<table>
<thead>
<tr>
<th>Name:</th>
<th>Quilt Project Planner</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the equation you will model in 3 ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8x3=24 | Strategy I will use below:  
- Picture Models  
- Part-Part Whole  
- Related Facts  
- Number line  
- Words to Explain | Strategy I will use below:  
- Picture Models  
- Part-Part Whole  
- Related Facts  
- Number line  
- Words to Explain |
| 6x4=24 | Materials:  
- Draw a picture  
- Pipe cleaners/String  
- Cotton balls  
- Food Pieces  
- Coffee  
- Filters/cupcake holders  
- Graph/construction paper | Materials:  
- Draw a picture  
- Pipe cleaners/String  
- Cotton balls  
- Food Pieces  
- Coffee  
- Filters/cupcake holders  
- Graph/construction paper |
| 12x2=24 | *Use groups, in each, and total to label the equation | |
| Circle the equation you will model in 3 ways. | | |
| 12÷3=4 | Strategy I will use below:  
- Picture Models  
- Part-Part Whole  
- Related Facts  
- Number line  
- Words to Explain | Strategy I will use below:  
- Picture Models  
- Part-Part Whole  
- Related Facts  
- Number line  
- Words to Explain |
| 12÷6=2 | Materials:  
- Draw a picture  
- Pipe cleaners/String  
- Cotton balls  
- Food Pieces  
- Coffee  
- Filters/cupcake holders  
- Graph/construction paper | Materials:  
- Draw a picture  
- Pipe cleaners/String  
- Cotton balls  
- Food Pieces  
- Coffee  
- Filters/cupcake holders  
- Graph/construction paper |
| 18÷3=6 | *Use groups, in each, and total to label the equation | |

**Don't forget to attach your reflection.**
Teacher Rubric Quilt Project Summative # 5

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Excellent</th>
<th>3 Quite Good</th>
<th>2 Almost There</th>
<th>1 Keep practicing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate demonstration of strategies</td>
<td>All three strategies are accurately used for both multiplication and division</td>
<td>The three strategies are generally accurate for both multiplication and division; minor inaccuracies such as $3\times4=12$ instead of $4\times3=12$ (same products switched up the factors)</td>
<td>One of three strategies included are inaccurate for multiplication, division, or both. The errors detract from the result</td>
<td>There are major inaccuracies included on the quilt and/or significant mathematical errors for multiplication, division, or both</td>
</tr>
<tr>
<td>Labels for picture models (strategies)</td>
<td>All picture models (strategies) are labeled correctly with numbers and the name of the strategy</td>
<td>All labels included (numbers and names or strategies) are accurate; 1 label missing (name, numbers, or both)</td>
<td>All labels included (numbers and names or strategies) are accurate; 2 labels are missing (name, numbers, or both)</td>
<td>Labels are used inaccurately and/or more than 2 are missing</td>
</tr>
<tr>
<td>Independence</td>
<td>Student successfully completes the test independently</td>
<td>Student successfully completes the task with minimal assistance required</td>
<td>Student successfully completes the task with moderate assistance required</td>
<td>Student successfully completes the task with considerable assistance required</td>
</tr>
<tr>
<td>Presentation</td>
<td>The quilt is very neat and easy to read; creative in use of materials</td>
<td>The quilt is generally neat and readable (eraser marks or other minor errors that do not take away from presentation); generally creative (common use of materials)</td>
<td>The quilt is somewhat neat; at times hard to read due to overuse of glue, etc.; use of materials was not creative (used examples given)</td>
<td>The quilt is not neat and hard to read; the final product is sloppy and/or lacks creativity (didn't use materials to demonstrate understanding of strategies (drawn))</td>
</tr>
</tbody>
</table>

+ 16 points

Student Reflection Quilt Project Summative # 5:

- Did you understand how to solve and complete this task/exit slip?
- What tools did you use to help you complete the task/exit slip?
- How can Ms. Schrepfer help you to be successful?