



GRADE 5 MATH: STUFFED WITH PIZZA RUBRIC

The following section contains two rubrics that were used to score student work: a content rubric and a process rubric. The content rubric describes student performance according to the content standards in the CCLS. The process rubric describes student performance according to the National Council of Teachers of Mathematics (NCTM) process standards. Students were given a score based on their achievement on the CCLS content rubric and the process rubric. Given that the process rubric is not in the language of the Common Core's Mathematical Practices, we have also included a document that NCTM has posted regarding the relationship between the NCTM process standards and the Standards for Mathematical Practice.

CCSS Mathematics Content Standards Rubric

Students apply mathematical reasoning, knowledge, and skills in problems-solving situations and support their solutions using mathematical language and appropriate representations (data).

NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.

Grades K & 1: Focus on measurement; comparing and ordering numbers; addition & subtraction

Gr K-1 CCSS Math Criteria by Strand	Novice	Apprentice	Practitioner	Expert (<i>work is exceeding grade level expectations</i>)
Number & Operations in Base Ten	<p>Recognizes number symbols and names, but lacks counting sequence (K)</p> <p>Uses place value to show 10 or less (gr 1)</p> <p>A correct answer may be stated, but is not supported by student work (e.g., solves problems without applying properties of operations; copies numbers)</p>	<p>Some parts of problem correct and those parts supported by student work</p> <p>Represents and solves addition and subtraction using counting, models, visuals, manipulatives, number lines, sounds</p> <p>May apply commutative property</p>	<p><i>Counts to compare: determines greater than/less than</i></p> <p><i>Represents, compares, and solves using addition and subtraction to 10 (K) or to 20 (gr 1)</i></p> <p><i>Composes/decomposes (10s and ones)</i></p> <p><i>Minor computation flaws do not affect outcome of a correct solution</i></p>	<p>All parts of problem correct, precise, and supported by student work</p> <p>Represents, compares, and solves using numbers greater than 20; uses place value to expand numbers (gr 1)</p> <p>Applies properties of operations - associative & commutative properties</p>
Measurement	<p>Still demonstrates limited number sense (e.g., difficulty estimating; representing quantities; recognizing measurement attributes)</p> <p>Tells time to the hour using a digital clock</p>	<p>Recognizes and uses 1 measureable attribute to compare or classify</p> <p>Tells time to hour & half hour (gr 1) using a digital clock</p>	<p><i>Describes & compares measurable attributes: compares 2 or 3 (gr 1) objects, classifies objects using more than 1 attribute</i></p> <p><i>Measures and compares lengths indirectly (gr 1)</i></p> <p><i>Tells time - digital and analog clocks (gr 1)</i></p>	<p>Uses a variety of strategies to estimate, measure, and compare</p> <p>Measures and compares lengths of more than 2 objects and determines the difference in lengths</p>

Grade 2: Focus on measurement; addition & subtraction

Gr 2 CCSS Math Criteria by Strand	Novice	Apprentice	Practitioner	Expert (<i>work is exceeding grade level expectations</i>)
Number & Operations in Base Ten	<p>A correct answer may be stated, but is not supported by student work (e.g., copies numbers)</p> <p>Lacks understanding of place value (e.g., all digits have same value regardless of place)</p>	<p>Some parts of problem correct and those parts supported by student work</p> <p>Adds and subtracts correctly without regrouping</p>	<p><i>Uses strategies, place value, & properties of operations to represent and solve addition and subtraction problems</i></p> <p><i>Minor computation flaws do not affect outcome of a correct solution</i></p>	<p>All parts of problem correct, precise, and supported by student work</p> <p>Uses a variety of representations (e.g., concrete models, diagrams, equations)</p>
Measurement	<p>Still demonstrates limited number sense (e.g., difficulty estimating; representing or using measures/data)</p>	<p>Measures correctly, but may select the wrong tool, incorrect scale or representation (e.g., dollar and cents signs; line diagrams with</p>	<p><i>Measures, compares, & estimates lengths, time, money</i></p> <p><i>Represents & interprets data; uses</i></p>	<p>Uses a variety of strategies to estimate, measure, and compare</p>

		unequal unit spacing)	<i>data to make predictions and support solutions</i>	
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Grades 3 & 4: Focus on fractions; multiplication and division

