

## Karen's Pre to Post

In this activity you will be reviewing Karen's pre and post assessment for evidence of the inappropriate use of whole number reasoning and for evidence that she was reasoning with fractions as quantities.

1) Review the student responses in *Karen's pre-assessment*. "How many times was inappropriate whole number reasoning evidenced?" Y j cv'qyj gt'utcgi kguy gtg'gxf gpegf "kp'yj g'r tg/cuuguo gpvA"

2) Review the student responses in *Karen's post assessment*. J qy "o cp{ "ko gu'y cu" kpcr r tqr tkvg'y j qng'pwo dgt'tgcuqkpi "gxf gpegf AY j cv'qyj gt'utcgi kguy gtg'gxf gpegf "kp'yj g'r tg/cuuguo gpvA"

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3) What are some ways in which Karen's reasoning in her post assessment might help explain her transition from inappropriately applying whole number reasoning to reasoning with fractions as quantities? Does the evidence in Karen's post assessment suggest a possible instructional focus in Karen's classroom?

Group discussion.

## Karen's Pre- Assessment

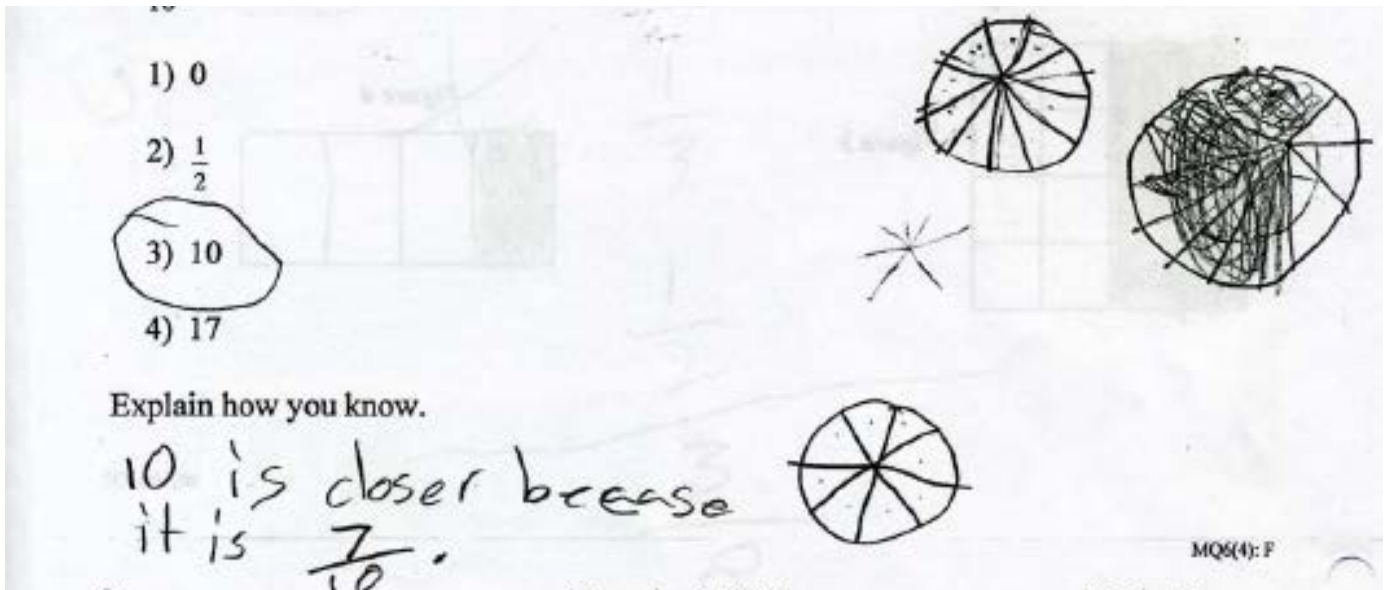
## Session 1B Karen's Pre and Post Assessment

1. Is  $\frac{7}{10}$  closer to...

1) 0  
2)  $\frac{1}{2}$   
3) 10  
4) 17

Explain how you know.

