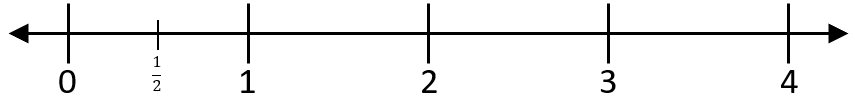
**3.NF.A.2 Represent A Fraction on A Number Line**

**Running Miles**

**Part A**

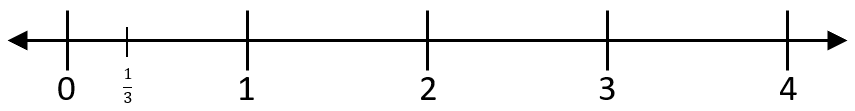
Alexandro ran miles.

Plot how far Alexandro ran on the number line below



Haley ran miles.

Plot how far Haley ran on the number line below



**Part B**

Use the number lines above to explain who ran farther, Alexandro or Haley

Write your explanation and answer in the space provided.

**Scoring Rubric**

**Total Score Points- 4 points**

**Part A- Score 2 points**

Student response includes the following elements.

* The student provides correctly plotted Alexandro’s distance on the number line.

( is plotted at 3 point on the number line)

* The student correctly plotted Haley’s distance on the number line. ( is plotted at the “3” on the number line)

**Score 1**- Student response includes one of the elements.

**Score 0**- Student response is incorrect.

**Part B- Score 2 points**

**Score 2**

Student response includes the following elements.

Reasoning Component

* The student correctly identifies who ran farther, (Alexandro)
* The student provides a valid explanation using the number lines.

Student Sample Response: Alexandro ran farther because 7/2 is placed on the number line at 3 ½ . I counted 2/2 equal 1, 4/2= 2, 6/2= 3 and I had one ½ left over so I marked the number like at 3 ½. Haley’s distance was 9/3. Three thirds equal 1 whole so on the number line I count 3/3= 1, 6/3=2, and 9/3= 3. So I put a dot on the 3 Alexandro’s mark was at 3 ½ and Hanleys was a 3. 3 ½ is further than 3 so Alexandro ran farther.

Or other valid method to explain how to use the number line to decide which person ran further.

### **Score 1-** Student response includes one of the elements.

### **Score 0-**Student response is incorrect.