

Test Taken



Binny A

Roll No.: 6

School Name: EI School

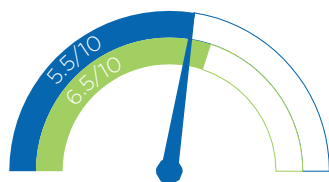
City: Ahmedabad

CLASS	SECTION	EXAM CODE
6	B	8709



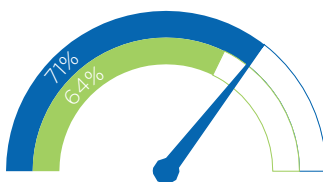
Score Gauge

Your overall score on the test is given below. This section also shows how you have performed on questions testing Procedure/Knowledge and Understanding/Application. The scores are rounded to the nearest 0.5.

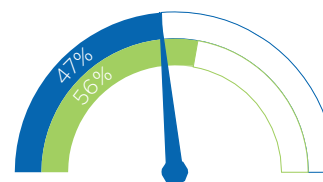


Overall Score

9.0 is the section highest



Procedure/Knowledge

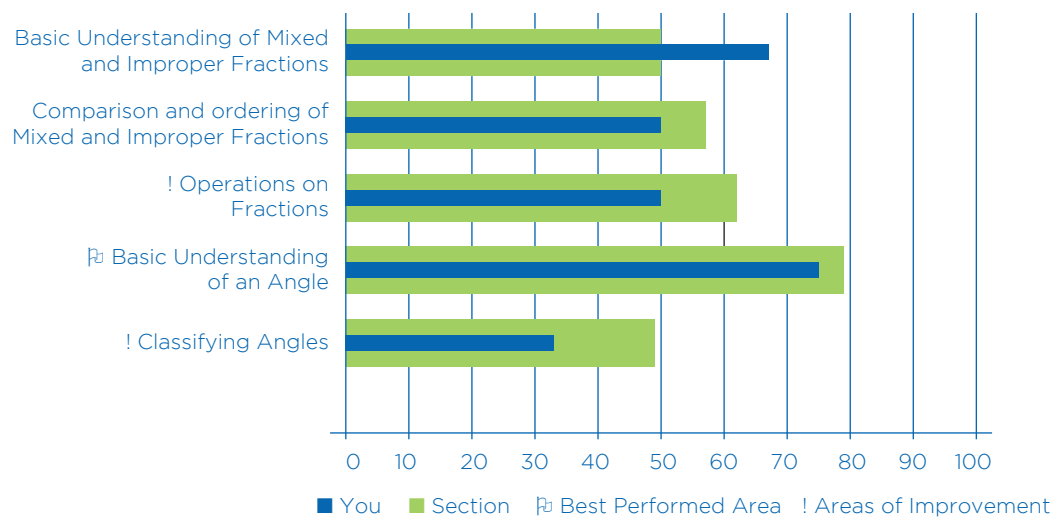


Understanding/Application

■ You ■ Section

Topics Assessed

You were assessed on the following topics. Your performance and the section performance on each of these topics are given in the chart below





Test Summary

You attempted version 1 of this test. The details of your responses are given below.

Sl. No.	Concept Area	Q. No.	Q. type	Your Response	Correct Response	Result
1	Basic Understanding of Mixed and Improper Fractions	1	U	4	2	✗
		2	U	4	4	✓
		3	U	4	4	✓
		4	U	1	2	✗
		5	U	2	2	✓
		6	P	4	4	✓
2	Comparison and ordering of Mixed and Improper Fractions	7	U	4	2	✗
		8	U	4	4	✓
		9	U	3	1	✗
		10	P	3	4	✗
3	Operations on Fractions	11	P	3	2	✗
		12	U	3	2	✗
		13	U	1	2	✗
		14	P	4	4	✓
4	Basic Understanding of an Angle	15	P	3	3	✓
		16	U	3	3	✓
		17	U	1	2	✓
		18	U	3	3	✓
5	Classifying Angles	19	P	2	4	✗
		20	U	4	4	✓
		21	U	4	2	✗
		22	U	4	4	✓
		23	U	1	3	✗
		24	U	4	1	✗
		25	U	3	3	✓

Correct Answers 13/24

Best Performed Area Areas of Improvement Type: P - Procedure/Knowledge U - Understanding/Application

Practice Section

This section tells you how you have performed against questions where most students in your class performed poorly. These questions focus on critical concepts and hence it is important that you practice and understand these well. Some of the questions you answered incorrectly are also shown. Go through the questions and try answering them again. Explain and verify your answer with the correct answers given at the end.

You can ask your teachers, parents or us (email ID - da@ei-india.com) if you have doubts.



Keep practising, Binny

Out of the 7 question(s) found critical in your class, you have answered 1 question(s) correctly!

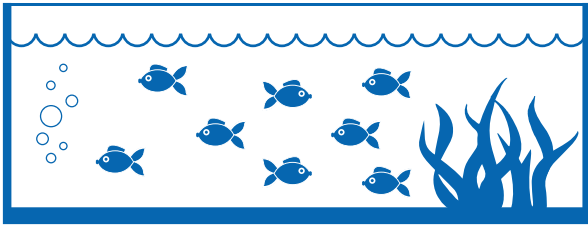
✗ Q1	✗ Q4	✗ Q7	✗ Q10	✗ Q19	✓ Q20	✗ Q23
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✓ Correct Response ✗ Incorrect Response



1

What fraction of the fish in the aquarium are moving towards the weeds?



- ① Half ② Quarter ③ Three Quarters ④ One Third

Your answer was 4. If you wish to change it, write it down here _____.
Why do you think so?

4

Between which of these pairs of whole numbers does $\frac{43}{41}$ lie?

- ① Between 0 and 1 ② Between 1 and 2
③ Between 41 and 43 ④ Between 43 and 84

Your answer was 1. If you wish to change it, write it down here _____.
Why do you think so?

7

What fraction of the square is shaded?



- ① one ② quarter ③ two quarters ④ a quarter and a half

Your answer was 4. If you wish to change it, write it down here _____.
Why do you think so?



Answers and Explanations

1 Correct Option: 2

Distractor Explanation:

Students are expected to see that only one pair of fish out of 4 pairs are swimming towards the weeds.

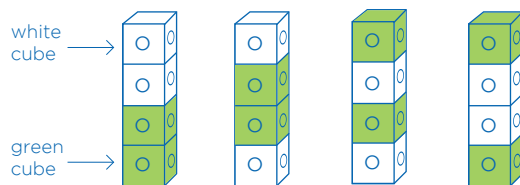
Students answering option 3, don't understand that a fraction represents a 'part' of the 'whole'. They seem to think that the number of fish swimming towards the weeds corresponds to the numerator and that swimming opposite (6 of them) corresponds to the denominator. Students who answer options 1 or 4 may be making a random guess.

Remedial Measures:

Students at this level, in general, are more comfortable with 'half'. So it would be better to start with half, then move on to $\frac{1}{4}$ and other fractions. The following activity will help students to group objects appropriately and identify the fraction of objects in a collection.

Give each student, or a group of students multi-link cubes of 2 different colours. Ask them to make a tower of 4 cubes such that half the cubes in the tower are of the same colour. Ask them to justify that their towers have half the cubes of the same colour.

Make towers of 4 cubes as shown below and ask them what fraction of the cubes in the tower are green.



In the first tower help them see that the tower is made of two pairs of cubes. One of the pairs has all the cubes green. Let them notice the rearrangement of cubes done by you to make other towers. Help them see each of these towers have half the cubes green. You may also put cubes in a row forming a block and help them identify 'half'. In this way lead them to conclude that the position of cubes in the tower or arrangement of cubes in a row, don't matter. In each of these cases, half the cubes in the collection are of the same colour.

By this activity students will be able to see that cubes of the same colour is not necessarily be together in the tower. Ask students to make towers with $\frac{1}{4}$ of the cubes of the same colour by giving them cubes of 2 or more different colours and thus help them consolidate their learning.



4 Correct Option: 2

Distractor Explanation:

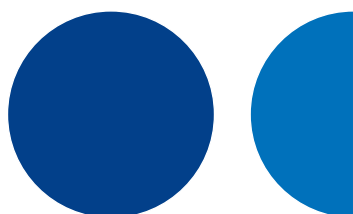
To answer this question correctly, students should understand the concept of improper fractions and they should be able to convert improper fraction to mixed fraction. Students who have chosen option 2 correctly understood that $\frac{43}{41} = 1\frac{2}{41}$, which lies between 1 and 2.

Students who have chosen option 1 appear to have some sense of the concept, however, they possibly feel that all fractions refer to a value of less than 1. Students also possibly see a fraction as two separate numbers, rather than as a form of representing a single number. This is evident from the significant proportion of students who have chosen option 3.

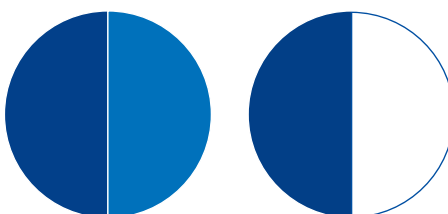
Remedial Measures:

Diagrams may be used to help students visually understand this concept. Beginning with simple improper fractions, demonstrate how these can be changed into the form of a mixed fraction.

Ask them what fractional number they would use to represent one and a half pizzas, or two and a quarter kg of rice, etc. Help them see that $1\frac{1}{2}$ means $1 + \frac{1}{2}$ and therefore is a number between 1 and 2. Help students represent different mixed fractions on a number line. Make them aware of why $\frac{3}{2}$ is the same as $1\frac{1}{2}$. Diagrams such as the one shown below may be used.



1 whole and 1 half



3 halves out of and 2 wholes

Thus, help them realise that $\frac{43}{41}$ can also be written $1 + \frac{2}{41}$ and that this number will therefore lie between 1 and 2.

7 Correct Option: 3