**Fraction Pre-test Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Multiple Choice** *Identify the choice that best completes the statement or answers the question.*

*3.3.B*\_\_\_\_ 1. Which fraction is less than ?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.A*\_\_\_\_ 2. Which picture shows  shaded?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3A*\_\_\_\_ 3. Which fractions are in order from least to greatest?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | , , | b. | , , | c. | , , | d. | , , |

*3.3.B*\_\_\_\_ 4. What fraction should be written at point A?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.A*\_\_\_\_ 5. What number names  of 16 clowns?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | 4 | b. | 9 | c. | 8 | d. | 12 |

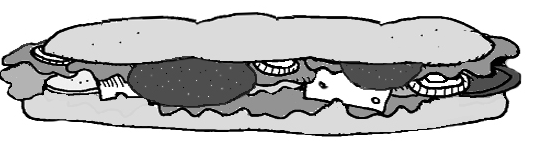
*3.3.D*\_\_\_\_ 6. A cake was divided into 8 equal pieces. Four of those pieces were eaten. What fraction of the cake was eaten?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.D*\_\_\_\_ 7. Before Ray can begin his art assignment, he must divide his piece of paper into 8 equal parts. Which shows the piece of paper divided into 8 equal parts?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.D*\_\_\_\_ 8. If 8 people share a submarine sandwich equally, how much does each person get?



|  |  |  |  |
| --- | --- | --- | --- |
| a. | of a sandwich | c. | of a sandwich |
| b. | of a sandwich | d. | of a sandwich |

*3.3.C*\_\_\_\_ 9. What number should be written in the box?



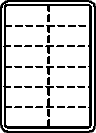
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | 1 | b. | 2 | c. | 3 | d. | 4 |

*3.3.A*\_\_\_\_ 10. What fraction of the hexagon is shaded?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.D*\_\_\_\_ 11. On Monday, Gordon and Sabrina baked a small pan of brownies. By the end of the week, they had eaten the whole thing. Gordon ate  of the pan. How much did Sabrina eat?



|  |  |  |  |
| --- | --- | --- | --- |
| a. | of the pan | c. | of the pan |
| b. | of the pan | d. | of the pan |

*3.3.A*\_\_\_\_ 12. What fraction of the animals are striped?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. |  | b. |  | c. |  | d. |  |

*3.3.B*\_\_\_\_ 13. Which fractions are written from smallest to largest?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | , , | b. | , , | c. | , , | d. | , , |

*3.3.C*\_\_\_\_ 14. What number should be written in the box?



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| a. | 1 | b. | 2 | c. | 3 | d. | 4 |

*3.3.C*\_\_\_\_ 15. In which pair of rectangles is the same amount shaded?

|  |  |  |  |
| --- | --- | --- | --- |
| a. |  | c. |  |
| b. |  | d. |  |

**3rd Grade Fraction Pre-test**

**Answer Section**

**MULTIPLE CHOICE**

1. ANS: A PTS: 1

OBJ: Focus Point 6.2.6 Comparing fractions to the landmarks 0, 1/2, 1, and 2

STA: 4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols <, >, or =.

2. ANS: A PTS: 1

OBJ: Focus Point 6.1.1 Finding fractional parts of a rectangular area

3. ANS: B PTS: 1

OBJ: Focus Point 6.2.4 Ordering fractions and justifying their order through reasoning about fraction equivalencies and relationships

STA: 4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols <, >, or =.

4. ANS: A PTS: 1

OBJ: Focus Point 6.2.5 Representing fractions using a number line

STA: 4.2.E Compare and order decimals and fractions (including mixed numbers) on the number line, lists, and the symbols <, >, or =.

5. ANS: C PTS: 1

OBJ: Focus Point 6.1.2 Finding fractional parts of a group (of objects, people, etc.)

6. ANS: B PTS: 1

OBJ: Focus Point 6.1.3 Interpreting the meaning of the numerator and the denominator of a fraction

7. ANS: A PTS: 1

OBJ: Focus Point 7.1.2 Dividing an area into equal parts

STA: 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.

8. ANS: C PTS: 1

OBJ: Focus Point 7.1.1 Finding equal parts of a whole and naming them with fractions

STA: 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.

9. ANS: A PTS: 1

OBJ: Focus Point 7.1.9 Using fraction notation to record equivalencies (e.g., 3/6 = 1/2, 1/2 = 2/4)

STA: 3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.

10. ANS: B PTS: 1

OBJ: Focus Point 7.1.6 Naming fractional parts with fractions that have numerators greater than 1 (3/4, 2/3, 3/6, etc.)

STA: 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.

11. ANS: A PTS: 1

OBJ: Focus Point 7.2.3 Using representations to combine fractions to equal other fractions (1/2 = 1/3 + 1/6)

STA: 3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.

12. ANS: D PTS: 1

OBJ: Focus Point 7.1.7 Dividing a group into equal parts and naming the parts with fractions

STA: 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.

13. ANS: D PTS: 1 OBJ: Focus Point 7.1.4 Ordering unit fractions

STA: 3.3.B Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.

14. ANS: A PTS: 1

OBJ: Focus Point 7.1.9 Using fraction notation to record equivalencies (e.g., 3/6 = 1/2, 1/2 = 2/4)

STA: 3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.

15. ANS: B PTS: 1

OBJ: Focus Point 7.1.5 Demonstrating that different-shaped pieces that are the same fraction of the same area have equal areas

STA: 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line.