TOOL // Gr. 6 or Gr. 7 Fractions Assessment and Rubric

What is it used for?
The task and rubric are used as Assessment of Learning for Grade 6; understanding of ordering, comparing and equivalency as related to fractions. It can also be used as Assessment for Learning for Grade 7 before beginning the fraction unit.

How do you use it?
The students are each given a large sheet of paper, access to a variety of manipulatives and number line sheets and a strip with the task on it to be glued at the top. The students complete the task independently and the teacher uses the rubric to assess in the categories of Knowledge and Understanding and Communication. The teacher can identify where targeted teaching is required and groups of students that may need some prerequisite skills prior to beginning the unit.

Grade 6 or 7 Fraction Assessment

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

0 1/5 1/2 2/3 3/4 1

Where does 2/5 fit?

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

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