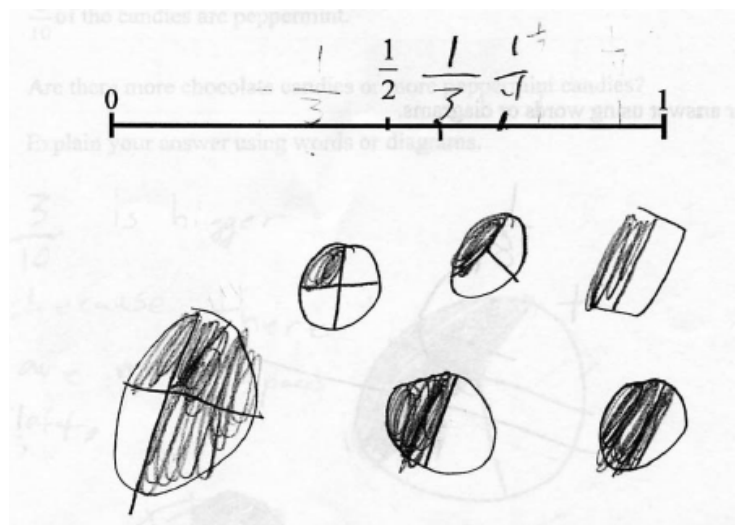
10 is closer because  
it is  $\frac{7}{10}$ .



2. Place  $\frac{1}{3}$  and  $\frac{1}{4}$  in the correct location on the number line below..

Are there more chocolate candies or peppermint candies?

Explain your answer using words or diagrams.



## Session 1B Karen's Pre and Post Assessment

2. The sum of  $\frac{1}{8} + \frac{2}{8}$  is closest to...

A. 1

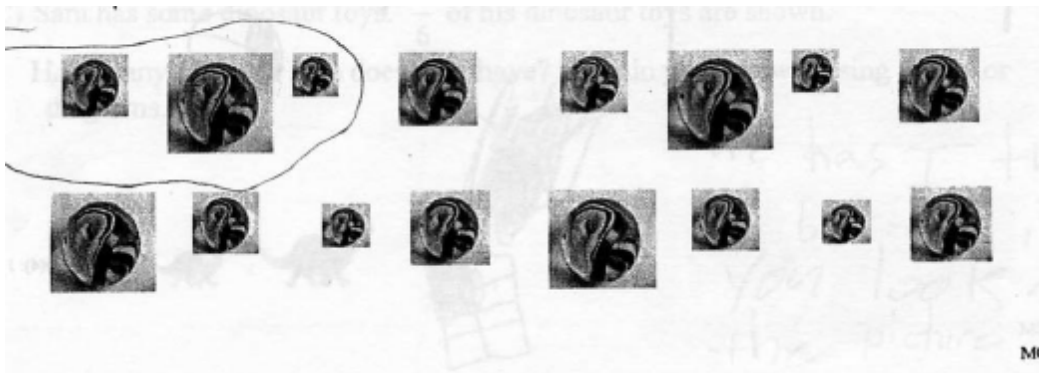
B. 0

C. 3

D. 16

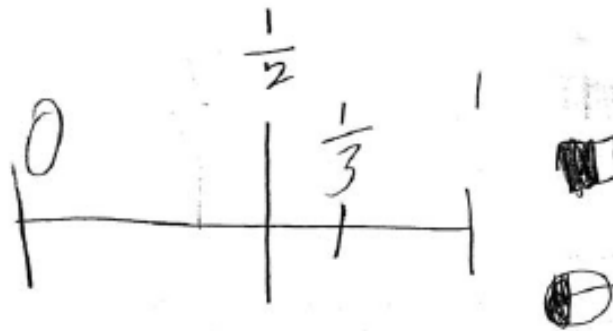
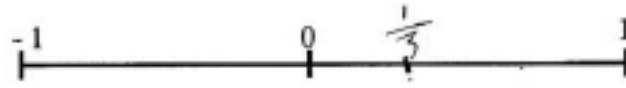
$$\begin{array}{r} \frac{1}{8} \\ + \frac{2}{8} \\ \hline \frac{3}{16} \end{array}$$

4. Circle  $\frac{3}{4}$  of the marbles.

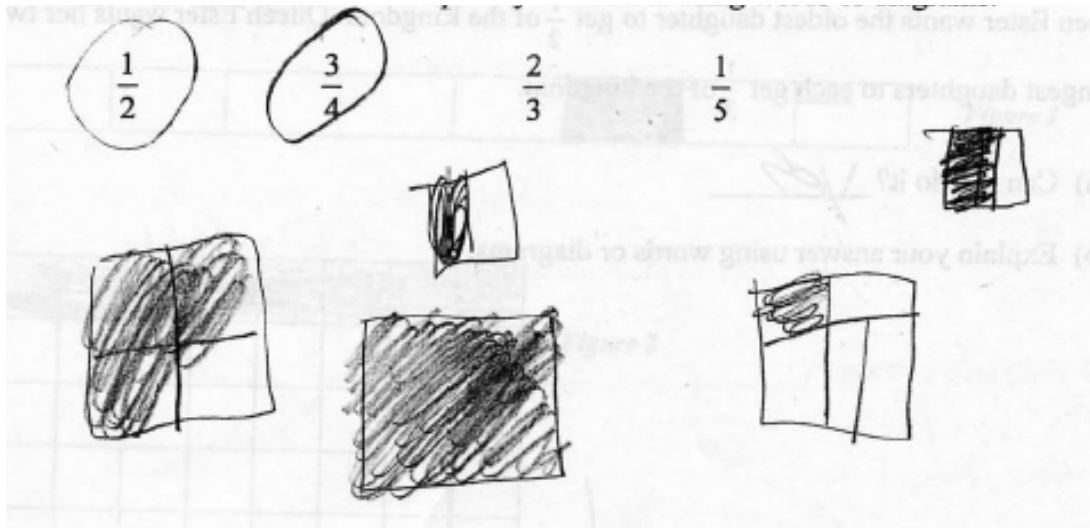


## Session 1B Karen's Pre and Post Assessment

5. Place  $\frac{1}{3}$  on the number line below in the correct location.



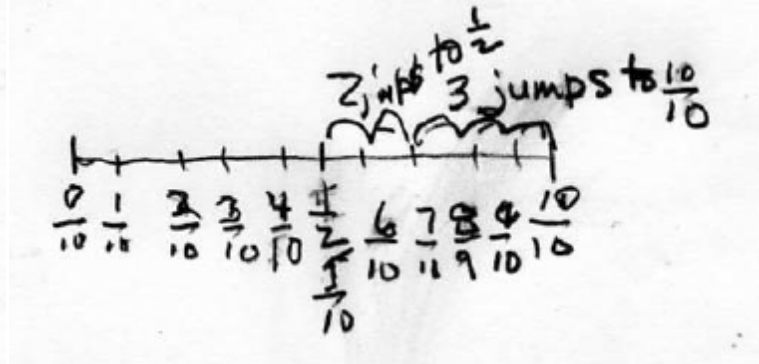
6. Which fraction is closest to 1?



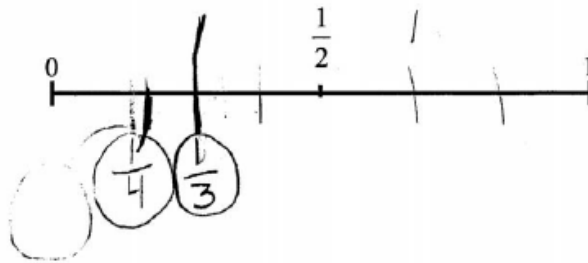
## Karen's Post Assessment

1. Is  $\frac{7}{10}$  closer to...

- A) 0
- B)  $\frac{1}{2}$
- C) 10
- D) 17



2. Place  $\frac{1}{3}$  and  $\frac{1}{4}$  in the correct location on the number line below.

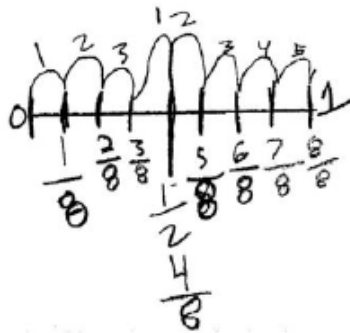


First I split the first half in half, then I had fourths. The one closer to zero is  $\frac{1}{4}$ . Then I ignored the  $\frac{1}{2}$  line and made thirds. Then the one closer to zero is  $\frac{1}{3}$ .

MQ6(4): 11

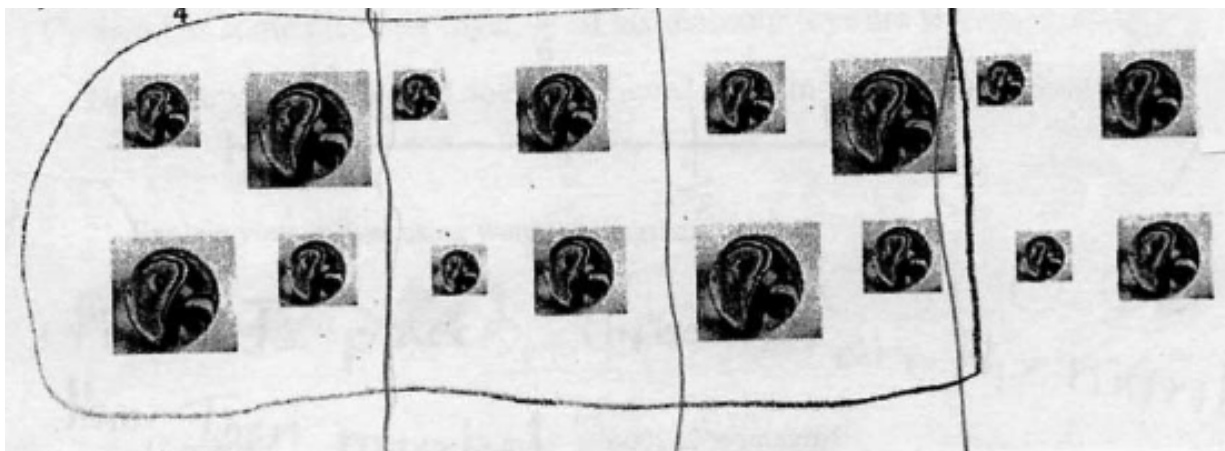
3. The sum of  $\frac{1}{8} + \frac{2}{8}$  is closest to...

- A. 1
- B. 0**
- C. 3
- D. 16



The less jumps the closer something is.  
 The more jumps the farther something is.

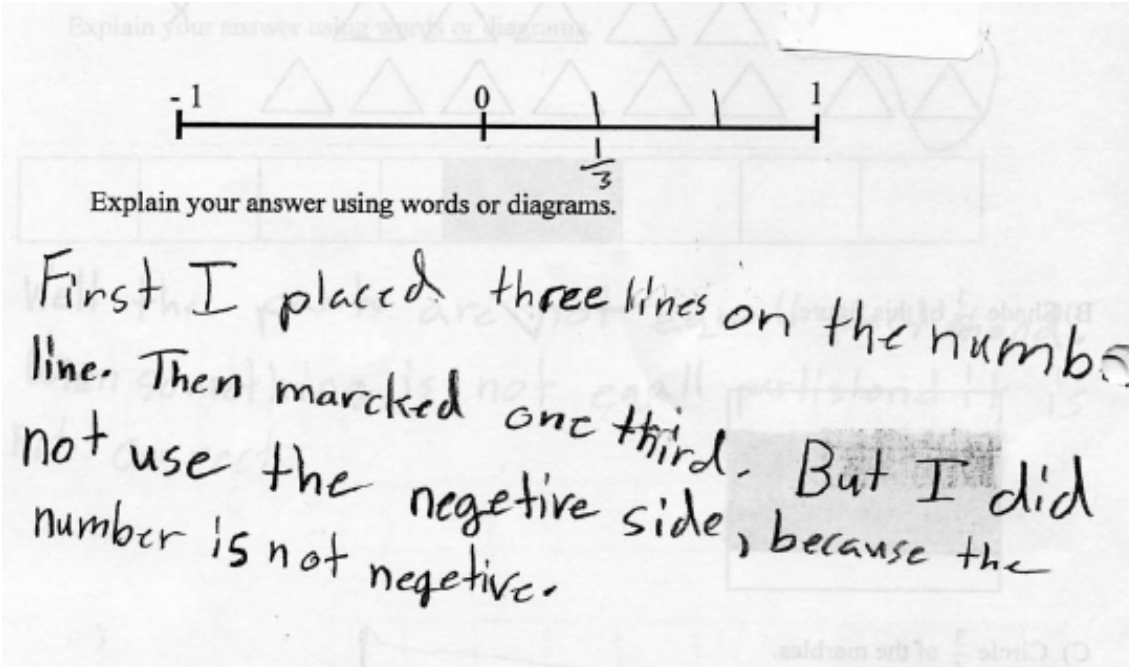
4. Circle  $\frac{3}{4}$  of the marbles.





## Session 1B Karen's Pre and Post Assessment

5. Place  $\frac{1}{3}$  on the number line below in the correct location.



Explain your answer using words or diagrams.

First I placed three lines on the number line. Then marked one third. But I did not use the negative side, because the number is not negative.

6. Which fraction is closest to 1?

