








Master 59a: Activity 21 Assessment

Early Fractional Thinking: Consolidation

Comparing and Regrouping Fractional Parts Behaviours/Strategies			
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. "How many parts do I need to show sixths?"	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).	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. 	4. Student partitions wholes into equal parts, but struggles to compare with unit fractions.  "I don't know which is bigger: two fourths or three eighths."
Observations/Documentation			
5. Student partitions wholes into equal parts, but compares parts of different wholes. 	6. Student partitions wholes into equal parts, but struggles to combine equal parts to make wholes.  "I don't know how many parts to use."	7. Student combines equal parts to make wholes, but struggles to name the wholes and leftover parts.  "I made two and have two left over."	8. Student successfully partitions wholes into equal parts, compares with unit fractions, and combines equal parts to make wholes.
Observations/Documentation			



Master 59b: Cluster Assessment

Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can partition a whole into equal parts and name the unit fraction. (Activities 17, 18, 19, 20, 21)									
Student realizes that the number of equal parts names the part. (Activities 17, 18, 19, 20, 21)									
Student realizes that dividing a whole into more equal parts produces smaller parts. (Activities 17, 18, 19)									
Student realizes that dividing a whole into smaller parts produces more parts. (Activities 17, 18, 19)									
Student can compare fractional parts to determine which is bigger/smaller. (Activities 18, 19, 21)									
Student can regroup fractional parts into wholes. (Activities 20, 21)									
Student uses math language when comparing parts and naming wholes and leftover parts. (Activities 18, 19, 20, 21)									

Name: _____

	Not Observed	Sometimes	Consistently
Partitions a whole into equal parts and names the unit fraction. (Activities 17, 18, 19, 20, 21)			
Realizes that the number of equal parts names the part. (Activities 17, 18, 19, 20, 21)			
Realizes that dividing a whole into more equal parts produces smaller parts. (Activities 17, 18, 19)			
Realizes that dividing a whole into smaller parts produces more parts. (Activities 17, 18, 19)			
Compares fractional parts to determine which is bigger/smaller. (Activities 18, 19, 21)			
Regroups fractional parts into wholes. (Activities 20, 21)			
Uses math language when comparing parts and naming wholes and leftover parts. (Activities 18, 19, 20, 21)			

Strengths:

Next Steps: