3rd Grade Report Card

Math	MP1	MP2	MP3	MP4
3.OA.A.3: Use multiplication and division within 100 to solve word				
problems in situations involving equal groups, arrays and				
measurement quantities.				
3.OA.B.5: Apply properties of operations as strategies to multiply				
and divide.				
3.OA.C.7: Fluently multiply and divide within 100. Know from				
memory all multiplication products through 10x10 and division				
quotients when both the quotient and divisor are less than or				
equal to 10.				
3.OA.D.8: Solve two-step word problems using the four operations				
and utilize understanding of the Order of Operations (without				
parentheses). Represent these problems using equations with a				
letter standing for the unknown quantity.				
3.NBT.A.1: Use place value understanding to round whole				
numbers to the nearest 10 or 100.				
3.NBT.A.2: Fluently add and subtract within 1000 using strategies				
and algorithms based on place value, properties of operations,				
and/or the relationship between addition and subtraction.				
3.NF.A.1: Understand a unit fraction as the quantity formed by				
one part when a whole is partitioned into equal parts; understand				
a fraction <i>a/b</i> as the quantity formed by <i>a</i> parts of size <i>1/b</i> .				
3.NF.A.2: Represent fractions on a number line diagram.				
3.NF.A.3b: Recognize and generate simple equivalent fractions.				
Explain why the fractions are equivalent.				
3.MD.B.4: Generate measurement data by measuring lengths				
using rulers marked with halves and fourths of an inch to the				
nearest quarter-inch. Show data by making a line plot.				
3.MD.C.7a: Find the area of a rectangle with whole-number side				
lengths by tiling it, and show that the area is the same as would be				
found by multiplying the side lengths.				
3.G.A.2: Partition shapes into parts with equal areas. Express the				
area of each part as a unit fraction of the whole.				

<u>KEY</u>

- Everyday Math **Benchmark Expectations** by Quarter
- **Major Cluster** of Arizona State Standards
- **Supporting Cluster** of Arizona State Standards
- No Benchmark Expectation at this point/No Grade

3.OA.A: Represent and solve problems involving whole number multiplication and division.

3.OA.A.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4	Uses multiplication and	Uses multiplication and	Uses multiplication and	Makes sense of
Highly	division within 100 to	division within 100 to	division within 100 to	multiplication and
Proficient	solve word problems in	solve word problems in	solve word problems in	division multi-step
	situations involving	situations involving	situations involving	number stories and
	equal groups, arrays	equal groups, arrays	equal groups, arrays	estimate to generate a
	and measurement	and measurement	and measurement	reasonable answer to a
	quantities.	quantities.	quantities.	problem before solving.
3	Uses drawings, skip	Uses multiplication or	Uses multiplication	Uses multiplication and
Proficient	counting, repeated	division to solve	within 100 to solve	division within 100 to
	addition, or	number stories	word problems in	solve word problems in
	multiplication to solve	involving equal groups	situations involving	situations involving
	number stories	or equal shares.	equal groups, arrays,	equal groups, arrays
	involving equal groups.		and measurement	and measurement
			quantities by using	quantities.
			drawings and	
			equations.	
2	Inconsistently uses	Inconsistently uses	Inconsistently uses	Inconsistently uses
Partially	drawings, skip	multiplication or	multiplication within	multiplication and
Proficient	counting, repeated	division to solve	100 to solve word	division within 100 to
	addition, or	number stories	problems in situations	solve word problems in
	multiplication to solve	involving equal groups	involving equal groups,	situations involving
	number stories	or equal shares.	arrays, and	equal groups, arrays
	involving equal groups.		measurement	and measurement
			quantities by using	quantities.
			drawings and	
			equations.	
1	Unable to use	Unable to or	Unable to or	Unable to use
Minimally	drawings, skip	inconsistently uses	inconsistently uses	multiplication and
Proficient	counting, repeated	drawings, skip	multiplication or	division within 100 to
	addition, or	counting, repeated	division to solve	solve word problems in
	multiplication to solve	addition, or	number stories	situations involving
	number stories	multiplication to solve	involving equal groups	equal groups, arrays,
	involving equal groups.	number stories	or equal shares.	and measurement
		involving equal groups.		quantities by using
				drawings and
				equations.

3.OA.B: Understand properties of multiplication and the relationship between multiplication and division.

