**4.NBT.6**

**4.OA.3 Task 6**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Four friends are having ice cream sundaes with chocolate chips on top. There are 30 chocolate chips. Each friend will get an equal number of chocolate chips. Draw a model shows how the chocolate chips could be divided among the 4 friends.

Will there be any chocolate chips left over?

Solve and explain using numbers, pictures, and/or words.

 Each friend gets \_\_\_\_\_\_\_\_chocolate chips. There are \_\_\_\_\_\_\_chocolate chips leftover.

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| Teacher notes: |
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| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | **Got It:** Student essentially understands the target concept. |
| **0 Unsatisfactory:** **Little Accomplishment**The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:** **Partial Accomplishment**Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **2 Proficient:** **Substantial Accomplishment**Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:** **Full Accomplishment**Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |