MAFS.5.NF.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. MAFS.5.NF.2.3 Interpret a fraction as division of the numerator by the denominator $\left(\frac{a}{b} = a \div b\right)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Assessment Limits Quotients in division problems should not be equivalent to a whole number. Do not use the term "simplify" or "lowest terms." Only use whole numbers for the divisor and dividend of a fraction. Calculator No Acceptable Equation Response Response Multiple Choice Response Natural Language Response Table Response Context Allowable Context Use of double-digit divisors or dividends that share common factors. Context Division with single-digit divisor and dividend. easier Context Division with a double- or single-digit dividend and/or divisor as well as improper fraction/quotients. Simple Iteem Stem Response Mechanism <th>Content Standard</th> <th colspan="3">MAFS.5.NF Numbers and Operations – Fractions</th>	Content Standard	MAFS.5.NF Numbers and Operations – Fractions			
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difficult Sample Item Stem Response Mechanism Notes, Comments					
	difficult	ficult			
An expression is shown. Equation Response	•				
	An expression is s	nown. Equation Response			
9÷3	9÷3				
What is the quotient expressed as a fraction?	•	ent expressed as a			

A fraction is shown.	Multiple Choice	
	Response	
8		
15		
Which expression is equivalent to this		
fraction?		
A. 8-15		
B. 15-8		
C. 8÷15		
D. D. 15 ÷ 8		
Joe has an 8-foot-long board. He needs to	Equation Response	
cut it into 9 equal length parts.		
How many feet long should each section		
of the board be?		
Joe has a 6-foot-long board. He needs to	Equation Response	
cut it into 15 equal length parts.		
How many feet long should each section		
of the board be?	Frunting Decreases	
Joe has a 28-foot-long board. He needs to	Equation Response	
cut it into 24 equal length parts.		
How many feet long should each section		
of the board be?		
An expression is shown.	Table Response	
78 ÷ 14		
Between which two consecutive whole		
numbers does this value lie? Enter your		
numbers in the boxes.		
Between and		