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| **Content: Operating with Rational Numbers** | | | |
| Solves an operational problem involving one type of rational number with like signs  “To find + 1, I wrote both  fractions with a common denominator, then added:  + 1 = 1 + = 2” | Solves an operational problem involving one type of rational number with opposite signs  “I thought of 3 × (‒4.6) as 3 jumps of 4.6 to the left on a number line.  So, that is 3 × 4.6 = 13.8 to the left, or ‒13.8.” | Solves an operational problem involving different types of rational numbers  “To add –5.24 and ‒, I wrote ‒  as the decimal ‒1.75.  Then I could think of –5.24 + (–1.75) as –5.24 – 1.75 = –6.99.” | Uses a variety of strategies to solve operational problems involving rational numbers  “To add –5.24 and ‒, I could write  –5.24 as –5.  –5 + (‒)  = –5 + (–)  = –5, or –6” |
| **Observations/Documentation** | | | |
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| **Competency: Representing Operations with Rational Numbers** | | | |
| Represents an operation involving one type of rational number  “I used a number line to represent the multiplication of two integers.” | Represents an operation involving different types of rational numbers  “To multiply a fraction and a decimal, I rewrote the fraction as a decimal, then multiplied the decimals.” | Represents an operation involving rational numbers in more than  one way  “To multiply a fraction and a decimal, I could also rewrite the decimal as a fraction, then multiply the fractions.” | Flexibly selects representation to efficiently solve a problem involving operations with rational numbers  “To multiply a fraction and a decimal, I find it more efficient to write the fraction as a decimal, then multiply as I would whole numbers, using estimation to place the decimal point.” |
| **Observations/Documentation** | | | |
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