Introduction to Fractions Assessment

Student Name: _____	**Class:** _____
Student ID: _____	**Date:** _____

Assessment Details

Duration: 20 minutes	**Total Marks:** 50
Topics Covered:	• Introduction to Fractions • Numerator and Denominator • Equivalent Fractions

Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Write your answers in the spaces provided.
4. If you need more space, use the additional pages at the end.
5. Time management is crucial - allocate approximately 1 minute per mark.

Section A: Multiple Choice [10 marks]

Question 1 **[2 marks]**

What is the name of the top number in a fraction?

A) Denominator

B) Numerator

C) Fraction

D) Whole

Question 2 **[2 marks]**

If you have 1/4 of a pizza, what does the 4 represent?

A) The number of slices you have

B) The number of slices the pizza is divided into

C) The number of people sharing the pizza

D) The number of toppings on the pizza

Question 3 **[2 marks]**

Which of the following is an example of a fraction?

A) 1

B) 1/2

C) 2

D) 3/3

Section B: Short Answer Questions [20 marks]

Question 4 [5 marks]

Draw a picture to represent the fraction 1/2. Label the numerator and denominator.

Question 5 [5 marks]

Write the fraction that represents the shaded part of the figure:

Shaded area = 3/4

Question 6 [5 marks]

What is the difference between the numerator and the denominator in a fraction?

Section C: Visual Identification [10 marks]

Question 7 [5 marks]

Identify which of the following figures represents the fraction 1/2:

A) Figure 1

B) Figure 2

C) Figure 3

D) Figure 4

Question 8 [5 marks]

Match the fractions to their equivalent visual representations:

Fraction	Visual Representation
1/2	Figure 1
1/4	Figure 2
3/4	Figure 3

Marking Guide

Multiple Choice Questions

1. b) Numerator

2. b) The number of slices the pizza is divided into

3. b) 1/2

Short Answer Questions

4. The picture should show a whole divided into two equal parts, with one part shaded. The numerator (1) and denominator (2) should be labeled.

5. The answer should be 3/4.

6. The answer should explain that the numerator tells us how many equal parts we have, and the denominator tells us how many parts the whole is divided into.

Visual Identification

7. The correct figure should represent 1/2.

8. The table should be completed with the correct matches.

Implementation Guidelines

Time allocation: 20 minutes

Administration tips: Ensure that students have pencils, erasers, and sharpeners. The assessment should be administered in a quiet and comfortable environment.

Accommodations: For students with visual impairments, provide large print or braille versions of the assessment. For students with physical disabilities, provide extra time or assistive technology as needed.

Differentiation Options

For students who need extra support: Provide a word bank with fraction vocabulary, offer one-on-one assistance, or provide a graphic organizer to help with short answer questions.

For students who need a challenge: Provide additional complex fractions, ask them to create their own visual representations of fractions, or have them explain the concept of equivalent fractions.

Bloom's Taxonomy Alignment

Knowledge: Recall the definition of fractions, identify the numerator and denominator.

Comprehension: Explain the concept of fractions, describe the difference between the numerator and denominator.

Application: Apply the concept of fractions to real-life scenarios, identify equivalent fractions.

Analysis: Analyze visual representations of fractions, identify the relationship between the numerator and denominator.

Synthesis: Create own visual representations of fractions, explain the concept of fractions in their own words.

Evaluation: Evaluate the correctness of fraction representations, justify their answers.

Multiple Intelligence Approaches

Visual-Spatial: Visual identification tasks, drawing pictures to represent fractions.

Linguistic: Short answer questions, explaining the concept of fractions in their own words.

Logical-Mathematical: Multiple-choice questions, analyzing visual representations of fractions.

Bodily-Kinesthetic: Using manipulatives to demonstrate fractions, creating own visual representations.

Interpersonal: Pairing students to discuss and explain fractions, providing feedback to peers.

Intrapersonal: Reflecting on their own understanding of fractions, self-assessing their work.

Clear Success Criteria and Evidence Collection

Students will be able to define the concept of fractions.

Students will be able to identify and write fractions.

Students will be able to recognize equivalent fractions.

Students will demonstrate an understanding of fraction vocabulary.

Evidence will be collected through observation of student participation, review of student work, and feedback from students, including self-assessment and peer assessment.