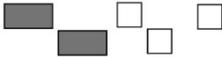


Master 51: Activity 20 Assessment

Early Fractional Thinking: Consolidation

Comparing and Regrouping Fractional Parts Behaviours/Strategies			
<p>1. Student turns over a card, but struggles to partition wholes into equal parts and does not know how many parts are in the whole.</p> <p>“How many parts do I need to show sixths?”</p>	<p>2. Student turns over a card, but struggles to partition wholes into equal parts and chooses an inappropriate whole (e.g., uses Pattern Blocks to show fourths).</p>	<p>3. Student chooses a whole, but struggles to partition it into equal parts, and parts are not all equal or they do not cover the whole exactly.</p> 	<p>4. Student partitions wholes into equal parts, but struggles to compare with unit fractions.</p>  <p>“I don’t know which is bigger: 2 one-fourths or 3 one-eighths.”</p>
Observations/Documentation			
<p>5. Student partitions wholes into equal parts, but compares parts of different wholes.</p> 	<p>6. Student partitions wholes into equal parts, but struggles to combine equal parts to make wholes.</p>  <p>“I don’t know how many parts to use.”</p>	<p>7. Student combines equal parts to make one whole, but struggles to name the unit fraction used.</p>  <p>“I made one whole with three one-third blocks.”</p>	<p>8. Student successfully partitions wholes into equal parts, compares with unit fractions, and combines equal parts to make wholes.</p>
Observations/Documentation			