Most of the Earth's surface is covered with water. You would think we would have plenty to drink, but only $\frac{3}{100}$ of that water is fresh water. Only $\frac{15}{50}$ of that fresh water is drinking water, and the rest is frozen in glaciers and ice caps and can't be used! What percent of the fresh water on Earth is frozen water NOT available for us to drink?



Name
Per
Date
Instructions: In the box below, please
follow the OC format to describe what the

follow the QC format to describe what the question is asking, what information is important, and how you would use that information to solve the problem. In step 2 show all mathematical calculations with a brief reason for each line. In step 3 indicate and box in your answer. The rubric for grading is on the back of this page.

I.		

II.	I is for defining the problem II is for showing steps III is for the correct answer IV is for neatness & legibility			
	<u>Rubric</u>	Student	Teacher	
	I.			
	II.			
	III.			
	IV.			
	Total			
III.		1	<u> </u>	

Criterion C: Communication in mathematics

Maximum: 6

		Students
Achievement level	Year 3 Level Descriptor	are expected to use
0	The student does not reach a standard described by any of the descriptors given below.	mathematic al language when
1–2	The student shows basic use of mathematical language and/or forms of mathematical representation. Student is able to partially complete QC steps 2 and 3, minimal work shown in step 1, answer may or may not be correct	communicati ng mathematic
3–4	The student shows sufficient use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. Student is able to complete most information in step 1, steps 2 and 3 indicate mathematical reasoning with a correct answer.	al ideas, reasoning and findings— both orally and in
5–6	The student shows good use of mathematical language and forms of mathematical representation. The lines of reasoning are clear though not always logical or complete. The student moves between different forms of representation with some success. Student is able to complete all requisite information in step 1, work in step 2 is clear, correct and shows evidence of understanding the concept addressed by the problem, and the step 3 shows the correct answer	writing.

Criterion D: Reflection in mathematics

Maximum: 6

Reflection allows students to reflect upon their methods and findings.

Achievement level	Year 3 Level Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to explain whether his or her results make sense in the context of the problem. The student makes little or no attempt to describe information given and does not apply mathematical thought to the problem-solving process.
3–4	The student correctly but briefly explains whether his or her results make sense in the context of the problem and describes the importance of his or her findings in connection the information given.
5–6	The student critically explains whether his or her results make sense in the context of the problem and provides a detailed explanation of the importance of his or her findings in connection to the information given in the problem. The student attempts to justify the degree of accuracy of his or her results where appropriate.