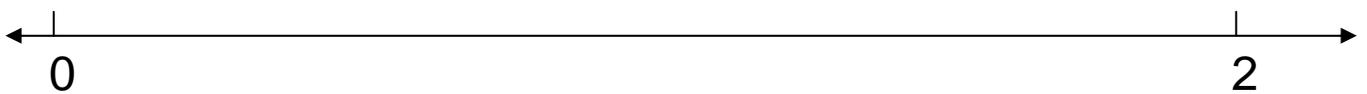## MISSING NUMBERS …

a. These numbers have been left off the number line. Without using a ruler, draw lines from each fraction to the number line below to show where it belongs. Try to be as accurate as you can.

| 1.5 | $^3/_4$ | 0.2 | $^5/_3$ |

0 ———————————————————————————— 2

b. For each fraction explain why you located it where you did.
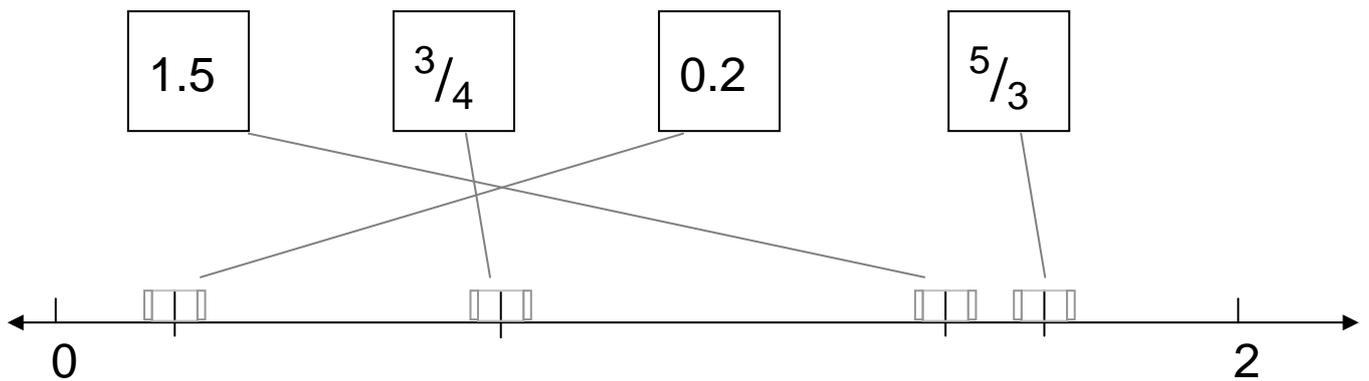
| 1.5 |

| $^3/_4$ |

| 0.2 |

| $^5/_3$ |

MISSING NUMBERS OVERLAY

Teachers should use this overlay to assess student responses to the first part of the Missing Numbers Task. A mark anywhere inside the centre box lies within ± 3 mm of the correct location. A mark just outside this but within the outer box is within ± 4 mm.

It is recommended to print the overlay onto a transparency so that it can be placed upon the student's work to check the locations of the fractions.

SCORING RUBRIC

	MISSING NUMBERS	
TASK:	**RESPONSE:**	**SCORE**
a.	No response or incorrect (use overlay provided, most outside ± 4 mm)	**0**
	At least 2 correctly located (within ± 4 mm, where 1.5 = 11.7 cm, 3/4 = 5.85 cm, 0.2 = 1.56 cm and 5/3 = 13.0 cm)	**1**
	At least 2 correctly located (within ± 3 mm)	**2**
	Three or more correctly located (within ± 3 mm)	**3**
b.	No response or inadequate, eg, "I just guessed"	**0**
	At least two responses provided. Explanations refer to estimating, eg, I estimated a half and it said it was a bit less". Little/no evidence that a systematic partitioning strategy was used.	**1**
	At least 2 responses provided. Explanations indicate a partitioning strategy of some sort, eg, "I halved it to get 1, then I halved it again to get ½ then I halved that to find ¾"	**2**
	Two or more responses provided. Explanations indicate the systematic use of partitioning strategies and/or thinking derived from known relationships, eg, ¾ is 0.75, 5/3 is 1.66… etc	**3**