Grade: 4
Content Area: Mathematics
Domain: Number and Operations-Fractions
Learning Standard: 4.NF.A.1
2014 MCAS-Alt

STRAND COVER SHEET

(A completed Strand Cover Sheet must be included with evidence in the strand being assessed.)

(1) Student's Name: **Peter Seeger**

(2) Student's grade as reported in the Student Information Management System (SIMS): 04

(3) a. Content Area (Subject): **Mathematics**
   
   b. Strand: **Mathematics - Number and Operations - Fractions**
   
   c. Learning Standard(s): **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

   (List standards for the grade in which the student was reported in SIMS.)

(4) Level of complexity: (Student addresses learning standard(s) in this strand at the following level)

☐ at "grade-level" expectations
☐ through "entry points" (list page on which entry point is found in the Resource Guide):
Page: 58
☐ through "access skills" (practiced during academic instruction based on the grade-level standard listed above.)

(5) Measurable outcome: Indicate in measurable, observable terms the one targeted skill the student is expected to learn as a result of instruction in the learning standard at the level of complexity listed above (for example, "student will identify at least three characters in a story read aloud with 80% accuracy and 100% independence").

**Peter will match visual representation of simple fractions to the name of the fraction with 80% accuracy and 80% independence.**

(6) Adaptations, accommodations, and/or modifications routinely used by the student during instruction of this skill. List any augmentative and/or alternative communication (AAC) system, if used:

**Manipulatives, visuals, repeated directions, assistive technology**

Primary evidence checklist (optional):

Use the checklist below to ensure that this portfolio strand includes at least the minimum required evidence and that all evidence is labeled.

<table>
<thead>
<tr>
<th>Evidence Page Type</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Graph</td>
<td>Fractions</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>matching fractions</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Smart board fractions</td>
</tr>
<tr>
<td>Work Sample Description</td>
<td>Smart board fractions</td>
</tr>
</tbody>
</table>

(Continue list on additional paper, if needed.)
DATA METHOD 3: LINE GRAPH

Student Name: Peter Seeger
Content Area/Strand: Mathematics/Mathematics - Number and Operations - Fractions
Measurable Outcome: Peter will match visual representation of simple fractions to the name of the fraction with 80% accuracy and 80% independence.

Accuracy: 
Independence: 

Date (m/d/y) | Brief Description
-------------|---------------------------------------------------------------
1/14/14      | Peter matched visual representation of a simple fraction to its name by choosing which letter best represents each fraction on multiple choice worksheet.
1/17/14      | Matched visual representation of a simple fraction by writing the name of a fraction for each shaded area on a shape on worksheet.
1/23/14      | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
1/24/14      | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
1/28/14      | Matched visual representation of a simple fraction by stating the name of the fraction given a visual on a flashcard.
1/30/14      | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
1/31/14      | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
2/4/14       | Matched visual representation of a simple fraction by writing the name next to the visual representation of the fraction on a worksheet.
2/5/14       | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
2/7/14       | Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.
WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: Peter Seeger
Date (m/d/y): 1/24/14

ACCURACY: 92%
INDEPENDENCE: 100%

Self-Evaluation: (Must be completed by, or scribed at the direction of, the student; evidence of student choice must be shown)
See attached

Subject: Mathematics
Strand: Mathematics - Number and Operations - Fractions

Learning Standard:

Measurable Outcome:
Peter will match visual representation of simple fractions to the name of the fraction with 80% accuracy and 80% independence.