Gr 3 and 4 CCSS Math Criteria	Novice	Apprentice	Practitioner	Expert (work is exceeding grade level expectations)
Number & Operations in Base Ten	<p>Applies flawed strategies (e.g., attempts to form groups when multiplying, but does not use equal sized groups or repeated addition)</p> <p>Selects the incorrect operation to perform or major inaccuracies in computation lead to an incorrect solution</p> <p>Still demonstrates limited number sense (e.g., difficulty estimating; representing part-whole)</p> <p>A correct answer may be stated, but is not supported by student work</p>	<p>Some parts of problem correct and those parts supported by student work</p> <p>Uses additive reasoning to solve or interpret most problems</p> <p>May include limited explanations</p> <p>Uses visual models (number line, area, sets) to represent parts of whole</p>	<p><i>Expresses whole numbers as fractions</i></p> <p><i>Generates equivalent fractions and explains why they are equivalent (e.g., using visual models- number line, area, sets; comparing to benchmarks)</i></p> <p><i>Uses addition, subtraction, and multiplication to solve problems with whole numbers, fractions (gr 3-4) and mixed numbers (gr 4)</i></p> <p><i>Minor computation flaws do not affect outcome of a correct solution</i></p>	<p>All parts of problem correct, precise, and supported by student work</p> <p>Extends understanding of equivalence of fractions by identifying proper and improper fractions</p> <p>Interprets meaning of the products (gr 3-4) and remainder (gr 4) when dividing</p> <p>Uses a variety of strategies to solve problems</p>
Operations & Algebraic Thinking			<p><i>Uses 4 operations in solving problems and explaining patterns using whole numbers</i></p> <p><i>Solves multi-step & word problems</i></p>	<p>Uses multiple representations of the same problem (visual models, equations, decomposing fractions)</p>

Grade 5: Focus on decimals; 4 operations

Gr 5 CCSS Math Criteria by Strand	Novice	Apprentice	Practitioner	Expert (work is exceeding grade level expectations)
Number & Operations in Base Ten	<p>Consistently flawed understanding of decimals/place value</p> <p>Decimal representations not appropriate for task</p> <p>Incorrect computational strategies used or major inaccuracies in computation lead to an incorrect solution</p> <p>A correct answer may be stated, but is not supported by student work</p>	<p>Some parts of problem correct and those parts supported by student work (e.g., uses visual models to represent fractional or decimal parts of a whole)</p> <p>Mostly consistent understanding of place value and representation of decimals</p> <p>Displays some inaccuracies in computation</p>	<p><i>Clear and consistent application of place value and representation of decimals (e.g., to the thousandths, using money concepts, rounding)</i></p> <p><i>Some minor flaws performing 4 operations with whole numbers and decimals to hundredths, but does not affect outcome of a correct solution</i></p>	<p>All parts of problem correct, precise, and supported by student work</p> <p>Demonstrates higher order understanding of decimals and relating them to fractions, percents, or other abstract concepts beyond the scope of the specific task (e.g., explaining the solution or approach using alternative models)</p>

Operations & Algebraic Thinking			<i>Writes and interprets numerical expressions</i> <i>Analyzes patterns and relationships</i>	Uses multiple representations of the same problem
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Exemplars[®] Standards-Based Math Rubric*

