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| **Comparing Fractions of a Whole** **Behaviours/Strategies** | | | |
| 1. Student takes a square, but   struggles to partition it into equal  parts, and parts are not equal. | 1. Student partitions wholes into   2 and 4 equal parts, but struggles to partition whole into 8 equal parts. | 1. Student partitions wholes into   equal parts, but struggles to prove that they are equal. | 1. Student partitions wholes into equal parts, but struggles to name the unit (does not know fraction words).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n04_a18_t04_blm.jp |
| **Observations/Documentation** | | | |
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| 1. Student partitions wholes into   equal parts and names the unit,  but does not realize that dividing  a whole into more equal parts  produces smaller parts. | 1. Student partitions wholes into equal parts and names the unit, but does not realize that dividing a whole into smaller parts produces more parts. | 1. Student partitions wholes into   equal parts and names the  unit, but struggles to use math  language to compare parts. | 1. Student successfully partitions   wholes into equal parts, names  the unit, and relates the size of the parts to the number of equal parts in a whole. |
| **Observations/Documentation** | | | |
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