

SUPER CHALLENGE

Fractions Curriculum-Based Measurements



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Super Challenge CBMs

Overview:

These Curriculum Based Measurements (CBMs), which we refer to as Super Challenges (SCs), are used to monitor students' progress in achieving competence with fractions. Each SC comprises 20 problems, each representing one of the 20 problem types represented in College- and Career-Ready Standards at the relevant grade level. There are eight SCs. Each is an alternate form of equivalent difficulty. The skills on each alternate form are the same, but the actual problem for each skill differs on each alternate form. Also, the problem types are presented in random order on the test. Problem types are grouped into several different "skill groups" (see page 9-10 for example of a SC) to help teachers make use of the data. The skill groups are as follows.

3rd Grade Skill Groups:

- Comparing (Easy)
- Comparing (Hard)
- Find the missing number
- Ordering
- Number Line
- Multiplication

4th and 5th Grade Skill Groups:

- Comparing (Easy)
- Comparing (Hard)
- Find X
- Ordering (Easy)
- Ordering (Hard)
- Number Line
- Multiplication

Scores on each SC are graphed (see page 11 for example) to assist teachers in instructional planning and to help students monitor their progress. Students can see how fast and how much they improve on each SC. The goal listed at the top of the graph is for the student to beat their highest score each time she/he takes a SC. Furthermore, the SC graph includes a chart that groups the 20 problem types into the Skill Groups listed above. This chart, which appears below the graph, allows students to visualize on each Skill Group and to assess their progress in mastering each Skill Group. A complete guide to the 20 skills and skill groupings for each grade level can be found on page 15 for 3rd grade, page 17 for 4th grade, and page 19 for 5th grade.

Administration:

Students have seven minutes to complete as many problems as they can on each SC. Administration scripts for each grade level can be found on pages 21-28 of this document. Administrators should read the bolded portion of the script to the students and follow directives that are italicized. For all grade levels, SC 1 is given as a pretest before content is taught to the children and SC 8 is given as a posttest after teaching on the content has been completed. Note that as with all CBMs, the entire fraction curriculum at the relevant grade level is assessed on every test. It is important for teachers to recognize that students may be frustrated when taking the early SCs, before teachers have covered much of the fraction content in their instruction. Teachers should anticipate this and address this with students, explaining that the students will improve on fractions

over time, as their teacher teaches them about fractions, and the students will know they're improving because they'll see their SC scores going up.

Scoring rules:


- General:
 - Any equivalent form of a fraction is acceptable (reduced or not reduced).
 - When writing mixed numbers, the whole number must span the height of the fraction.
- Ordering:
 - Ordering lines may be used as fraction bars.
 - If the ordering lines are not used as fraction bars, fraction bars must be written in to be counted as correct.
- Number Lines:
 - A correct response requires a tic mark or dot on the number line with the fraction written underneath OR an arrow drawn from the fraction to the placement of the fraction on the numberline.
 - Students do not need to write $\frac{1}{2}$ on number line; we include it on the answer sheet only as guidance.
 - Exact placement of the fractions is not necessary as long as they are on the correct side of $\frac{1}{2}$ and in the correct order.
 - If the child writes in $\frac{1}{2}$ on the number line, but in the wrong place, the answer is still counted as correct - if the placement of the fractions is on the correct side of $\frac{1}{2}$ and in the correct order.
 - If placing 2 fractions that are greater than $\frac{1}{2}$ or 2 fractions that are less than $\frac{1}{2}$ on the number line, the fractions must be in the right order.
- Find X
 - Students should only write what x equals, not what the whole fraction is.

Super Challenge Example – Side A

Super Challenge 1 Pretest		Name: _____ Group: _____	
	$\frac{1}{3}$ ○ $\frac{1}{4}$	Problem Type	
Q. $\frac{1}{2}$ ○ $\frac{7}{12}$	N. $1\frac{2}{8}$ $\frac{3}{2}$ $\frac{10}{6}$	Least	Greatest _____
	B. $\frac{3}{6}$ ○ $\frac{1}{2}$		
D. $\frac{8}{12}$ ○ $\frac{2}{10}$	G. $\frac{7}{6}$ ○ $\frac{11}{10}$		
F. $\frac{9}{6}$ ○ $\frac{10}{12}$	P.	CBM 1A-5th	

