

Cumulative Recalculation Review - Part 1

Foundations of Proportional Thinking

Name: _____ Grade: _____ Date: _____

ROAD TEST. Do not reteach everything from a single miss. Look for a cluster: representation, relationship, operation, units/base, or checking. Then route back precisely.

1. A table contains (0,0), (2,6), (5,15), and (8,24). State the constant multiplier and give two reasons the relationship is proportional.

2. A second table contains (0,4), (2,8), (4,12), and (6,16). Explain why a steady difference does not make this relationship proportional.

3. Represent $\frac{3}{4}$ as a part of a whole, a quotient, and an operator acting on 20.

4. Without calculating exactly first, decide whether $\frac{5}{6}$ of 30 should be greater than or less than 30. Then solve and check.

5. Explain the difference between $\frac{3}{4}$ divided by 2 and $\frac{3}{4}$ divided by $\frac{1}{2}$ using a sharing or grouping interpretation.

6. Create two equivalent situations that use the same multiplicative relationship but different units.

7. Error repair: A student says $\frac{2}{3}$ and $\frac{5}{6}$ are equivalent because both denominators increased by 3. Diagnose and correct the reasoning.

8. Reflection: Which representation - table, double number line, fraction model, or equation - made one item easiest to justify, and why?

Recalculation decision: Which earlier chapter or representation would you revisit first if two or more answers reveal the same gap? Write the chapter/idea and one reason.
