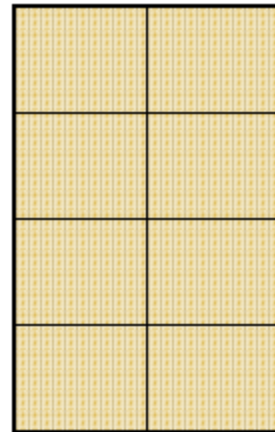


Part B

Type a fraction different than $\frac{3}{4}$ in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$$\frac{\boxed{3}}{\boxed{4}} = \frac{\boxed{}}{\boxed{}}$$

Farmer's Fields



[Reset](#)

Explain why the two fractions above are equal.

Grade 3	The Field – Part B
Type	Type II, Sub-claim C
Most relevant Standard(s) for Mathematical Content	3.NF.3b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., using a visual fraction model.
Most relevant Standard(s) for Mathematical Practice	MP.2 enters in a simple way (Reason abstractly and quantitatively), as students in Grade 3 must link initially abstract symbols such as $\frac{3}{4}$ to the quantities they represent. Visual fraction models are an important tool (MP.5, Use appropriate tools strategically) - although this item does not require the student to make an independent/strategic decision to use a model, as it appears in the prompt. MP.7 also enters as in Part A. MP.3 is stressed in the PARCC assessment design (Construct viable arguments and critique the reasoning of others), and it enters here prominently as students are asked to explain why the two fractions are equal (an expectation that is explicit in 3.NF.3b).
Item description and assessment qualities	Unlike traditional multiple choice, it is difficult to guess the correct answer or use a choice elimination strategy.

Scoring	The item would allow students to type a single-digit numerator and a single-digit denominator (hence there is one correct answer, $6/8$). Students would be able to return to Part A if their work on Part B convinced them that their answer to Part A was incorrect.
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