Activity 14 Assessment
Rounding Decimals
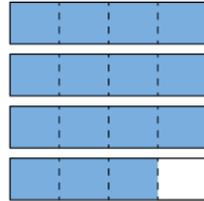
Exploring Fractions, Decimals, and Percents

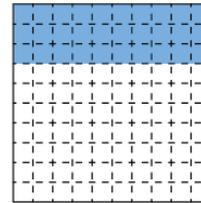| Recognizes that equivalent fractions name the same quantity	Uses counting to determine improper fractions and mixed numbers	Represents decimal numbers as fractions	Recognizes and writes equivalent decimals
"If I partition each fourth into 2 equal parts, I see $\frac{3}{4} = \frac{6}{8}$."	"I counted 15 one-fourths. Each four-fourths is one whole, so $\frac{15}{4} = 3\frac{3}{4}$."	"0.3 is read three-tenths, so I shade 3 of the 10 rows on a hundredths grid and write $\frac{3}{10}$."	"This model shows three-tenths which is the same as thirty-hundredths."
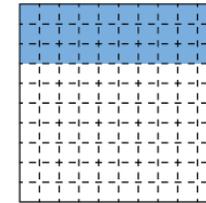
Observations/Documentation

Mathology 5
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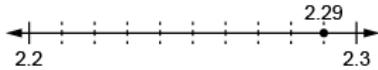
Activity 14 Assessment
Rounding Decimals

Exploring Fractions, Decimals, and Percents (cont'd)

Rounds decimals to a specified place value (e.g., nearest tenth)	Compares and orders fractions and decimals using a variety of strategies	Understands connection between fractions and decimals (and percents for denominators of 100)	Flexibly connects quantities across number systems
"2.29 is closer to 2.3 than to 2.2, so I round up to 2.3."	"$\frac{5}{8}, \frac{8}{9}, \frac{2}{6}$: $\frac{5}{8}$ is a little more than $\frac{1}{2}$; $\frac{8}{9}$ is close to 1, but a little less; $\frac{2}{6}$ is close to $\frac{1}{2}$, but a little less. From least to greatest: $\frac{2}{6}, \frac{5}{8}, \frac{8}{9}$."	"I know that all decimals represent fractions with a denominator of 10, 100, 1000, and they are read the same way."	"I know that $\frac{2}{5}$ is the same as four-tenths, which is the same as 0.4, 0.40, and 40%."

Observations/Documentation