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice	<p>No strategy is chosen, or a strategy is chosen that will not lead to a solution.</p> <p>Little or no evidence of engagement in the task present.</p>	<p>Arguments are made with no mathematical basis.</p> <p>No correct reasoning nor justification for reasoning is present.</p>	<p>No awareness of audience or purpose is communicated.</p> <p style="text-align: center;">or</p> <p>Little or no communication of an approach is evident</p> <p style="text-align: center;">or</p> <p>Everyday, familiar language is used to communicate ideas.</p>	<p>No connections are made.</p>	<p>No attempt is made to construct mathematical representations.</p>
Apprentice	<p>A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen.</p> <p>Evidence of drawing on some previous knowledge is present, showing some relevant engagement in the task.</p>	<p>Arguments are made with some mathematical basis.</p> <p>Some correct reasoning or justification for reasoning is present with trial and error, or unsystematic trying of several cases.</p>	<p>Some awareness of audience or purpose is communicated, and may take place in the form of paraphrasing of the task.</p> <p style="text-align: center;">or</p> <p>Some communication of an approach is evident through verbal/written accounts and explanations, use of diagrams or objects, writing, and using mathematical symbols.</p> <p style="text-align: center;">or</p> <p>Some formal math language is used, and examples are provided to communicate ideas.</p>	<p>Some attempt to relate the task to other subjects or to own interests and experiences is made.</p>	<p>An attempt is made to construct mathematical representations to record and communicate problem solving.</p>

*Based on revised NCTM standards.

Exemplars[®] Standards-Based Math Rubric (Conf.)*

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Practitioner	<p>A correct strategy is chosen based on mathematical situation in the task.</p> <p>Planning or monitoring of strategy is evident.</p> <p>Evidence of solidifying prior knowledge and applying it to the problem solving situation is present.</p> <p>Note: The practitioner must achieve a correct answer.</p>	<p>Arguments are constructed with adequate mathematical basis.</p> <p>A systematic approach and/or justification of correct reasoning is present. This may lead to...</p> <ul style="list-style-type: none"> • clarification of the task. • exploration of mathematical phenomenon. • noting patterns, structures and regularities. 	<p>A sense of audience or purpose is communicated.</p> <p style="text-align: center;">and/or</p> <p>Communication of an approach is evident through a methodical, organized, coherent sequenced and labeled response.</p> <p>Formal math language is used throughout the solution to share and clarify ideas.</p>	<p>Mathematical connections or observations are recognized.</p>	<p>Appropriate and accurate mathematical representations are constructed and refined to solve problems or portray solutions.</p>
Expert Work at this level is exceeding grade-level expectations	<p>An efficient strategy is chosen and progress towards a solution is evaluated.</p> <p>Adjustments in strategy, if necessary, are made along the way, and / or alternative strategies are considered.</p> <p>Evidence of analyzing the situation in mathematical terms, and extending prior knowledge is present.</p> <p>Note: The expert must achieve a correct answer.</p>	<p>Deductive arguments are used to justify decisions and may result in formal proofs.</p> <p>Evidence is used to justify and support decisions made and conclusions reached. This may lead to...</p> <ul style="list-style-type: none"> • testing and accepting or rejecting of a hypothesis or conjecture. • explanation of phenomenon. • generalizing and extending the solution to other cases. 	<p>A sense of audience and purpose is communicated.</p> <p style="text-align: center;">and/or</p> <p>Communication at the Practitioner level is achieved, and communication of argument is supported by mathematical properties.</p> <p>Precise math language and symbolic notation are used to consolidate math thinking and to communicate ideas.</p>	<p>Mathematical connections or observations are used to extend the solution.</p>	<p>Abstract or symbolic mathematical representations are constructed to analyze relationships, extend thinking, and clarify or interpret phenomenon.</p>

*Based on revised NCTM standards.

National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards for Mathematics

From *NCTM Action on the Common Core State Standards for Mathematics*

by NCTM President J. Michael Shaughnessy

The preeminent message in both the NCTM *Principles and Standards for School Mathematics* (2000) and CCSSM is the importance of nurturing mathematical thinking and reasoning processes in our students. No bulleted list of specific content standards will hold together as a coherent, meaningful whole, or make any significant contribution to our students' growth in mathematics, without interweaving mathematical "practices." Mathematics curricula must show students the power of reasoning and sense making as they explore mathematical structures, of communication as they construct viable arguments, and of multiple representations as they engage in mathematical modeling. The close connections between the NCTM Process Standards and the CCSSM Standards for Mathematical Practice are represented in the chart below.

