begin{array}{r} 1 \\ \times 32 \\ \hline 256 \end{array}$$

$$\begin{array}{r} 180 \\ 4 \\ \hline 8 \overline{) 38} \end{array}$$

$$\begin{array}{r} 22 \\ 8 \overline{) 180} \\ \underline{16} \\ 20 \\ \underline{16} \\ 4 \end{array}$$

No it
would take
4 class periods

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. $21,156 \div 86 = 246$ True or False? Prove with long division.

Handwritten work for problem 1:

- Top right:
$$\begin{array}{r} 86 \\ \times 18 \\ \hline 430 \\ + 860 \\ \hline 1530 \end{array}$$
- Left side:
$$\begin{array}{r} 86 \\ \times 19 \\ \hline 774 \end{array}$$
- Center:
$$\begin{array}{r} 1319 \\ 86 \overline{) 21156} \\ \underline{86} \\ 255 \\ \underline{172} \\ 836 \\ \underline{86} \\ 319 \end{array}$$
- Bottom left:
$$\begin{array}{r} 1 \\ 86 \overline{) 774} \\ \underline{86} \\ 1634 \end{array}$$
- Bottom center:
$$\begin{array}{r} 1 \\ 86 \overline{) 172} \\ \underline{86} \\ 86 \end{array}$$
- Bottom right:
$$\begin{array}{r} 86 \\ \times 10 \\ \hline 860 \end{array}$$
- Far right:
$$\begin{array}{r} 86 \\ \times 13 \\ \hline 1118 \end{array}$$
- Boxed word: **False**
- Text: "If false, what is the correct answer?" followed by 1,319

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

Handwritten work for problem 2:

- Top right:
$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$
- Center:
$$\begin{array}{r} 8542 \\ 23 \overline{) 196466} \\ \underline{184} \\ 0184 \\ \underline{115} \\ 96 \\ \underline{92} \\ 46 \end{array}$$
- Bottom left:
$$\begin{array}{r} 23 \\ \times 4 \\ \hline 92 \end{array}$$
- Bottom center:
$$\begin{array}{r} 23 \\ \times 5 \\ \hline 115 \end{array}$$
- Bottom right:
$$\begin{array}{r} 23 \\ \times 7 \\ \hline 161 \end{array}$$
- Far right:
$$\begin{array}{r} 23 \\ \times 8 \\ \hline 184 \end{array}$$
- Boxed word: **False**
- Text: "If false, what is the correct answer?" followed by 8,542

False

6

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

$$\begin{array}{r}
 122 \\
 647 \overline{) 78934} \\
 \underline{647} \\
 1323 \\
 \underline{1294} \\
 294 \\
 \underline{122} \\
 172
 \end{array}$$

If false, what is the correct answer?

$$\begin{array}{r}
 1394 \\
 1294 \\
 \hline
 1
 \end{array}$$

$$\begin{array}{r}
 1 \\
 647 \\
 + 647 \\
 \hline
 1294
 \end{array}$$

$$\begin{array}{r}
 12 \\
 647 \\
 \times 3 \\
 \hline
 1941
 \end{array}$$