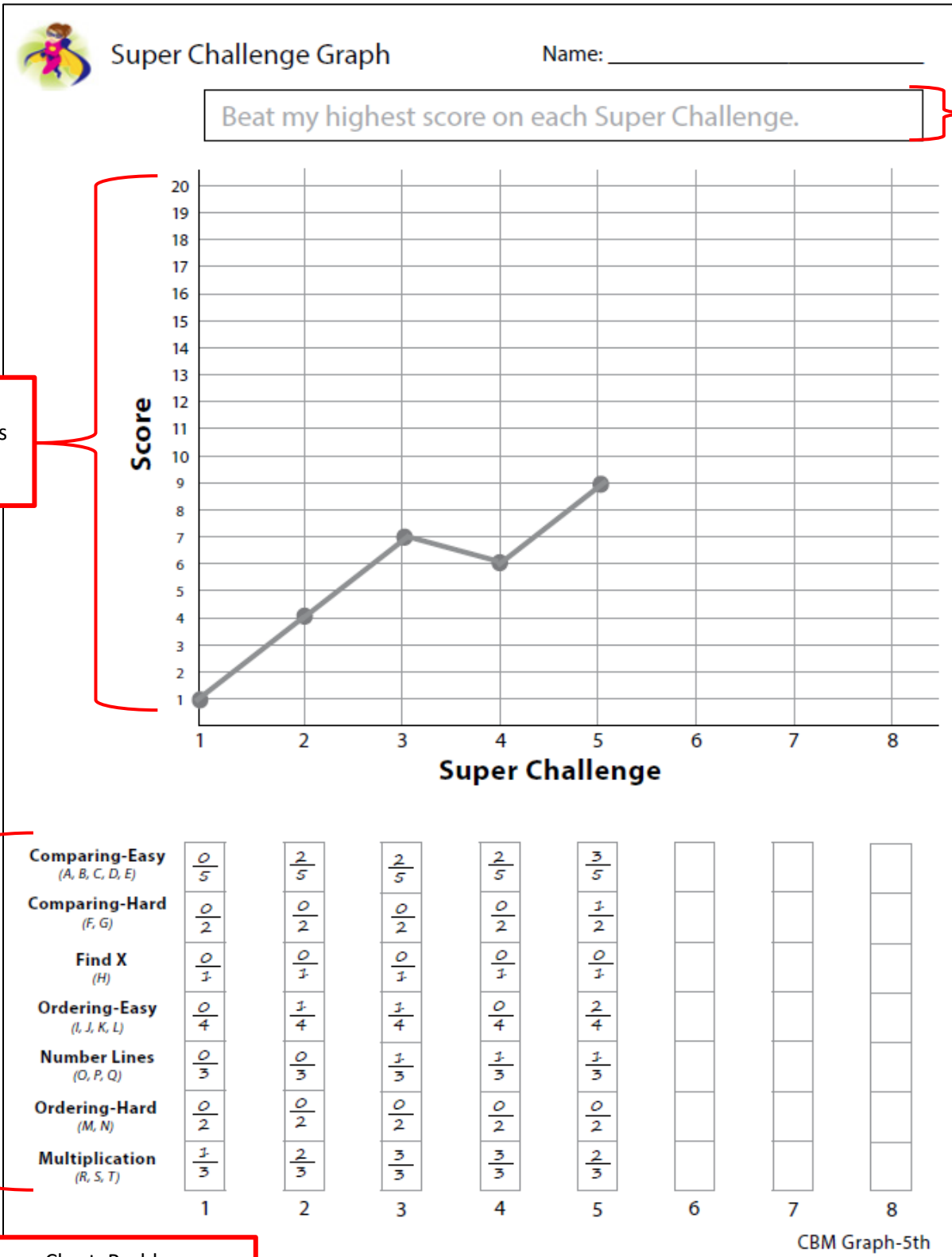
1 = Super Challenge Number
 A = Page Side
 5th = Grade Level

Super Challenge Example – Side B

 Super Challenge 1 Pretest	
$\frac{1}{2} = \frac{x}{8}$ $x = \underline{\hspace{2cm}}$ <p align="center">H.</p>	<p align="center">Least Greatest</p> $\frac{1}{2} \quad \frac{5}{6} \quad \frac{5}{8}$ <p align="center">_____</p> <p align="center">K.</p>
<p align="center">Least Greatest</p> $\frac{1}{2} \quad \frac{1}{4} \quad \frac{3}{8}$ <p align="center">_____</p> <p align="center">L.</p>	$2 \times 5 =$ <p align="center">R.</p>
<p align="center">Least Greatest</p> $\frac{1}{2} \quad \frac{4}{6} \quad \frac{3}{3}$ <p align="center">_____</p> <p align="center">M.</p>	$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$ <p align="center">S.</p>
$3 \times 7 =$ <p align="center">T.</p>	<p align="center">Least Greatest</p> $\frac{1}{2} \quad \frac{8}{10} \quad \frac{2}{8}$ <p align="center">_____</p> <p align="center">J.</p>
<p align="center">Least Greatest</p> $\frac{10}{12} \quad \frac{6}{12} \quad \frac{4}{12}$ <p align="center">_____</p> <p align="center">I.</p>	<p align="center">Total: <u> </u></p> <p align="right">CBM 1B-5th</p>

Total Score
 student got on
 Super Challenge

Super Challenge Graph Example



Student's overall SCs core

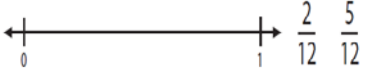


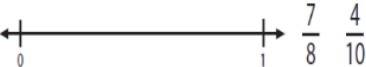
Skill Groups Chart. Problem Types are labeled by letters on the CBM.