The upcoming NCTM publication, *Making it Happen*, will provide a deeper analysis of the connections between the NCTM Process Standards and detail the potential of the existing NCTM resources to interpret and implement CCSSM.

NCTM Process Standards and the CCSS Mathematical Practices	
NCTM Process Standards	CCSS Standards for Mathematical Practice
Problem Solving	1. Make sense of problems and persevere in solving them. 5. Use appropriate tools strategically.
Reasoning and Proof	2. Reason abstractly and quantitatively. 3. Critique the reasoning of others. 8. Look for and express regularity in repeated reasoning
Communication	3. Construct viable arguments
Connections	6. Attend to precision. 7. Look for and make use of structure
Representations	4. Model with mathematics.



GRADE 5 MATH: STUFFED WITH PIZZASTUDENT WORK

Grade 5 Math: Stuffed with Pizza

Student 1

Name _____

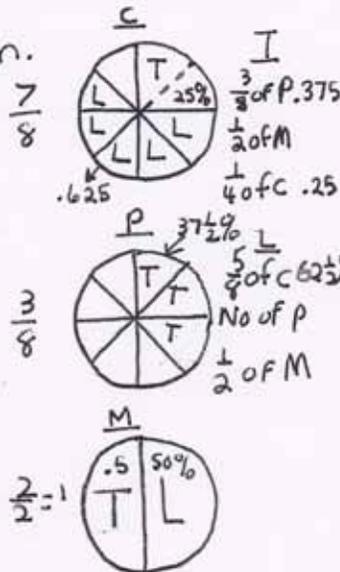
Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	Tito
L	Luis
C	cheese
P	Pepperoni
M	mushroom
	pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate $\frac{1}{8}$ pizza

on to connections

Grade 5 Math: Stuffed with Pizza

Connections — **Follow the dots**

- They ate $2\frac{2}{8} = 2\frac{1}{4}$ pizza in all
- $\frac{6}{8}$ of pizza is left or $\frac{3}{4}$
- Luis eats the most of 1 pizza - the C one ← I will use my key for C, P, M
- I can do ratio. If there are 24 total slices then Tito eats $\frac{3}{24}$ P 3 out of 24

4 out of 24 $\frac{4}{24}$ M $\frac{3}{24}$ C L eats $\frac{5}{24}$ C $\frac{2}{24}$ P $\frac{4}{24}$ M 2 out of 24

- It is most likely Tito likes M pizza the most and P pizza the least
- $\frac{1}{2}$ M is 50% of a pizza so is $\frac{1}{2}$ L That is .5
- $\frac{5}{8}$ C is $8\overline{)5.000}$ That is $62\frac{1}{2}\%$

Luis's model is C
Tito's minimum is C

- $\frac{1}{4}$ C = .25 That is 25%
- $\frac{3}{8}$ P is $8\overline{)3.000}$ That is $37\frac{1}{2}\%$

Tito eats 12.5
12.5
+12.5
37.5 or $37\frac{1}{2}\%$
of P pizza

- $\frac{1}{8}$ is $8\overline{)1.000}$ or $12\frac{1}{2}\%$

- I can verify with multiplication $\frac{1}{8} = 12\frac{1}{2}\%$ or 12.5%
- Tito eats $1\frac{1}{8} + 1.000$ - whole
+ .125 - $\frac{1}{8}$
1.125
- Luis eat $1\frac{1}{8} + 1.00$ - whole
+ .125 - $\frac{1}{8}$
1.125

$\frac{24}{8} = 3$ slices
 $100.0 = 100\%$ of a
pizza

I know it is right that they ate the same total amount

- I can verify with percents
- | | |
|---------------|---------------|
| Luis | Tito |
| C 62.5% | C 25.0% |
| M 50.0% | P 37.5% |
| <u>112.5%</u> | <u>112.5%</u> |

