




Master 46: Activity 17 Assessment

Equal Parts

| Partitioning Wholes into Equal Parts Behaviours/Strategies | |
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| <p>1. Student takes an item, but struggles to partition it into equal parts, and parts are not equal.</p>  | <p>2. Student partitions wholes into 2 and 4 equal parts, but struggles to cut or fold wholes into other numbers of equal parts (e.g., 3, 6, 8).</p> |
| <p>3. Student partitions wholes into equal parts, but struggles to prove that they are equal.</p>  <p>“How do I show they are equal?”</p> | <p>3. Student partitions wholes into equal parts, but struggles to prove that they are equal.</p> |
| Observations/Documentation | |
| <p>4. Student partitions wholes into equal parts, but struggles to name the unit (does not know fraction words).</p>  <p>“I don't know what each part is.”</p> | <p>5. Student partitions wholes into equal parts and names the unit, but cannot relate the size of parts to the number of equal parts in a whole.</p> |
| <p>6. Student successfully partitions wholes into equal parts, names the unit, and relates the size of parts to the number of equal parts in a whole.</p> | <p>6. Student successfully partitions wholes into equal parts, names the unit, and relates the size of parts to the number of equal parts in a whole.</p> |
| Observations/Documentation | |
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