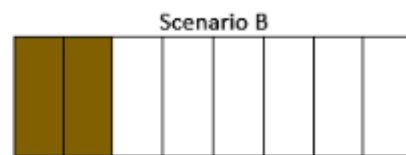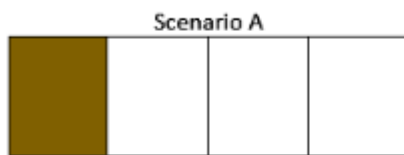Name: _____   Date: _____

PART A

To find an equivalent fraction to $\frac{6}{8}$, Beth said that the ONLY way that you can find an equivalent fraction is to multiply the denominator and numerator by 2. Is she correct? Why or why not?

PART B

Would you rather have the leftover candy bar in Scenario A, Scenario B, or either Scenario?
Why would you make that choice?
The original candy bars were the same size.

Enter your answer and explanation in the space provided.

ANSWER KEY

Rubric Part A	
Score	**Description**

2	Student response includes the following components:
	
	• Correct Response = 1 point
	  ○ No she is not correct.
	• Reasoning component = 1 point
	  ○ The student correctly explains how you can find another equivalent fraction using a model or explanation. For example, you can divide the numerator and denominator by 2.

1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

Rubric Part B	
Score	**Description**

2	Student response includes the following 3 components:
	
	• Correct Response = 1 point
	  ○ Student says that they would take either candy bar
	• Reasoning component = 1 point
	  ○ The student correctly explains how both candy bars are equivalent by either converting $\frac{1}{4}$ to $\frac{2}{8}$ or vice versa. This can be done by dividing the models that are presented or drawing their own models.
	
	Sample Student Response:
	"I divided the candy bar that was split into fourths by cutting each piece in half. I then notice that they amount that was eaten was the same for both candy bars so I would take the leftover candy bar in either Scenario A or Scenario B."

1	Student response includes 1 of the above elements.
0	Student response is incorrect or irrelevant.

Glow	Grow