Students can visualize progress on each skill group throughout SCs.

Problem Type Layouts

3rd, 4th, & 5th Grade








3rd Grade Problem Types

3 rd	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Comparing Easy	A	Compare- Same Numerator	$\frac{4}{8} \bigcirc \frac{4}{5}$	Compare- Same Denominator	$\frac{2}{6} \bigcirc \frac{3}{6}$
	B	Compare- Both Fractions Equal to $\frac{1}{2}$	$\frac{2}{4} \bigcirc \frac{1}{2}$	Compare- Both Fractions Equal to 1	$\frac{4}{4} \bigcirc \frac{6}{6}$
	C	Compare- One Fraction Equal to $\frac{1}{2}$, One Less than $\frac{1}{2}$	$\frac{2}{6} \bigcirc \frac{1}{2}$	Compare- One Fraction Equal to $\frac{1}{2}$, One Greater than $\frac{1}{2}$	$\frac{1}{2} \bigcirc \frac{3}{4}$
Comparing Hard	D	Compare- One Fraction Greater than $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$	$\frac{5}{12} \bigcirc \frac{6}{10}$		
	E	Compare- Both Fractions Less than $\frac{1}{2}$, Rewrite non-unit Fraction	$\frac{2}{5} \bigcirc \frac{3}{10}$	Compare- Both Fractions Greater than $\frac{1}{2}$, Rewrite non-unit Fraction	$\frac{8}{12} \bigcirc \frac{3}{4}$
	F	Compare- Improper Fraction to Proper Fraction	$\frac{4}{4} \bigcirc \frac{6}{10}$		
Number Lines	G	0-1 Number Line- Both Fractions Less than $\frac{1}{2}$, Same Numerator or Same Denominator	 $\frac{2}{12} \frac{5}{12}$	0-1 Number Line- Both Fractions Greater than $\frac{1}{2}$, Same Numerator or Same Denominator	 $\frac{8}{12} \frac{8}{10}$
	H	0-1 Number Line- One Fraction Less than $\frac{1}{2}$, One Fraction Greater than $\frac{1}{2}$, Same Numerator or Same Denominator	 $\frac{3}{8} \frac{7}{8}$		
	I	0-1 Number Line- One Fraction Less than $\frac{1}{2}$, One Fraction Greater than $\frac{1}{2}$, Different Numerator or Different Denominator	 $\frac{7}{8} \frac{4}{10}$		

3 rd	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Ordering	J	Ordering- Same Numerator	$\frac{1}{2}$ $\frac{1}{12}$ $\frac{1}{6}$ _____ <small>Least</small> _____ <small>Greatest</small>	Ordering- Same Denominator	$\frac{7}{10}$ $\frac{8}{10}$ $\frac{3}{10}$ _____ <small>Least</small> _____ <small>Greatest</small>
	K	Ordering- $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$, One Fraction Greater than $\frac{1}{2}$ ($\frac{1}{2}$, L, G)	$\frac{4}{12}$ $\frac{3}{4}$ $\frac{1}{2}$ _____ <small>Least</small> _____ <small>Greatest</small>	Ordering- one improper fraction; two proper fractions	$\frac{1}{2}$ $\frac{5}{6}$ $\frac{10}{10}$ _____ <small>Least</small> _____ <small>Greatest</small>
	L	Ordering- $\frac{1}{2}$ and Two Fractions with Same Numerator	$\frac{1}{2}$ $\frac{7}{8}$ $\frac{7}{12}$ _____ <small>Least</small> _____ <small>Greatest</small>	Ordering- $\frac{1}{2}$ and Two Fractions with Same Denominator	$\frac{6}{8}$ $\frac{7}{8}$ $\frac{1}{2}$ _____ <small>Least</small> _____ <small>Greatest</small>
	M	Ordering- $\frac{1}{2}$ and Must Rewrite an Equivalent Fraction	$\frac{1}{2}$ $\frac{4}{5}$ $\frac{9}{10}$ _____ <small>Least</small> _____ <small>Greatest</small>		
Find the missing number	N	Addition- Finding E ($A + B = E$) where A or B = $\frac{1}{2}$	$\frac{1}{2} + \frac{1}{6} = E$	Subtraction- Finding E ($A - B = E$) where A or B = $\frac{1}{2}$	$\frac{1}{2} - \frac{2}{8} = E$
	O	Addition- Finding S ($S + A = B$) where A and B have the Same Denominator	$S + \frac{2}{5} = \frac{4}{5}$	Addition- Finding C ($A + C = B$) where A and B have the Same Denominator	$\frac{2}{10} + C = \frac{9}{10}$
	P	Subtraction- Finding S ($S - A = B$) where A and B have the Same Denominator	$S - \frac{9}{12} = \frac{11}{12}$		
	Q	Subtraction- Finding C ($A - C = B$) where A and B have the Same Denominator	$\frac{5}{6} - C = \frac{3}{6}$		
Multiplication	R	Multiplication- Skip Counting x 2s	$8 \times 2 =$	Multiplication- Skip Counting x 5s	$5 \times 7 =$
	S	Multiplication- x 9's	$9 \times 2 =$		
	T	Multiplication- Hard Problems (x 6s, x 7s, x 8s)	$7 \times 6 =$		








