


Sample Assessment Tasks		Number Sense and Numeration		Grades 4-6
<p>Represent Grade 5</p> <p>Teacher Directed</p> <p>Materials: Number line</p>  <p>Ask students to place the following numbers on the line and explain their reasoning. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{7}{8}$, $\frac{9}{4}$, 0.1, 0.75, $1\frac{1}{2}$, 0.5, 0.48 Is $\frac{9}{10}$ the closest number to 1? Explain.</p>	<p>Use, verify Grade 6</p> <p><i>Student Investigation/Teacher Directed</i></p> <p>Use estimation and explain your thinking for the following:</p> <p>a) What tip would you leave on \$14.56? b) Will you arrive in time for dinner at 5:00 p.m. if you are 356 kilometres from home and it is 1:45 p.m.? Your approximate speed is 100 kilometres per hour. c) If gummi bears are \$1.49 per 100 grams, how much can you order with 50¢? d) You have purchased the following groceries: 2 boxes of cereal at \$3.95 each, 4 soda pops at \$.99 each and nachos for \$3.59. Is a cash register total of \$21.76 reasonable? e) Write examples in your Math Journal of when estimation is used, and tell why it is important.</p>	<p>Solve Grade 5</p> <p><i>Student Investigation</i></p> <p>Which of the problems have an answer of less than 500? Explain your reasoning.</p> <p>893×0.53 1462×0.33 1129×0.51 $1267 \div 0.25$</p>		
<p>Solve Grade 4</p> <p><i>Student Investigation</i></p> <p>Our school's annual craft fair takes place in November. There are a number of things to do to prepare for this event. Information: a) 55 vendors will rent tables (2 metres by 1 metre). Tables are \$5.00 each. 34 of the vendors are requesting 2 tables. b) The floor space measures 25 metres by 20 metres (or use your gym as a model). Develop a floor plan. Arrange the floor space to allow for traffic flow of at least 1.5 metre aisles. Calculate the profit from rental of the tables.</p>	<p>Represent Grade 6</p> <p><i>Student Investigation/Teacher Directed</i></p> <p>Which is greater: 0.40 or 0.407? Use the grid paper to explain your reasoning.</p> <p>Note: Use modelling as a way of having students explain any relationship, e.g., Grade 4, Explain: Which is greater, 0.1 or 0.08?</p>	<p>Understand Grade 4</p> <p><i>Student Investigation</i></p> <p>Express the 'Number of the Day' in as many ways as you can. For example, 12: 1 dozen; even number; $2 \times 3 \times 2$; $144 \div 12$; $\frac{1}{6}$ of 72; $0.48 \div 0.04$; 1 ten and 2 ones; area of 12, and so on.</p> 