Briefly describe what the student was asked to do and how he/she did it:

Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction
<table>
<thead>
<tr>
<th>Fraction</th>
<th>Shape 1</th>
<th>Shape 2</th>
<th>Shape 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{2})</td>
<td>![Circle divided into 2 parts, with 1 shaded]</td>
<td>![Square divided into 4 parts, with 3 shaded]</td>
<td>![Circle divided into 4 parts, with 3 shaded]</td>
</tr>
<tr>
<td>(\frac{3}{4})</td>
<td>![Square divided into 4 parts, with 3 shaded]</td>
<td>![Square divided into 4 parts, with 1 shaded]</td>
<td>![Circle divided into 4 parts, with 1 shaded]</td>
</tr>
<tr>
<td>(\frac{1}{4})</td>
<td>![Circle divided into 4 parts, with 1 shaded]</td>
<td>![Square divided into 4 parts, with 1 shaded]</td>
<td>![Circle divided into 4 parts, with 1 shaded]</td>
</tr>
<tr>
<td>(\frac{2}{4})</td>
<td>![Circle divided into 4 parts, with 2 shaded]</td>
<td>![Square divided into 4 parts, with 2 shaded]</td>
<td>![Circle divided into 4 parts, with 2 shaded]</td>
</tr>
<tr>
<td>(\frac{5}{6})</td>
<td>![Square divided into 6 parts, with 5 shaded]</td>
<td>![Square divided into 6 parts, with 5 shaded]</td>
<td>![Hexagon divided into 6 parts, with 3 shaded]</td>
</tr>
<tr>
<td>(\frac{7}{12})</td>
<td>![Square divided into 12 parts, with 7 shaded]</td>
<td>![Square divided into 12 parts, with 7 shaded]</td>
<td>![Circle divided into 12 parts, with 7 shaded]</td>
</tr>
<tr>
<td>(\frac{5}{8})</td>
<td>![Circle divided into 8 parts, with 5 shaded]</td>
<td>![Square divided into 8 parts, with 5 shaded]</td>
<td>![Circle divided into 8 parts, with 5 shaded]</td>
</tr>
<tr>
<td>(\frac{7}{8})</td>
<td>![Square divided into 8 parts, with 7 shaded]</td>
<td>![Square divided into 8 parts, with 7 shaded]</td>
<td>![Circle divided into 8 parts, with 7 shaded]</td>
</tr>
<tr>
<td>(\frac{3}{4})</td>
<td>![Square divided into 4 parts, with 3 shaded]</td>
<td>![Square divided into 4 parts, with 3 shaded]</td>
<td>![Circle divided into 4 parts, with 3 shaded]</td>
</tr>
<tr>
<td>(\frac{3}{8})</td>
<td>![Square divided into 8 parts, with 3 shaded]</td>
<td>![Square divided into 8 parts, with 3 shaded]</td>
<td>![Circle divided into 8 parts, with 3 shaded]</td>
</tr>
</tbody>
</table>
Thinking about My Work

Was it easy or hard?
- easy
- hard

Was I focused on my work?
- yes
- some
- no

Did I do the work independently?
- I got a lot of help.
- some
- I worked independently

Next time I will:
- Practice more.
- Check my work.
- Ask for help.
WORK SAMPLE DESCRIPTION

(Complete and attach one label to each work sample in the portfolio, or write this information directly on each piece. Do not use this label for data charts or videotapes.)

Name: Peter Seeger
Date (m/d/y): 2/4/14

ACCURACY: 100%
INDEPENDENCE: 100%

Subject: Mathematics
Strand: Mathematics - Number and Operations - Fractions
Learning Standard:

4.NF.A.1

Measurable Outcome:
Peter will match visual representation of simple fractions to the name of the fraction with 80% accuracy and 80% independence.

Briefly describe what the student was asked to do and how he/she did it:

Matched visual representation of a simple fraction by filling in the shape to match the given name of the fraction.

See attached
Fill in the shapes so that they match the given fraction.

(1) \[ \frac{3}{4} \]

(2) \[ \frac{2}{3} \]

(3) \[ \frac{1}{2} \]

(4) \[ \frac{1}{7} \]

(5) \[ \frac{1}{6} \]

(6) \[ \frac{1}{5} \]

(7) \[ \frac{3}{4} \]

(8) \[ \frac{2}{3} \]

(9) \[ \frac{1}{2} \]

(10) \[ \frac{1}{7} \]
Thinking about My Work

Was it easy or hard?

Was I focused on my work?

Did I do the work independently?

Next time I will:

Practice more.
Check my work.
Ask for help.