4th Grade Problem Types

4th	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Comparing Easy	A	Compare- Same Numerator	$\frac{4}{8} \bigcirc \frac{4}{5}$	Compare- Same Denominator	$\frac{2}{6} \bigcirc \frac{3}{6}$
	B	Compare- Both Fractions Equal to $\frac{1}{2}$	$\frac{2}{4} \bigcirc \frac{1}{2}$	Compare- Both Fractions Equal to 1	$\frac{4}{4} \bigcirc \frac{6}{6}$
	C	Compare- One Fraction Equal to $\frac{1}{2}$, One Less than $\frac{1}{2}$	$\frac{2}{6} \bigcirc \frac{1}{2}$	Compare- One Fraction Equal to $\frac{1}{2}$, One Greater than $\frac{1}{2}$	$\frac{1}{2} \bigcirc \frac{3}{4}$
	D	Compare- One Fraction Greater than $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$	$\frac{5}{12} \bigcirc \frac{6}{10}$		
	E	Compare- Both Fractions Less than Rewrite Fraction $\frac{1}{2}$	$\frac{2}{5} \bigcirc \frac{3}{10}$	Compare- Both Fractions Greater than $\frac{1}{2}$, Rewrite Fraction	$\frac{8}{12} \bigcirc \frac{3}{4}$
Comparing Hard	F	Compare- Improper Fraction to Proper Fraction	$\frac{2}{3} \bigcirc \frac{11}{10}$		
	G	Compare- Improper Fraction to Improper Fraction, Convert to Mixed Numbers, Mixed Numbers have Whole Number and Unit Fractions	$\frac{5}{4} \bigcirc \frac{4}{3}$	Compare- Improper to Improper, Mixed Numbers have Proper fractions with Same Numerator OR one Proper Fraction is equal to $\frac{1}{2}$ and the other is Less or Greater than $\frac{1}{2}$	$\frac{3}{2} \bigcirc \frac{9}{8}$ Or $\frac{10}{6} \bigcirc \frac{12}{8}$
Find X	H	Proportion- Find X, Unknown is in Smaller Fraction	$\frac{2}{4} = \frac{x}{2}$ x = _____	Proportion- Find X, Unknown is in Larger Fraction	$\frac{x}{6} = \frac{2}{3}$ x = _____

4th	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Ordering Easy	I	Ordering- Same Numerator	$\frac{1}{2}$ $\frac{1}{12}$ $\frac{1}{6}$ _____ Least Greatest	Ordering- Same Denominator	$\frac{7}{10}$ $\frac{8}{10}$ $\frac{3}{10}$ _____ Least Greatest
	J	Ordering- $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$, One Fraction Greater than $\frac{1}{2}$	$\frac{4}{12}$ $\frac{3}{4}$ $\frac{1}{2}$ _____ Least Greatest		
	K	Ordering- $\frac{1}{2}$ and Two Fractions with Same Numerator	$\frac{1}{2}$ $\frac{7}{8}$ $\frac{7}{12}$ _____ Least Greatest	Ordering- $\frac{1}{2}$ and Two Fractions with Same Denominator	$\frac{6}{8}$ $\frac{7}{8}$ $\frac{1}{2}$ _____ Least Greatest
	L	Ordering- $\frac{1}{2}$ and Must Rewrite an Equivalent Fraction	$\frac{1}{2}$ $\frac{4}{5}$ $\frac{9}{10}$ _____ Least Greatest		
Ordering Hard	M	Ordering- Proper, Proper and Improper	$\frac{11}{12}$ $\frac{3}{3}$ $\frac{1}{2}$ _____ Least Greatest	Ordering- Proper, Improper Equal to 1, Improper	$\frac{7}{6}$ $\frac{3}{4}$ $\frac{8}{8}$ _____ Least Greatest
	N	Ordering- Combo of mixed number(s) and/or improper fraction(s) that have to be converted (i.e., greater than 1)	$1\frac{5}{6}$ $\frac{9}{8}$ $\frac{3}{2}$ _____ Least Greatest	Ordering- Proper, Improper, Improper (Convert both Improper to Mixed)	$\frac{13}{12}$ $\frac{6}{5}$ $\frac{1}{2}$ _____ Least Greatest
Number Lines	O	0-1 Number Line- Unit Fractions		0-1 Number Line- Both Fractions Greater than $\frac{1}{2}$, with Same Numerator	
		0-1 Number Line- Both Fractions Less than $\frac{1}{2}$, with the Same Numerator		0-1 Number Line- One Fraction Less than $\frac{1}{2}$, One Greater	
	P	0-2 Number Line- Mixed Number		0-2 Number Line- Proper Fraction	
	Q	0-2 Number Line- Improper Fraction, Convert to Mixed Number			
Multiplication	R	Multiplication- Skip Counting x 2s	$8 \times 2 =$	Multiplication- Skip Counting x 5s	$5 \times 7 =$
	S	Multiplication- x 9's	$9 \times 2 =$		
	T	Multiplication- Hard Problems (x 6s, x 7s, x 8s)	$7 \times 6 =$		

5th Grade Problem Types

5th	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Comparing Easy	A	Compare- Same Numerator	$\frac{4}{8} \bigcirc \frac{4}{5}$	Compare- Same Denominator	$\frac{2}{6} \bigcirc \frac{3}{6}$
	B	Compare- Both Fractions Equal to $\frac{1}{2}$	$\frac{2}{4} \bigcirc \frac{1}{2}$	Compare- Both Fractions Equal to 1	$\frac{4}{4} \bigcirc \frac{6}{6}$
	C	Compare- One Fraction Equal to $\frac{1}{2}$, One Less than $\frac{1}{2}$	$\frac{2}{6} \bigcirc \frac{1}{2}$	Compare- One Fraction Equal to $\frac{1}{2}$, One Greater than $\frac{1}{2}$	$\frac{1}{2} \bigcirc \frac{3}{4}$
	D	Compare- One Fraction Greater than $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$	$\frac{5}{12} \bigcirc \frac{6}{10}$		
	E	Compare- Both Fractions Less than Rewrite Fraction $\frac{1}{2}$	$\frac{2}{5} \bigcirc \frac{3}{10}$	Compare- Both Fractions Greater than $\frac{1}{2}$, Rewrite Fraction	$\frac{8}{12} \bigcirc \frac{3}{4}$
Comparing Hard	F	Compare- Improper Fraction to Proper Fraction	$\frac{2}{3} \bigcirc \frac{11}{10}$		
	G	Compare- Improper Fraction to Improper Fraction, Convert to Mixed Numbers, Mixed Numbers have Whole Number and Unit Fractions	$\frac{5}{4} \bigcirc \frac{4}{3}$	Compare- Improper to Improper, Mixed Numbers have Proper fractions with Same Numerator OR one Proper Fraction is equal to $\frac{1}{2}$ and the other is Less or Greater than $\frac{1}{2}$	$\frac{3}{2} \bigcirc \frac{9}{8}$ Or $\frac{10}{6} \bigcirc \frac{12}{8}$
Find X	H	Proportion- Find X, Unknown is in Smaller Fraction	$\frac{2}{4} = \frac{x}{2}$ x = _____	Proportion- Find X, Unknown is in Larger Fraction	$\frac{x}{6} = \frac{2}{3}$ x = _____

