# Example of progression and items to assess

Learning progression exemplar - pre-test

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| Victorian Curriculum Level | Description of skill | Example item to assess each skill |  | Victorian Curriculum Level | Description of skill | Example item to assess each skill |
| 7 | 1. Express one quantity as a fraction of another, with and without the use of digital technologies [(VCMNA245)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA245) | Seb has read x of a 496-page book. How many pages has he read? | **6** | Compare fractions with related denominators and locate and represent them on a number line[(VCMNA211)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA211) | Put the following fractions in order on a number line: , , , |
| 7 | Multiply and divide fractions and decimals using efficient written strategies and digital technologies [(VCMNA244)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA244) | Calculate x | **5** | Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator [(VCMNA188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA188) | Add the following fractions together: + |
| 7 | Solve problems involving addition and subtraction of fractions, including those with unrelated denominators [(VCMNA243)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA243) | What is – ? | **5** | Compare and order common unit fractions and locate and represent them on a number line [(VCMNA187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA187) | Put the following fractions in order: , , . |
| 7 | Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line [(VCMNA242)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA242) | Compare the following fractions using equivalence and circle the largest fraction: , 1 , | **4** | Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line [(VCMNA158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA158) | Fill in the missing parts of the following number-line. |
| 6 | Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies [(VCMNA213)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA213) | What is of 48? | **4** | Investigate equivalent fractions used in contexts [(VCMNA157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA157) | Lauren eats of a chocolate bar and Max eats of an identical chocolate bar. Who eats more chocolate? |
| 6 | Solve problems involving addition and subtraction of fractions with the same or related denominators [(VCMNA212)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA212) | There was of a cake left. After school John ate 1/2 of the whole cake. How much cake was left? | **3** | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole[(VCMNA136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA136) | Shade ¼ of a rectangle |

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