

Activity 11 Assessment

Exploring Improper Fractions and Mixed Numbers

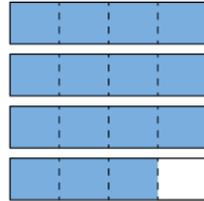
Exploring Fractions, Decimals, and Percents

Recognizes that equivalent fractions name the same quantity



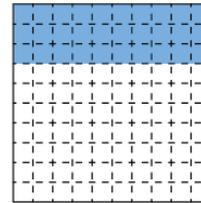
"If I partition each fourth into 2 equal parts, I see $\frac{3}{4} = \frac{6}{8}$."

Uses counting to determine improper fractions and mixed numbers



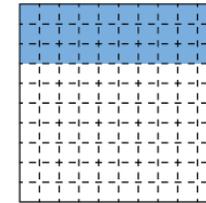
"I counted 15 one-fourths. Each four-fourths is one whole, so $\frac{15}{4} = 3\frac{3}{4}$."

Represents decimal numbers as fractions



"0.3 is read three-tenths, so I shade 3 of the 10 rows on a hundredths grid and write $\frac{3}{10}$."

Recognizes and writes equivalent decimals



"This model shows three-tenths which is the same as thirty-hundredths."

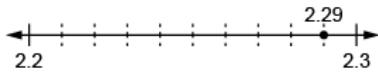
Observations/Documentation

Activity 11 Assessment

Exploring Improper Fractions and Mixed Numbers

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

Rounds decimals to a specified place value (e.g., nearest tenth)



"2.29 is closer to 2.3 than to 2.2, so I round up to 2.3."

Compares and orders fractions and decimals using a variety of strategies

" $\frac{5}{8}, \frac{8}{9}, \frac{2}{6}, \frac{5}{8}$ 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: $\frac{2}{6}, \frac{5}{8}, \frac{8}{9}$."

Understands connection between fractions and decimals (and percents for denominators of 100)

"I know that all decimals represent fractions with a denominator of 10, 100, 1000, and they are read the same way."

Flexibly connects quantities across number systems

"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