3.OA.B.5: Apply properties of operations as strategies to multiply and divide. (Commutative and Associative Properties of Multiplication and the Distributive Property)				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.	Applies properties of operations as strategies to multiply and divide. (Commutative and Associative Properties of Multiplication and the Distributive Property)	Applies properties of operations as strategies to multiply and divide. (Commutative and Associative Properties of Multiplication and the Distributive Property)	Applies properties of operations as strategies to multiply and divide while solving word problems. (Commutative and Associative Properties of Multiplication and the Distributive Property)
3 Proficient		Uses the commutative property as a strategy to solve problems.	Uses doubling and break- apart as strategies to multiply. Use strategies such as adding/subtracting a group, near squares, and doubling to multiply and divide.	Applies properties of operations as strategies to multiply and divide. (Commutative and Associative Properties of Multiplication and the Distributive Property)
2 Partially Proficient		Inconsistently uses the commutative property as a strategy to solve problems.	Uses the commutative property as a strategy to solve problems.	Uses doubling and break- apart as strategies to multiply. Uses strategies such as adding/subtracting a group, near squares, and doubling to multiply and divide.
1 Minimally Proficient		Unable to use the commutative property as a strategy to solve problems.	Unable to use or inconsistently uses the commutative property as a strategy to solve problems.	Unable to use or inconsistently uses doubling and break- apart as strategies to multiply and/or uses strategies such as adding/subtracting a group, near squares, and doubling to multiply and divide

3.OA.C: Multiply and divide within 100.

3.OA.C.7: *Fluently multiply and divide within 100. Know from memory all multiplication products through 10x10					
and divisi	and division quotients when both the quotient and divisor are less than or equal to 10.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4 Highly Proficient	Fluently multiplies and divides within 100. Know from memory all multiplication products through 10x10 and division quotients when both the quotient and divisor are less than or equal to 10.	Fluently multiplies and divides within 100. Know from memory all multiplication products through 10x10 and division quotients when both the quotient and divisor are less than or equal to 10.	Fluently multiplies and divides within 100. Know from memory all multiplication products through 10x10 and division quotients when both the quotient and divisor are less than or equal to 10.	Fluently knows all square products up to 100. Fluently multiplies and divides within 100. Know from memory all multiplication products through 10x10 and division quotients when both the quotient and divisor are less than or equal to 10.	
3 Proficient	Fluently multiplies using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Knows all products of one-digit numbers and the numbers 1-10.	Knows from memory all square products and products of one-digit numbers and 1, 2, 5, and 10, and fluently multiplies within 100 using strategies including adding a group and subtracting a group.	Fluently multiplies and divides within 100. Know from memory all multiplication products through 10x10 and division quotients when both the quotient and divisor are less than or equal to 10.	
2 Partially Proficient	Inconsistent in fluently multiplying using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Fluently multiplies using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Knows all products of one-digit numbers and the numbers 1-10.	Knows from memory all square products and products of one-digit numbers and 1, 2, 5, and 10, and fluently multiplies within 100 using strategies including adding a group and subtracting a group.	
1 Minimally Proficient	Unable to fluently multiply using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Unable to or inconsistent in fluently multiplying using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Unable to or inconsistent in fluently multiplying using strategies for all products of one-digit numbers and 1, 2, 5, and 10.	Unable to or inconsistent in knowing all products of one-digit numbers and the numbers 1-10.	