5th	Problem Type	Option 1	Example Problem	Option 2	Example Problem
Ordering Easy	I	Ordering- Same Numerator	$\frac{1}{2}$ $\frac{1}{12}$ $\frac{1}{6}$ _____ Least Greatest	Ordering- Same Denominator	$\frac{7}{10}$ $\frac{8}{10}$ $\frac{3}{10}$ _____ Least Greatest
	J	Ordering- $\frac{1}{2}$, One Fraction Less than $\frac{1}{2}$, One Fraction Greater than $\frac{1}{2}$	$\frac{4}{12}$ $\frac{3}{4}$ $\frac{1}{2}$ _____ Least Greatest		
	K	Ordering- $\frac{1}{2}$ and Two Fractions with Same Numerator	$\frac{1}{2}$ $\frac{7}{8}$ $\frac{7}{12}$ _____ Least Greatest	Ordering- $\frac{1}{2}$ and Two Fractions with Same Denominator	$\frac{6}{8}$ $\frac{7}{8}$ $\frac{1}{2}$ _____ Least Greatest
	L	Ordering- $\frac{1}{2}$ and Must Rewrite an Equivalent Fraction	$\frac{1}{2}$ $\frac{4}{5}$ $\frac{9}{10}$ _____ Least Greatest		
Ordering Hard	M	Ordering- Proper, Proper and Improper	$\frac{11}{12}$ $\frac{3}{3}$ $\frac{1}{2}$ _____ Least Greatest	Ordering- Proper, Improper Equal to 1, Improper	$\frac{7}{6}$ $\frac{3}{4}$ $\frac{8}{8}$ _____ Least Greatest
	N	Ordering- Combo of mixed number(s) and/or improper fraction(s) that have to be converted (i.e., greater than 1)	$1\frac{5}{6}$ $\frac{9}{8}$ $\frac{3}{2}$ _____ Least Greatest	Ordering- Proper, Improper, Improper (Convert both Improper to Mixed)	$\frac{13}{12}$ $\frac{6}{5}$ $\frac{1}{2}$ _____ Least Greatest
Number Lines	O	0-1 Number Line- Unit Fractions		0-1 Number Line- Both Fractions Greater than $\frac{1}{2}$, with Same Numerator	
		0-1 Number Line- Both Fractions Less than $\frac{1}{2}$, with the Same Numerator		0-1 Number Line- One Fraction Less than $\frac{1}{2}$, One Greater	
	P	0-2 Number Line- Mixed Number		0-2 Number Line- Proper Fraction	
	Q	0-2 Number Line- Improper Fraction, Convert to Mixed Number			
Multiplication	R	Multiplication- Skip Counting x 2s	$8 \times 2 =$	Multiplication- Skip Counting x 5s	$5 \times 7 =$
	S	Multiplication- x 9's	$9 \times 2 =$		
	T	Multiplication- Hard Problems (x 6s, x 7s, x 8s)	$7 \times 6 =$		

Administration Scripts 3rd, 4th, & 5th Grade

3rd Grade Super Challenge Administration Script

Make sure you see a superhero at the top of the page (point). I'll read the directions, then give you time to work the problems.

When you finish the problems on this page, go on to the next page and continue. When you finish this section, put your pencil down. This tells me you're done.

On this test, you will be multiplying, finding the missing number, ordering fractions, putting fractions on the number line, and comparing fractions. Work carefully, but if a problem seems hard, skip it and move on to the next one. You will have 7 minutes to get as many of the problems done as you can. If you finish before the time is up, go back and check your work. Make sure you work on BOTH pages of the test (*show students both sides of test*). **DO NOT** move on to the next section.

Any questions?

Pick up your pencil and START! (*Set Timer for 7 MINUTES*)

Monitor students by walking around the room. Make sure students work both pages.

When timer goes off:

STOP! Put your pencils down.

Great job, everyone!

4th Grade Super Challenge Administration Script

Make sure you see a superhero at the top of the page (*point*). I'll read the directions, then give you time to work the problems.

When you finish the problems on this page, go on to the next page and continue. When you finish this section, put your pencil down. This tells me you're done.

On this test, you will be multiplying, finding x , ordering fractions, putting fractions on the number line and comparing fractions. Work carefully, but if a problem seems hard, skip it and move on to the next one. You will have 7 minutes to get as many of the problems done as you can. If you finish before the time is up, go back and check your work. Make sure you work on BOTH pages of the test (*show students both sides of test*). DO NOT move on to the next section.

Any questions?

Pick up your pencil and **START!** (*Set Timer for 7 MINUTES*)

Monitor students by walking around the room. Make sure students work both pages.

When timer goes off:

STOP! Put your pencils down.

Great job, everyone!

5th Grade Super Challenge Administration Script

Make sure you see a superhero at the top of the page (*point*). I'll read the directions, then give you time to work the problems.

When you finish the problems on this page, go on to the next page and continue. When you finish this section, put your pencil down. This tells me you're done.

On this test, you will be multiplying, finding x , ordering fractions, putting fractions on the number line and comparing fractions. Work carefully, but if a problem seems hard, skip it and move on to the next one. You will have 7 minutes to get as many of the problems done as you can. If you finish before the time is up, go back and check your work. Make sure you work on BOTH pages of the test (*show students both sides of test*). DO NOT move on to the next section.

Any questions?

Pick up your pencil and **START!** (*Set Timer for 7 MINUTES*)

Monitor students by walking around the room. Make sure students work both pages.

When timer goes off:

STOP! Put your pencils down.

Great job, everyone!

Super Challenge 1-8
Tests
3rd Grade



Super Challenge 1

Pretest

Name: _____

Date: _____

Least Greatest

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{8}$

M.

$\frac{1}{3}$ $\frac{1}{4}$

A.

$3 \times 7 =$

T.

← |—————| →

0 1

$\frac{3}{12}$ $\frac{10}{12}$

H.

$S - \frac{1}{4} = \frac{2}{4}$

P.

$\frac{7}{12} - C = \frac{5}{12}$

Q.

$\frac{1}{2}$ $\frac{7}{12}$

C.

$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$

S.

