

Name: _____

4 Mixed division problems

Answer the questions below

Find the quotient & simplify.

1. $1\frac{2}{3} \div 5 =$ _____

2. $13\frac{5}{9} \div 5 =$ _____

3. $\frac{100}{7} \div 4\frac{1}{3} =$ _____

4. $\frac{7}{2} \div 5\frac{6}{8} =$ _____

5. $17 \div \frac{9}{8} =$ _____

6. $13 \div \frac{59}{12} =$ _____

7. $15\frac{1}{2} \div 5\frac{7}{10} =$ _____

8. $6\frac{1}{9} \div 2\frac{8}{9} =$ _____

9. $\frac{121}{8} \div \frac{57}{10} =$ _____

10. $\frac{25}{4} \div \frac{26}{9} =$ _____

11. $16\frac{5}{10} \div \frac{64}{12} =$ _____

12. $12\frac{6}{9} \div \frac{14}{4} =$ _____

Dividing Fractions 6th Grade Performance Task

Mace



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Assessment Prep for Common Core Mathematics, Grade 6 Karise Mace, 2015-01-05 The Assessment Prep for Common Core Mathematics series is designed to help students in grades 6 through 8 acquire the skills and practice the strategies needed to successfully perform on Common Core State Standards assessments Covers geometry ratios and proportional relationships the number system expressions and equations and statistics and probability Each book includes test taking strategies for multiple choice questions test taking strategies for open ended questions and answers and diagnostics Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

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Advantage, Grade 6 Harcourt Brace,Harcourt School Publishers Staff,1999 Learning Mathematics in Elementary and Middle Schools W. George Cathcart,2006 Brief Contents Chapter 1 Teaching Mathematics Influences and DirectivesChapter 2 Learning and Teaching MathematicsChapter 3 Developing Mathematical Thinking and Problem Solving AbilityChapter 4 Assessing Mathematics UnderstandingChapter 5 Developing Number ConceptsChapter 6 Developing Understanding of NumerationChapter 7 The Math We Need to Know and Do in Grades 6-9 Pearl Gold Solomon,2007-05-31 Expertly

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Alternative Assessment Ann Arbor Public Schools, 1997-02 Alternative Assessment examines performance indicators record keeping formats and holistic and analytic scoring Advocating practical techniques it then explores six major assessment strategies interviews observations portfolios student self assessment performance tasks and student writing

Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress Patricia Ann Kenney, Edward A. Silver, 1997 The National Assessment of Educational Progress NAEP provides data about what children know and can do with the goal of using this information to improve education This book contains interpretive reports based on results from the mathematics assessments conducted by the NAEP regarding 1 the cognitive performance of students at grades 4 8 and 12 on multiple choice regular constructed response and extended constructed response items 2 students responses to a variety of background questions dealing with their beliefs and feelings toward mathematics and their participation in various forms of classroom activity and 3 teachers responses to various background questions dealing with the nature of their mathematics instruction The results are summarized for the different grade levels and subgroups of students by gender and race ethnicity Chapters include 1 Learning about NAEP Information Concerning the Sixth Mathematics Assessment Patricia Ann Kenney 2 NAEP Mathematics 1990 1992 The National Trial State and Trend Assessments John A Dossey and Ina V S Mullis 3 NAEP Findings Regarding Race Ethnicity and Gender Affective Issues Mathematics Performance and Instructional Context Edward A Silver Marilyn E Strutchens and Judith S Zawojewski 4 NAEP Findings Regarding the Preparation and Classroom Practices of Mathematics Teachers Mary Montgomery Lindquist 5 What Do Students Know about Numbers and Operations Vicky L Kouba Judith S Zawojewski and Marilyn E Strutchens 6 What Do Students Know about Measurement Patricia Ann Kenney and Vicky L Kouba 7 What Do Students Know about Geometry Marilyn E Strutchens and Glendon W Blume 8 What Do Students Know about Data Analysis Statistics and Probability Judith S Zawojewski and David S Heckman 9 What Do Students

Know about Algebra and Functions Glendon W Blume and David S Heckman and 10 Learning from NAEP Looking Back and Looking Ahead Edward A Silver JRH **Math in My World** ,1998 **Instructor** ,1975 Te Math Advantage 98 Gr 6 Vol 1 Harcourt Brace Publishing,1997-10-10 *Math Advantage* Grace M. Burton,1999 **Results and Interpretations of the 2003 Mathematics Assessment of the National Assessment of Educational Progress** Peter Kloosterman, Frank K. Lester, 2007 With the enactment of No Child Left Behind and its sanctions for schools that fail to make adequate yearly progress NAEP National Assessment of Educational Progress results are no longer afterthoughts Instead the results generate headlines and are at the forefront of discussion of what is working in schools and what needs to be changed As the scrutiny of NAEP results has increased the National Center for Education Statistics has provided more detailed reporting of the results and has increased the level of security of the assessment items Both the level of detail and the concern for item security have played prominent roles in the development of this book The foregoing changes make understanding NAEP and its consequences crucial for any educator This book provides a background on NAEP looks at 2003 mathematics achievement in different content areas discusses data on who is teaching mathematics in the United States and examines students perception of mathematics Additionally the book deals with results from NAEP broken down by race ethnicity and by gender analyses certain NAEP results with a focus on what is actually measured by those results and examines changes in NAEP over the years and what those changes mean for NAEP as a tool for understanding student learning Math Advantage, Grade 4 Harcourt Brace Publishing,1997-09-12 Essentials of Individual Achievement Assessment Douglas K. Smith, 2001-09-19 Quickly acquire the knowledge and skills you need to confidently administer score and interpret individual achievement tests *Essentials of Individual Achievement Assessment* covers the achievement tests used in educational planning transitional programming for students with disabilities and career vocational planning including the major individually administered tests such as the Wechsler Individual Achievement Test WIAT II Kaufman Test of Educational Achievement K TEA Peabody Individual Achievement Test Revised PIAT R and the Wide Range Achievement Test 3 WRAT3 To use these tests properly professionals need an authoritative source of advice and guidance on how to administer score and interpret them Written by school psychologist Douglas K Smith *Essentials of Individual Achievement Assessment* is that source Like all the volumes in the *Essentials of Psychological Assessment* series this book is designed to help busy mental health professionals quickly acquire the knowledge and skills they need to make optimal use of major psychological assessment instruments Each concise chapter features numerous callout boxes highlighting key concepts bulleted points and extensive illustrative material as well as test questions that help you gauge and reinforce your grasp of the information covered *Essentials of Individual Achievement Assessment* provides step by step guidance on test administration scoring and interpretation As well the author provides his expert assessment of the tests relative strengths and weaknesses valuable advice on their clinical applications and several illuminating case reports Other titles in the *Essentials of Psychological*

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and Vicinity, 1938 **The Directive Teacher**, 1979

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