*Math fact fluency is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

3.OA.D: Solve problems involving the four operations, and identify and explain patterns in arithmetic. 3.OA.D.8: Solve two-step word problems using the four operations and utilize understanding of the Order of Operations (without parentheses). Represent these problems using equations with a letter standing for the unknown quantity.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Δ	Solves two-step word	Solves two-step word	Solves two-step word	Solves multi-step word
	problems using the four	problems using the four	problems using the four	problems using the four
	operations and utilizes	operations and utilizes	operations and utilizes	operations, including
FIORCIERIC	understanding of the	understanding of the	understanding of the	problems in which
	Order of Operations	Order of Operations	Order of Operations	remainders must be
	(without parentheses).	(without parentheses).	(without parentheses).	interpreted. (4.OA.3)
	Represents these problems	Represents these problems	Represents these problems	
	using equations with a	using equations with a	using equations with a	
	letter standing for the	letter standing for the	letter standing for the	
	unknown quantity.	unknown quantity.	unknown quantity.	
3	Uses drawings, diagram,	Uses mental computation	Solves 2-step number	Solves two-step word
Proficient	and estimates to explain	and estimation strategies,	stories using two of the	problems using the four
Troncient	why answers to number	including rounding to	four operations.	operations and utilizes
	stories involving addition	determine whether		understanding of the
	and subtraction are	answers to addition and		Order of Operations
	reasonable. Makes sense	subtraction problems are		(without parentheses).
	of and represents	reasonable. Represents		Represents these problems
	two-step number stories	problems using equations		using equations with a
	involving addition and	with a ? standing for the		letter standing for the
	subtraction.	unknown quantity.		unknown quantity.
2	Inconsistently uses	Uses drawings, diagram,	Uses mental computation	Solves 2-step number
Partially	drawings, diagram, and	and estimates to explain	and estimation strategies,	stories using two of the
Proficient	estimates to explain why	why answers to number	including rounding to	four operations.
	answers to number stories	stories involving addition	determine whether	
	involving addition and	and subtraction are	answers to addition and	
	subtraction are	reasonable. Makes sense	subtraction problems are	
	reasonable. Inconsistently	of and represent two-step	reasonable. Represents	
		addition and subtraction	problems using equations	
	number stories involving			
	addition and subtraction			
1	Linable to use drawings	Unable to or	Unable to or	Uses mental computation
T	diagrams and estimates to	inconsistently uses	inconsistently uses	and estimation strategies
Minimally	explain why answers to	drawings, diagram, and	drawings, diagram, and	including rounding to
Proficient	number stories involving	estimates to explain why	estimates to explain why	determine whether
	addition and subtraction	answers to number stories	answers to number stories	answers to addition and
	are reasonable. Unable to	involving addition and	involving addition and	subtraction problems are
	make sense of and	subtraction are	subtraction are	reasonable. Represents
	represent two-step	reasonable. Unable to or	reasonable. Unable to or	problems using equations
	number stories involving	inconsistently makes	inconsistently makes	with a ? standing for the
	addition and subtraction.	sense of and represents	sense of and represent	unknown quantity.
		two-step number stories	two-step number stories	
		involving addition and	involving addition and	
		subtraction.	subtraction.	

3.NBT.A: Use place value understanding and properties of operations to perform					
multi-digit arithmetic.					
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.					
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4	No Benchmark	Rounds numbers	Rounds numbers	Rounds numbers	
Highly	Expectations at this	through the thousands	through the thousands	through the thousands	
Proficient	point.	place or larger.	place or larger.	place or larger.	
		(4.NBT.3)	(4.NBT.3)	(4.NBT.3)	
3		Uses place value	Uses place value	Uses place value	
Proficient		understanding to round	understanding to round	understanding to round	
		whole numbers to the	whole numbers to the	whole numbers to the	
		nearest 10 or 100.	nearest 10 or 100.	nearest 10 or 100.	
2		Uses open number lines	Uses open number lines	Uses open number lines	
Partially		to round two-digit	to round two-digit	to round two-digit	
Proficient		numbers to the nearest	numbers to the nearest	numbers to the nearest	
		10 and three-digit	10 and three-digit	10 and three-digit	
		numbers to the nearest	numbers to the nearest	numbers to the nearest	
		100.	100.	100.	
1		Unable to or	Unable to or	Unable to or	
Minimally		inconsistently uses	inconsistently uses	inconsistently uses	
Proficient		open number lines to	open number lines to	open number lines to	
		round two-digit	round two-digit	round two-digit	
		numbers to the nearest	numbers to the nearest	numbers to the nearest	
		10 and three-digit	10 and three-digit	10 and three-digit	
		numbers to the nearest	numbers to the nearest	numbers to the nearest	
		100.	100.	100.	

3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic.

3.NBT.A.2: *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

	Ouarter 1	Ouarter 2	Quarter 3	Quarter A
	Quarter I		Quarter 5	Quarter 4
4 Highly Proficient	Fluently adds and subtracts within 1000 <u>using strategies and</u> <u>algorithms</u> based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 1000 <u>using strategies and</u> <u>algorithms</u> based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 1000 <u>using strategies and</u> <u>algorithms</u> based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts multi-digit whole numbers <u>using the</u> <u>standard algorithm.</u> (4.NBT.4)
3 Proficient	Adds and subtracts within 1000 <u>using tools</u> along with strategies based on place value and/or the relationship between addition and subtraction.	Adds and subtracts within 1000 using <u>partial-sums</u> <u>addition</u> , and counting-up and expand-and-trade subtraction, or other strategies.	Fluently adds within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Fluently subtracts within 1000 using <u>counting up</u> , <u>expand and trade, trade</u> first, or other strategies.	Fluently adds and subtracts within 1000 <u>using strategies and</u> <u>algorithms</u> based on place value, properties of operations, and/or the relationship between addition and subtraction.
2 Partially Proficient	Inconsistently adds and subtracts within 1000 using tools along with strategies based on place value and/or the relationship between addition and subtraction.	Adds and subtracts within 1000 <u>using tools</u> along with strategies based on place value and/or the relationship between addition and subtraction.	Adds and subtracts within 1000 using <u>partial-sums</u> <u>addition</u> , and counting-up and expand-and-trade subtraction, or other strategies.	Fluently adds within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Fluently subtracts within 1000 using <u>counting up</u> , <u>expand and trade, trade</u> first, or other strategies.
1 Minimally Proficient	Unable to add and subtract within 1000 using tools along with strategies based on place value and/or the relationship between addition and subtraction	Unable to or inconsistently adds and subtracts within 1000 <u>using tools</u> along with strategies based on place value and/or the relationship between addition and subtraction	Unable to or inconsistently adds and subtracts within 1000 <u>using tools</u> along with strategies based on place value and/or the relationship between addition and subtraction	Unable to or inconsistently adds and subtracts within 1000 using <u>partial-sums</u> addition, and counting-up and expand-and-trade subtraction, or other strategies