$\frac{3}{6}$ $\frac{1}{2}$

B.

$2 \times 5 =$

R.

Least Greatest

$\frac{1}{2}$ $\frac{5}{6}$ $\frac{5}{8}$

L. CBM 1A-3rd

Super Challenge 1-8
Score Sheets
3rd Grade

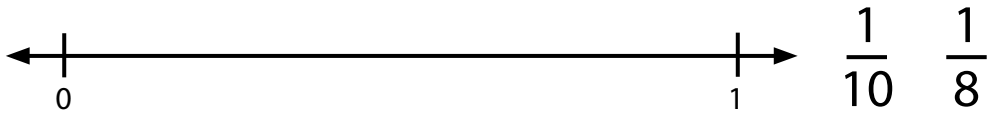


Super Challenge 1

Pretest

Name: _____

Date: _____



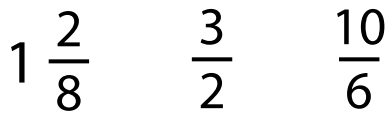
O.



A.



C.

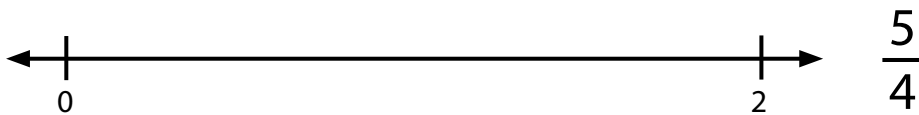


Least

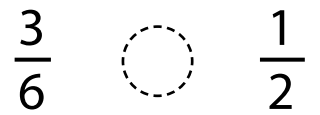
Greatest



N.



Q.



B.



D.



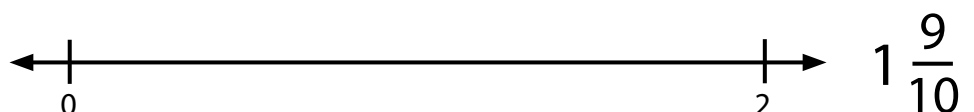
G.



E.



F.



P.

Super Challenge 1-8
Tests
4th Grade

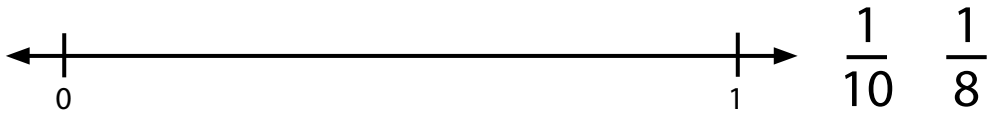


Super Challenge 1

Pretest

Name: _____

Date: _____



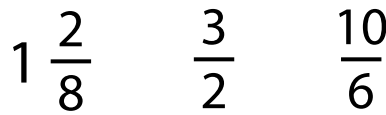
O.



A.



C.

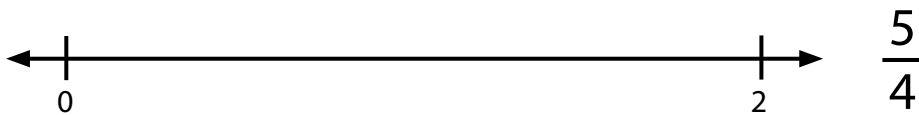


Least

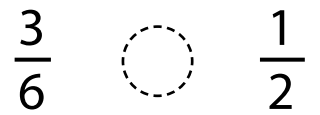
Greatest



N.



Q.



B.



D.



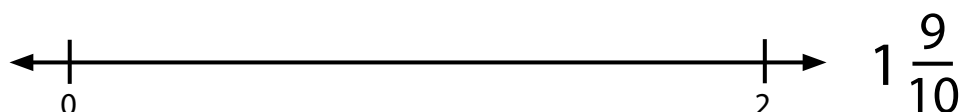
G.



E.



F.



P.

Super Challenge 1-8
Score Sheets
4th Grade



Super Challenge 1

Pretest

Name: _____

Date: _____

Least Greatest

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{8}$ $\frac{1}{4}$ $\frac{3}{8}$ $\frac{1}{2}$

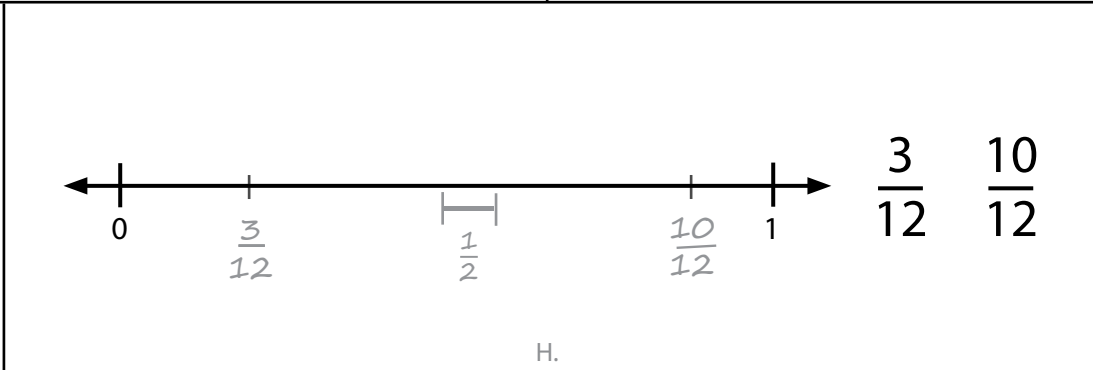
M.

