

## COMPARING DECIMALS

### ADMINISTERING THE PRE-ASSESSMENT

#### Prior to Giving the Pre-Assessment

- Arrange for 15 minutes of class time to complete the administration process, including discussing instructions and student work time. Since the pre-assessment is designed to elicit misconceptions before instruction, you do not need to do any special review of this topic before administering the assessment. (See the “Research-Based Misconceptions” tab for information and a video that describes common misconceptions.)

#### Administering the Pre-Assessment

- Inform students about the assessment by reading the following:

*Today you will complete a short individual activity, which is designed to help me understand how you think about comparing two decimals.*

- Distribute the assessment and read the following:

*The activity includes five problems. For each problem, choose your answer by completely filling in the circle to show which answer you think is correct. Because the goal of the activity is to learn more about how you think about comparing decimals, it's important for you to include some kind of explanation in the space provided. This can be a picture or words, or a combination of pictures and words that shows how you chose your answer.*

*You will have about 15 minutes to complete all the problems. When you are finished, please place the paper on your desk and quietly [read, work on \_\_\_\_] until everyone is finished.*

- Monitor the students as they work on the assessment, making sure that they understand the directions. Although this is not a strictly timed assessment, it is designed to be completed within a 15-minute timeframe. Students may have more time if needed. When a few minutes remain, say:

*You have a few minutes left to finish the activity. Please use this time to make sure that all of your answers are as complete as possible. When you are done, please place the paper face down on your desk. Thank you for working on this activity today.*

- Collect the assessments.