

Content Standard	<p>MAFS.4.NF <i>Number and Operations – Fractions</i></p> <p>MAFS.4.NF.1 <i>Extend understanding of fraction equivalence and ordering.</i></p> <p>MAFS.4.NF.1.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
Assessment Limits	<p>Denominators limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100.</p> <p>Benchmarks limited to: $0, \frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1$.</p> <p>Fractions $\frac{a}{b}$ can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify.</p> <p>Two fractions being compared should have both different numerator and different denominator.</p>	
Calculator	No	
Acceptable Response Mechanisms	<p>Equation Response</p> <p>Graphic Response – Drag and Drop, Drawing/Graphing, Hot Spot</p> <p>Multiple Choice Response</p> <p>Multi-Select Response</p> <p>Natural Language Response</p> <p>Matching Item Response</p>	
Context	Allowable	
Example		
Context	<p>Compare fractions or fractions represented by models with or without a situational context.</p> <ul style="list-style-type: none"> A fraction denominator does not have to be a multiple of the other, e.g., $\frac{2}{5}$ and $\frac{2}{3}$. Fractions less than 1 Both fractions can be non-unit fractions. 	
Context easier	<ul style="list-style-type: none"> Fractions less than 1 One of the fractions involved is a unit fraction. One fraction denominator is a multiple of the other. 	
Context more difficult	<ul style="list-style-type: none"> One or both are improper fractions. 	
Sample Item Stem	Response Mechanism	Notes, Comments
<p>Select $>$, $<$ or $=$ to complete a true statement about each pair of fractions.</p> <p>$\frac{3}{5}$ <input type="checkbox"/> $\frac{5}{12}$</p> <p>$\frac{5}{6}$ <input type="checkbox"/> $\frac{3}{8}$</p> <p>$\frac{1}{3}$ <input type="checkbox"/> $\frac{3}{5}$</p>	Matching Item Response	

Grade 4 Mathematics Item Specifications
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<p>Select >, < or = to complete a true statement about each pair of fractions.</p> <p>$\frac{4}{3}$ <input type="checkbox"/> $\frac{6}{5}$</p> <p>$\frac{3}{2}$ <input type="checkbox"/> $\frac{8}{3}$</p> <p>$\frac{3}{2}$ <input type="checkbox"/> $\frac{7}{4}$</p>	<p>Matching Item Response</p>	
<p>Kari has two fraction models, each divided into equal-sized sections. The fraction represented by Model A is greater than the fraction represented by Model B.</p> <p>Model A is divided into 8 sections, and 2 sections are shaded.</p> <p>Model B is divided into 12 sections.</p> <p>What do you know about the number of sections shaded in Model B? Explain your answer.</p>	<p>Natural Language Response</p>	