*Math fact fluency is the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. The four key components to determine mastery are 1) flexibility, 2) appropriate strategy use, 3) efficiency, and 4) accuracy.

3.NF.A:	3.NF.A: Understand fractions as numbers.				
3.NF.A.1:	Understand a unit fraction	as the quantity formed b	y one part when a whole	is partitioned into equal	
parts; une	derstand a fraction <i>a/b</i> as	the quantity formed by a	parts of size 1/b.		
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4 Highly Proficient	No Benchmark Exped	ctations at this point.	Understands unit fractions as the quantity formed by one part when a whole is partitioned into equal parts; understands a fraction <i>a/b</i> as the quantity formed by <i>a</i> parts of size <i>1/b</i> .	Joins and separates parts referring to the same whole. (4.NF.3a)	
3 Proficient			Identifies and represents given unit (1/b) and non-unit (<i>a/b</i>) fractions using pictures, words, and fraction circles.	Understands unit fractions as the quantity formed by one part when a whole is partitioned into equal parts; understands a fraction <i>a/b</i> as the quantity formed by <i>a</i> parts of size <i>1/b</i> .	
2 Partially Proficient			Inconsistently identifies and represents given unit (1/b) and non-unit (<i>a/b</i>) fractions using pictures, words, and fraction circles.	Identifies and represents given unit (1/b) and non-unit (<i>a</i> / <i>b</i>) fractions using pictures, words, and fraction circles.	
1 Minimally Proficient			Unable to identify and represent given unit (1/b) and non-unit (<i>a</i> / <i>b</i>) fractions using pictures, words, and fraction circles.	Unable to or inconsistently identifies and represents given unit (1/b) and non-unit (<i>a/b</i>) fractions using pictures, words, and fraction circles.	

3.NF.A:	3.NF.A: Understand fractions as numbers.				
3.NF.A.2:	Represent fractions on a n	umber line diagram.			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4 Highly Proficient	No Ben	chmark Expectations at thi	s point.	Recognizes that fraction comparisons require same-size wholes using a model and compares two fractions using a model. ((4.NF.2)	
3 Proficient				Represents fractions on a number line diagram.	
2 Partially Proficient 1				Inconsistently represents fractions on a number line diagram. Unable to represent	
– Minimally Proficient				fractions on a number line diagram.	

3.NF.A:	3.NF.A: Understand fractions as numbers.				
3.NF.A.3:	3.NF.A.3: Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4			Recognizes and	Recognizes two	
Highly	No Benchmark Expe	ctation at this point.	generates simple	equivalent fractions	
Proficient			equivalent fractions.	through 12ths using a	
			Explains why the	model. (4.NF.1)	
			fractions are equivalent.		
3			Uses fraction circle	Recognizes and	
Proficient			pieces to generate	generates simple	
			simple equivalent	equivalent fractions.	
			fractions.	Explains why the	
				fractions are equivalent.	
2			Inconsistently uses	Uses fraction circle	
– Partially			fraction circle pieces to	pieces to generate	
Proficient			generate simple	simple equivalent	
			equivalent fractions.	fractions.	
1			Unable to use fraction	Unable to or	
 Minimally			circle pieces to generate	inconsistently uses	
Proficient			simple equivalent	fraction circle pieces to	
			fractions.	generate simple	
				equivalent fractions.	

