

### Grade 6 or 7 Fraction Assessment

How would you convince someone that these fractions are in order from least to greatest?

0    $\frac{1}{5}$     $\frac{1}{2}$     $\frac{2}{3}$     $\frac{3}{4}$    1

Where does  $\frac{2}{5}$  fit?

Explain your reasoning using words, number lines and/or pictures.

How would you convince someone that these fractions are in order from least to greatest?

0    $\frac{1}{5}$     $\frac{1}{2}$     $\frac{2}{3}$     $\frac{3}{4}$    1

Where does  $\frac{2}{5}$  fit?

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How would you convince someone that these fractions are in order from least to greatest?

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Explain your reasoning using words, number lines and/or pictures.

## MATHEMATICS ASSESSMENT RUBRIC

Categories	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b></p> <p>understanding of Concepts</p>	<p>demonstrates a limited understanding of concepts related to ordering/comparing fractions and equivalency through incomplete or unclear explanations, representations</p>	<p>demonstrates some understanding of concepts related to ordering/comparing fractions and equivalency through simple, somewhat complete explanations, representations</p>	<p>demonstrates considerable understanding of concepts related to ordering/comparing fractions and equivalency through generally clear and complete explanations, representations</p>	<p>demonstrates a thorough understanding of concepts related to ordering/comparing fractions and equivalency through clear and complete explanations and representations</p>
<p><b>Communication</b></p> <p>expresses mathematical ideas orally, visually and in writing using numbers symbols, pictures, graphs, diagrams and words</p> <p>explains, justifies, reflects</p>	<p>communicates justification with limited effectiveness: little evidence of organization, clarity,</p> <p>uses few conventions, vocabulary and terminology related to fractions to explain mathematical information</p>	<p>communicates mathematical thinking with some effectiveness: some degree of organization, clarity,</p> <p>uses some basic conventions, vocabulary and terminology related to fractions to explain basic mathematical information</p>	<p>communicates mathematical thinking with considerable effectiveness: appropriate degree of organization, clarity,</p> <p>uses most conventions, vocabulary and terminology related to fractions to explain mathematical information</p>	<p>communicates mathematical thinking effectively with a high degree of organization, clarity</p> <p>uses all conventions, vocabulary and terminology related to fractions to explain mathematical information</p>