-same again
I like using decimals and percents this way
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$\frac{12.5}{8} = 1.5625$
 $\frac{12.5}{3} = 4.1667$

The end

Grade 5 Math: Stuffed with Pizza

Student 2

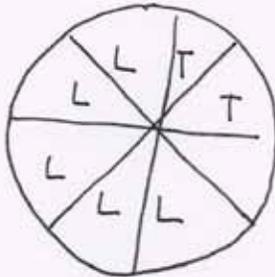
Name _____

Stuffed with Pizza

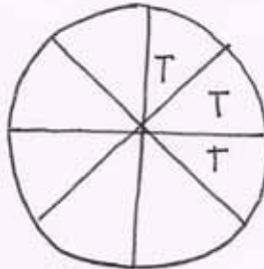
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I have to find out who is correct
I will make a diagram
pizza slices

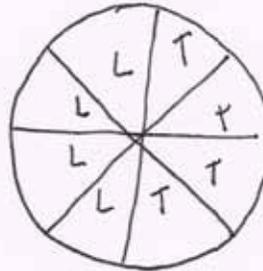
Key
T Tito
L Luis



Cheese
 $\frac{7}{8}$



Pepperoni
 $\frac{3}{8}$



Mushroom
 $\frac{8}{8} = 1 \text{ whole}$

$$T = \frac{2}{8} + \frac{3}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

$$L = \frac{5}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

My Answer
Luis is right. They
ate the same amount
of pizza

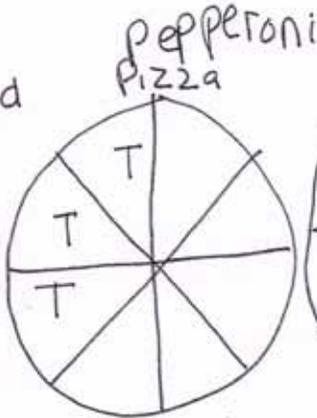
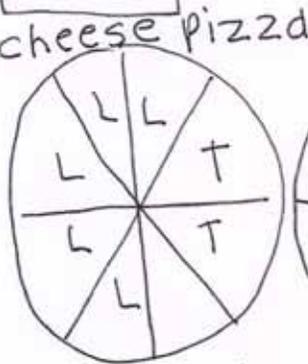
Connections

- They both ate a total of $\frac{27}{8} = 2\frac{3}{4}$ pizzas
- $\frac{6}{8}$ of the pizza is left
- Luis ate the most of 1 type of pizza - cheese
- Luis and Tito ate an equal amount of mushroom pizza

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I can prove by making a diagram of the slices.

Key	
T	Tito
L	Luis



L is 9 slices $\frac{9}{8} = 1\frac{1}{8}$
 T is 9 slices $\frac{9}{8} = 1\frac{1}{8}$

~~$\frac{9}{24} = \frac{3}{8}$~~
 no have
 to use
 eighths

I was correct The slices match my chart fractions

There are 24 slices if you also add the slices that didn't get eaten.

Luis eats the most of one type of pizza - cheese

Grade 5 Math: Stuffed with Pizza

Student 3

Name _____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size.

Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I have to find out who is correct
Luis or Tito.
I will make a chart.

boys	cheese Pizza eats	pepperoni Pizza eats	mushroom Pizza eats	Total	Converte
Tito	$\frac{1}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{9}{8}$	$1\frac{1}{8}$
Luis	$\frac{5}{8}$	0	$\frac{1}{2}$	$\frac{9}{8}$	$1\frac{1}{8}$

Mathematical
Work

Tito

$$\frac{1}{4} + \frac{3}{8} + \frac{1}{2}$$

$$\frac{2}{8} + \frac{3}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

Luis

$$\frac{5}{8} + \frac{1}{2}$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

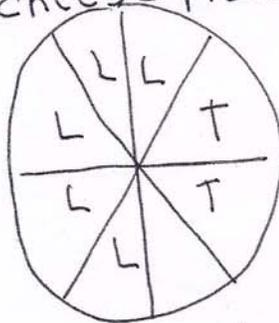
Answer Luis was correct

Grade 5 Math: Stuffed with Pizza

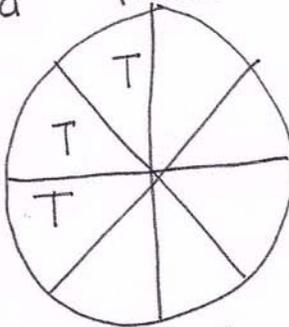
I can prove by making a diagram of the slices.

Key	
T	Tito
L	Luis

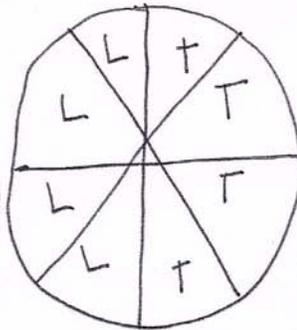
cheese pizza



pepperoni pizza



mushroom pizza



~~$\frac{9}{24} = \frac{3}{8}$~~
no have to use eighths

L is 9 slices $\frac{9}{8} = 1\frac{1}{8}$
T is 9 slices $\frac{9}{8} = 1\frac{1}{8}$

I was correct The slices match my chart fractions

There are 24 slices if you also add the slices that didn't get eaten.

Luis eats the most of one type of pizza - Cheese

Grade 5 Math: Stuffed with Pizza

Student 4

Name _____

Stuffed with Pizza

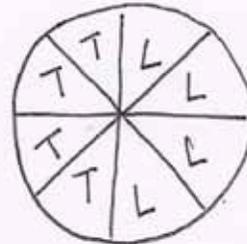
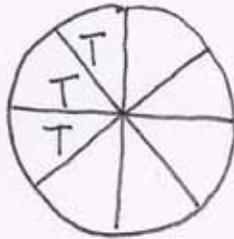
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I have to find out who is correct.
I will make a diagram to show who ate the most pizza.

cheese

pepperoni

Mushroom



Answer: Luis is not correct because he only ate the cheese pizza and mushroom pizza and Luis ate 9. Tito ate 8, 9 is more.

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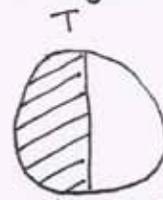
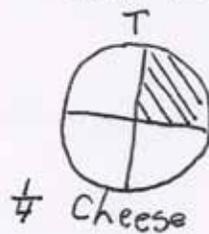
Grade 5 Math: Stuffed with Pizza

Name _____ Student 5

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I have to find out the amount of Pizza and who is correct. I will make a diagram.



key
T-Tito
L-Luis
/// pizza ate



$$T = \frac{1}{4} + \frac{3}{8} + \frac{1}{2} = \frac{5}{8}$$

$\frac{1}{4} \downarrow 4 \times 2 = 8$ $\frac{1}{2} \downarrow 2 \times 4 = 8$

$$L = \frac{5}{8} + \frac{1}{2} = \frac{6}{8}$$

$\frac{1}{2} = 2 \times 4 =$ ← the most of one pizza eaten is cheese. Luis eats $\frac{6}{8}$

Answer
Tito is Correct

Grade 5 Math: Stuffed with Pizza

Student 6

Name _____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size.

Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I have to find out how many pizza pieces both eat and who is correct.

Luis ate $\frac{1}{2}$ of the mushroom pizza and $\frac{5}{8}$ of the cheese pizza.

I will make a diagram and a key.

tito ate $\frac{1}{2}$ of the mushroom pizza and $\frac{3}{8}$ of pepperoni and $\frac{1}{4}$ of the cheese pizza!

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Grade 5 Math: Stuffed with Pizza



$$\frac{1}{2} + \frac{3}{8} + \frac{1}{4} = \frac{5}{20}$$

key
T frito
L Luis

Answer
Luis was
not correct

$$\frac{5}{8} + \frac{1}{2} = \frac{6}{16}$$

mushroom is the only
pizza they eat a
equal amount of.

Grade 5 Math: Stuffed with Pizza

Student 7

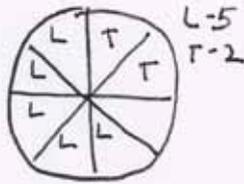
Name _____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I have to find out who is correct
Luis or Tito?

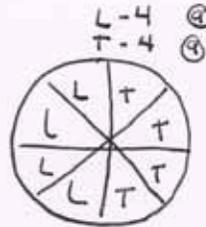
I will draw a diagram to figure out who ate the most pizza



L-5
T-2



L-0
T-3



L-4
T-4

key	
T	tito
L	Luis

cheese
pizza

my work -
Luis ate

$$\frac{5}{8} + \frac{1}{2}$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = 1\frac{1}{8}$$

Tito ate 9 slices

$$\frac{1}{4} + \frac{1}{2} + \frac{3}{8}$$

$$\frac{2}{8} + \frac{4}{8} + \frac{3}{8} = \frac{9}{8} = 1\frac{1}{8}$$

pepperoni
pizza

mushroom
pizza

Answer

Luis is correct

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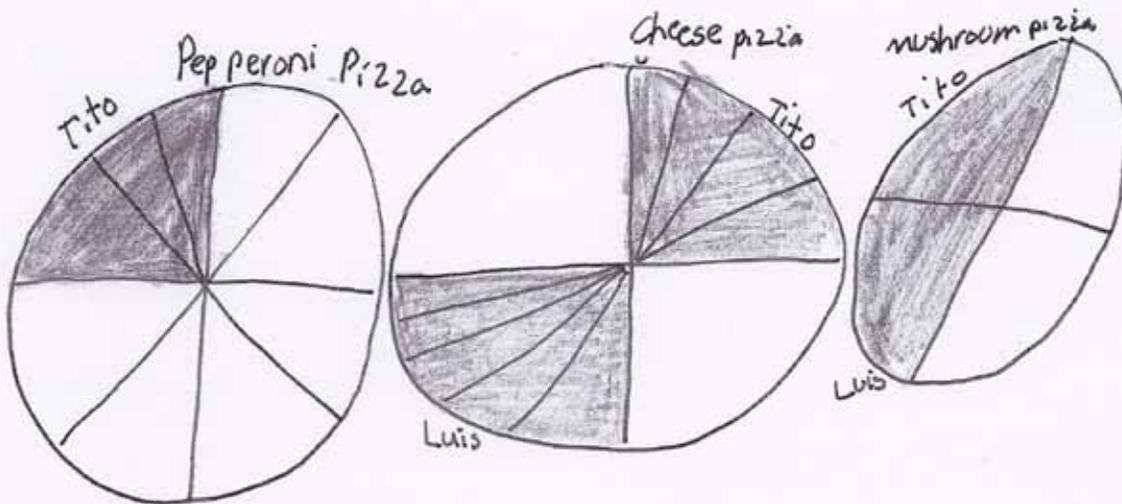
Student 8

Name _____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I think Tito ate a lot then Luis



answer
I was wrong
Tito ate 8 and
Luis ate 6 pieces

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Grade 5 Math: Stuffed with Pizza

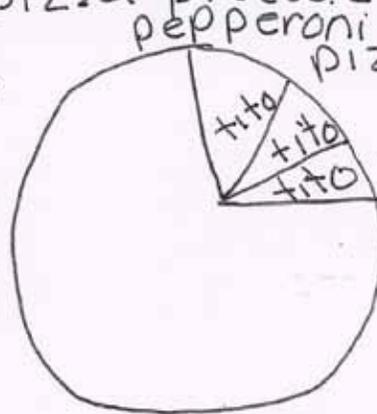
Student 9

Name _____

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I have to find out who ate the biggest pizza pieces. I will do a diagram.



tito and Luis ate the same and Luis was correct

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