3.MD.E	3: Represent and inte	erpret data.			
3.MD.B.4	: Generate measurement	data by measuring lengths	using rulers marked with	halves and fourths of an	
inch to th	inch to the nearest quarter-inch. Show data by making a line plot.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4	Generates	Generates	Generates	Organizes and	
Highly	measurement data by	measurement data by	measurement data by	represents data in 1/2	
Proficient	measuring lengths using	measuring lengths using	measuring lengths using	and ¼ units on line	
	rulers marked with	rulers marked with	rulers marked with	plots and solves	
	halves and fourths of an	halves and fourths of an	halves and fourths of an	addition and	
	inch to the nearest	inch to the nearest	inch to the nearest	subtraction problems	
	quarter inch. Shows	quarter inch. Shows	quarter inch. Shows	about line plot data in	
	data by making a line	data by making a line	data by making a line	1/2 and 1/4 units. (4.MD.4)	
	plot.	plot.	plot.		
3	Measures lengths to	Measures lengths to	Represents length data	Generates	
Proficient	the nearest inch using	the nearest half-inch	on a line plot where the	measurement data by	
	rulers marked with	using rulers marked	horizontal scale is	measuring lengths using	
	whole and half inches.	with wholes, halves,	marked off in whole	rulers marked with	
		and fourths of an inch.	numbers and halves.	halves and fourths of an	
				inch to the nearest	
				quarter inch. Shows	
				data by making a line	
				plot.	
2	Inconsistently	Measures lengths to	Measures lengths to	Represents length data	
Partially	measures lengths to	the nearest inch using	the nearest half-inch	on a line plot where the	
Proficient	the nearest inch using	rulers marked with	using rulers marked	horizontal scale is	
	rulers marked with	whole and half inches.	with wholes, halves,	marked off in whole	
	whole and half inches.		and fourths of an inch.	numbers and halves	
1	Unable to measure	Unable to or	Unable to or	Unable to or	
Minimall	lengths to the nearest	inconsistently	inconsistent in	inconsistent in	
У	inch using rulers	measures lengths to	measuring lengths to	representing length	
Proficient	marked with whole and	the nearest inch using	the nearest half-inch	data on a line plot	
	half inches.	rulers marked with	using rulers marked	where the horizontal	
		whole and half inches.	with wholes, halves,	scale is marked off in	
			and fourths of an inch.	whole numbers and	

halves

3.MD.C	: Geometric measure	ement: Understand	concepts of area and	d perimeter.
3.MD.C.7a	a: Find the area of a rectan as would be found by mul	gle with whole-number sid tiplying the side lengths.	de lengths by tiling it, and	show that the area is
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectation at this point.	Finds the area of a rectangle with whole-number side lengths by tiling it, and <u>shows</u> that the area is the same as would be found by multiplying the side lengths.	Finds the perimeter and area using a strategy. (4.MD.3)	Finds the perimeter and area using a strategy. (4.MD.3)
3 Proficient		Finds the area of a rectangle with whole-number side lengths by tiling it, and recognizes that the area is the same as would be found by multiplying the side lengths.	Finds the area of a rectangle with whole-number side lengths by tiling it, and <u>shows</u> that the area is the same as would be found by multiplying the side lengths.	Finds the area of a rectangle with whole-number side lengths by tiling it, and <u>shows</u> that the area is the same as would be found by multiplying the side lengths.
2 Partially Proficient		Inconsistent in finding the area of a rectangle with whole-number side lengths by tiling it, and recognizing that the area is the same as would be found by multiplying the side lengths.	Finds the area of a rectangle with whole-number side lengths by tiling it, and recognizes that the area is the same as would be found by multiplying the side lengths.	Finds the area of a rectangle with whole-number side lengths by tiling it, and recognizes that the area is the same as would be found by multiplying the side lengths.
1 Minimally Proficient		Unable to find the area of a rectangle with whole-number side lengths by tiling it, and recognize that the area is the same as would be found by multiplying the side lengths.	Unable to or inconsistent in finding the area of a rectangle with whole-number side lengths by tiling it, and recognizing that the area is the same as would be found by multiplying the side lengths.	Unable to or inconsistent in finding the area of a rectangle with whole-number side lengths by tiling it, and recognizing that the area is the same as would be found by multiplying the side lengths.

3.G.A: Reason with shapes and their attributes.				
3.G.A.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	No Benchmark Expectations at this point.		Identifies at least one line of symmetry in 2-dimensional symmetric figures. (4.G.3)	Identifies at least one line of symmetry in 2-dimensional symmetric figures. (4.G.3)
3 Proficient			Partitions shapes into parts with equal areas. Expresses the area of each part as a unit fraction of the whole.	Partitions shapes into parts with equal areas. Expresses the area of each part as a unit fraction of the whole.
2 Partially Proficient			Inconsistently partitions shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole.	Inconsistently partitions shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole.
1 Minimally Proficient			Unable to partition shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole.	Unable to partition shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole.