Name:

Write >, <, or = in the circle to compare the fractions.

$$\frac{5}{6} \bigcirc \frac{2}{8}$$

Tell how you compared them.

_____

_____

_____

_____

$$\frac{3}{8} \bigcirc \frac{3}{4}$$

Tell how you compared them.

_____

_____

_____

_____

Teacher notes:

They can compare fractions by reasoning about their size.

For example, in the first item 5/6 is close to 1 and 2/8 is close to 0 –or- 5/6 is is greater than ½ and 2/8 is less than ½.

In the second item, students can rationalize about the number of pieces and their size –or- compare the fractions to a benchmark.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
1 Below Basic: Little Accomplishment	**2 Basic: Partial Accomplishment**	**3 Proficient: Substantial Accomplishment**	**4 Advanced: Full Accomplishment**
The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65