$\frac{1}{3}$ \circlearrowright $\frac{1}{4}$

A.

$3 \times 7 = 21$

T.



$S - \frac{1}{4} = \frac{2}{4}$

$\frac{3}{4}$

P.

$\frac{7}{12} - C = \frac{5}{12}$

$\frac{2}{12}$

Q.

$\frac{1}{2}$ \circlearrowleft $\frac{7}{12}$

C.

$$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$$

S.

$\frac{3}{6}$ \circlearrowright $\frac{1}{2}$

B.

$2 \times 5 = 10$

R.

Least Greatest

$\frac{1}{2}$ $\frac{5}{6}$ $\frac{5}{8}$ $\frac{1}{2}$ $\frac{5}{8}$ $\frac{5}{6}$

L.

CBM 1A-3rd

Super Challenge 1-8
Tests
5th Grade



Super Challenge 1

Pretest

Name: _____

Date: _____



O.

$$\frac{1}{3} > \frac{1}{4}$$

A.

$$\frac{1}{2} < \frac{7}{12}$$

C.

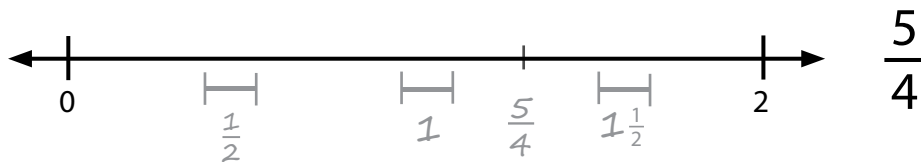
$$1\frac{2}{8} < \frac{3}{2} < \frac{10}{6}$$

Least

Greatest

$$1\frac{2}{8} < \frac{3}{2} < \frac{10}{6}$$

N.



Q.

$$\frac{3}{6} = \frac{1}{2}$$

B.

$$\frac{8}{12} > \frac{2}{10}$$

D.

$$\frac{7}{6} > \frac{11}{10}$$

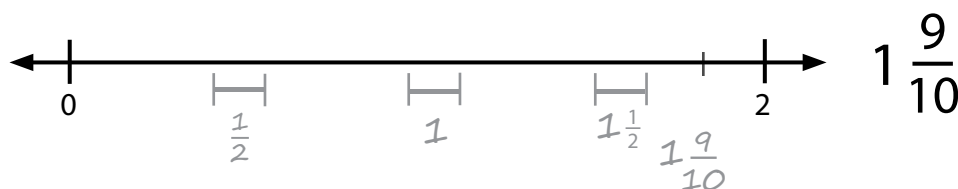
G.

$$\frac{1}{4} < \frac{3}{8}$$

E.

$$\frac{9}{6} > \frac{10}{12}$$

F.



P.

Super Challenge 1-8
Score Sheets
5th Grade



Super Challenge 1

Pretest

Name: _____

Date: _____



O.

$$\frac{1}{3} > \frac{1}{4}$$

A.

$$\frac{1}{2} < \frac{7}{12}$$

C.

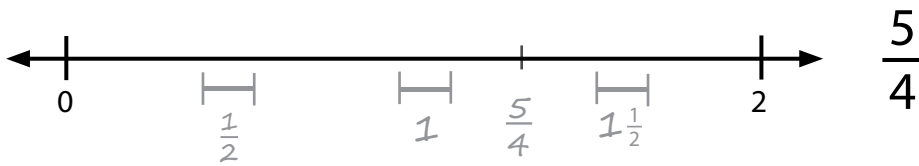
$$1\frac{2}{8} < \frac{3}{2} < \frac{10}{6}$$

Least

Greatest

$$1\frac{2}{8} < \frac{3}{2} < \frac{10}{6}$$

N.



Q.

$$\frac{3}{6} = \frac{1}{2}$$

B.

$$\frac{8}{12} > \frac{2}{10}$$

D.

$$\frac{7}{6} > \frac{11}{10}$$

G.

$$\frac{1}{4} < \frac{3}{8}$$

E.

$$\frac{9}{6} > \frac{10}{12}$$

F.



P.