

## Delayed Checks: Teacher Key

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**Use.** Choose the matching chapter page 1–2 weeks after instruction. Avoid rehearsing the exact item just before the check. Record help supplied. Compare with immediate evidence; one response alone does not establish retention.

### Chapter 1 | PK–Grade 1

Each toy gets 3 of the 6 counters. Each strip has two equal-length shares, but halves of different-length strips need not have the same length. Half describes a relationship to its own whole.

### Chapter 2 | Grade 3; Grade 2 adaptation in key

$\frac{8}{6} = \frac{4}{3} = 1 \frac{1}{3}$ . Eight sixth-length steps reach that point. For the same whole, each third contains two sixths, so  $\frac{1}{6} < \frac{1}{3}$ .

### Chapter 3 | Grade 4

$\frac{7}{10} + \frac{2}{10} - \frac{4}{10} = \frac{5}{10} = \frac{1}{2}$  meter. Three groups of two fifths are six fifths:  $\frac{6}{5} = 1 \frac{1}{5}$ , which is  $\frac{1}{5}$  beyond 1.

### Chapter 4 | Grade 5

Each receives  $\frac{5}{4} = 1 \frac{1}{4}$  loaves. Three fourths of  $\frac{2}{3}$  meter is  $\frac{6}{12} = \frac{1}{2}$  meter. A scale factor of  $\frac{3}{4}$  selects less than all of the starting length.

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### Chapter 5 | Grade 6

Concentrate is  $\frac{3}{5}$  of the mixture.  $\frac{5}{6}$  divided by  $\frac{2}{3} = \frac{5}{6}$  divided by  $\frac{4}{6} = \frac{5}{4}$  servings. After one serving,  $\frac{1}{6}$  liter remains, which is  $\frac{1}{4}$  of a  $\frac{2}{3}$ -liter serving. Check:  $(\frac{5}{4})(\frac{2}{3}) = \frac{5}{6}$ .

### Chapter 6 | Grade 7

$k = (\frac{2}{3})/4 = \frac{1}{6}$  cm/km, so  $y = x/6$  and  $y = \frac{5}{2} = 2.5$  cm for 15 km. The added-1 relationship is not proportional: its intercept is 1 and  $y/x$  is not constant.

### Chapter 7 | Grade 8–Algebra I

$m = (8-5)/(6-2) = \frac{3}{4}$ . Using (2,5),  $b = \frac{7}{2}$ , so  $y = (\frac{3}{4})x + \frac{7}{2}$ . For  $y = 11$ ,  $x = 10$ . Check:  $\frac{15}{2} + \frac{7}{2} = 11$ . The ratio  $\frac{5}{2}$  compares coordinates from the origin, which is not on this line.

## Evidence Record and Next Step

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Student or group: \_\_\_\_\_

Chapter/task: \_\_\_\_\_

Instruction date: \_\_\_\_\_

Check date: \_\_\_\_\_

### Accuracy

Which calculations, placements, or results were correct? Record partial success.

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### Conceptual explanation

What did the learner say about the whole, unit, equivalence, or relationship?

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### Independent transfer

Could the learner use the idea in the changed task? What prompts or models were supplied?

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### Teaching decision

Reduce support, maintain practice, or return to a specific model? Name the evidence and next task.

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This is a classroom evidence record, separate from the Fraction Audit. Do not combine the three dimensions into a single mastery claim from one attempt.