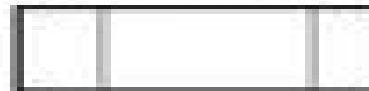


Carrie invited two (2) friends over for a tea party. Her mother baked a chocolate cake. Carrie divided the cake into thirds as shown below.



Carrie's friend Rachel said, "Ummmm... that's not fair for all of us!" Do you agree with what Rachel said? Why or why not. Explain below.

A large, empty, rounded rectangular frame with a thin black border, occupying the top half of the page.

## 3rd Grade Math Extended Responses

**Princeton Review (Firm)**

### **3rd Grade Math Extended Responses:**

**Roadmap to 5th Grade Math, Florida Edition** Princeton Review (Firm),2004-09 Prepares students for the Florida comprehensive assessment test FCAT Cover      **Resources in education** ,1983-06      Illinois Standards Achievement Test Sample Mathematics Materials ,2000      **Comprehensive Math Assessment** Dolores Emery,2002 Intended to prepare students for math assessment tests Includes 3 diagnostic tests with instruction      **Kaplan No-Stress Guide to the New York State 8th Grade Tests** Cynthia Johnson,Drew Johnson,2001 Vincent Descombes brings together an astonishingly large body of philosophical and anthropological thought to present a thoroughgoing critique of contemporary cognitivism and to develop a powerful new philosophy of the mind Beginning with a critical examination of American cognitivism and French structuralism Descombes launches a more general critique of all philosophies that view the mind in strictly causal terms and suppose that the brain and not the person thinks Providing a broad historical perspective Descombes draws surprising links between cognitivism and earlier anthropological projects such as Levi Strauss's work on the symbolic status of myths He identifies as incoherent both the belief that mental states are detached from the world and the idea that states of mind are brain states these assumptions beg the question of the relation between mind and brain In place of cognitivism Descombes offers an anthropologically based theory of mind that emphasizes the mind's collective nature Drawing on Wittgenstein he maintains that mental acts are properly attributed to the person not the brain and that states of mind far from being detached from the world require a historical and cultural context for their very intelligibility Available in English for the first time this is the most outstanding work of one of France's finest contemporary philosophers It provides a much needed link between the continental and Anglo American traditions and its impact will extend beyond philosophy to anthropology psychology critical theory and French studies      Math ,2003      **Show What You Know on Ohio's Sixth Grade Proficiency Test** Patricia Nay,Jolie S. Brams,Deborah Tong,Joan Schrader,1996-08 Designed to help students prepare for the Ohio sixth grade proficiency test      **Teaching Children Mathematics** ,2009-08      *Resources in Education* ,1997

**Show What You Know on the WASL, 3rd Grade Parent/Teacher Edition (2nd Edition)** Englefield & Associates, Incorporated,2006 P T Edition WASLThe Parent Teacher Edition of the Washington Assessment of Student Learning WASL correlates with the Student Workbook and covers the Essential Academic Learning Requirements EALR's Components and new Grade Level Expectations GLE's Offers Teaching Tips and activities covers all subjects tested per grade level with answers and in depth analyses test item distribution charts scoring rubrics subject specific glossaries of terms scoring guides and item distribution charts      *Tests in Print 6* Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date      School Reform, Corporate Style Dorothy Shipps,2006 Like other big city school systems Chicago's has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of

white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shipps reappraises the tumultuous history of educational progress in Chicago revealing that the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago's corporate actors led abetted or restrained nearly every attempt to transform the city's school system then asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago's reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880-1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipps concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipps makes a strong case that it's high time to look elsewhere perhaps to educators themselves for new leadership

*Show What You Know on the WASL, Grade 4, Mathematics*  
Englefield & Associates, Incorporated, 2006 The Student Workbook for the Washington Assessment of Student Learning WASL covers Math on the WASL with a tutorial and full length practice assessment including multiple choice short answer and extended response questions Aligned with the Essential Academic Learning Requirements EALR's Components and the new Grade Level Expectations GLE's each workbook contains a test anxiety chapter along with subject specific glossaries of terms scoring guides and item distribution charts

*Testing Our Children* Monty Neill, 1997

**Show What You Know on Ohio's Sixth Grade Proficiency Test** Jolie S. Brams, Patricia Nay, Joan Schrader, Deborah Tong, 2000-12

Patterns in Teacher Reports of Topic Coverage and Their Effects on Math Achievement Bokhee Yoon, 1990

What Works in Teaching and Learning, 1997

*Summary of Investigations Relating to Reading* International Reading Association, 1981

**Mathematics Assessment Sampler, Prekindergarten-grade 2** DeAnn Huinker, Lynn M. McGarvey, 2006 This sampler presents assessment tasks that are appropriate for use with students from age 4 to age 8 The book provides teachers of primary grades mathematics with examples of assessment tasks that reflect the various ways assessments can be used prior

to during and following mathematics instruction Teachers can then consider the potential of these tasks to uncover the mathematical understandings of their students for the purpose of planning further instruction Each task can be altered by changing the context breaking the task into subparts limiting the scope or complexity of the task or extending the task to provide more of a challenge or enhance the depth of understanding being assessed **Learning and Leading with Technology** ,2000

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