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For intervention tips, [click here](#) to head to my blog post,
 “6 Tips for Making Math Intervention Work in the Middle Grades.”

DATA TRACKING

PRE AND POST ASSESSMENT TR

FRACTION OPERATION

[illegible]

PROGRESS TRACKING

ADDING MIXED NUMBERS

[illegible]

PROGRESS TRACKING

MULTIPLYING FRACTIONS

[illegible]

PROGRESS TRACKING

PLOTTING ON A NUMBER LINE

[illegible]

TRACK STUDENT PROGRESS

PRE + POST ASSESSMENTS

Name: _____ Date: _____

FRACTION OPERATIONS PRE-ASSESSMENT

Directions: Find each answer. Show your work.

1) $\frac{3}{8} + \frac{2}{8}$

2) $\frac{2}{3} + \frac{3}{10}$

3) $2\frac{1}{4} + 3\frac{2}{3}$

4) $\frac{7}{8} - \frac{1}{3}$

5) $6\frac{1}{5} - 2\frac{3}{4}$

6) $\frac{5}{6} \times \frac{3}{7}$

7) $\frac{1}{6} \div 3$

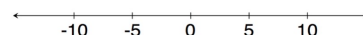
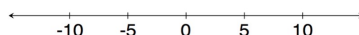
8) $5 \div \frac{1}{4}$

Name: _____ Date: _____

INTEGER CONCEPTS ASSESSMENT

1) Estimate the location of -6 on the number line.

2) Plot the opposite of 10 on the number line.



3) Write an integer to represent this situation:
An elevator travels 4 floors below ground.

4) Write an integer to represent this situation:
A football team gains 15 yards.

5) A diver's position is represented by -20. What does 0 represent in this situation?

6) A store's inventory changes by -18 items. Describe what the negative value means.

7) Find the absolute value. $|-17|$

8) The temperature is -12°F . What is the absolute value of the temperature? What does it represent?

9) Write $<$, $>$ or $=$.

$\frac{4}{5}$ [] 78%

10) Write $<$, $>$ or $=$.

0.7 [] $\frac{2}{3}$

11) Order from least to greatest.

0.45 72% $\frac{3}{4}$ 0.7

12) Order from greatest to least.

0.4 5 0.2 1

Fraction Operations (Pre-Assessment)

Questions Responses Settings

Total points: 10

Fraction Operations (Pre-Assessment)

B *I* U

Directions: Find each answer. Show your work on a separate piece of paper.

1) Find the answer. *

$1\frac{3}{4} + 1\frac{6}{8}$

Integer Concepts (Post-Assessment)

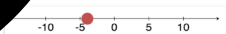
Questions Responses Settings

Total points: 19

Integer Concepts (Post-Assessment)

Find each answer.

Estimate the location of 6 on the number line. Choose the best option from those shown. *



☐ B

PRE/POST
ASSESSMENTS
IN PRINT AND
GOOGLE
FORMS

SKILL REVIEW

ADDING MIXED NUMBERS

Key Concepts:

- Find a common denominator for the fractions, if needed.
- Rewrite the fractions using the common denominator.
- Add the fractional parts.
- Add the whole numbers.
- If the fractional sum is greater than or equal to 1, regroup it as a mixed number and combine the whole numbers.
- Simplify if necessary.

How I feel about this concept:

- ☐ I Completely Get It ☐ I'm Struggling
☐ I've Almost Got It ☐ I'm Lost

I still don't understand:

Practice:

- 1) $3\frac{1}{5} + 2\frac{2}{5}$ 2) $4\frac{1}{2} + 1\frac{1}{4}$
- 3) $2\frac{3}{8} + 3\frac{7}{8}$ 4) $5\frac{2}{3} + 1\frac{5}{6}$
- 5) Jada walked $2\frac{1}{4}$ miles in the 6) A carpenter used $3\frac{5}{8}$ feet of wood

SKILL REVIEW

COMPARE RATIONAL NUMBERS

Key Concepts:

Fractions, decimals, and percents can be compared more easily when they are written in the same form.

To compare:

- Rewrite the numbers as decimals when helpful.
- Compare the values.
- Use $<$, $>$, or $=$ to show the relationship.

Example: Compare 0.45 and 44%.
 $44\% = 0.44$
 Therefore: $0.45 > 44\%$

How I feel about this concept:

- ☐ I Completely Get It ☐ I'm Struggling
☐ I've Almost Got It ☐ I'm Lost

I still don't understand:

Practice: Compare using $<$, $>$, or $=$.

- 1) 0.65 [] 62% 2) $\frac{3}{4}$ [] 0.8
- 3) 45% [] 0.5 4) $\frac{2}{5}$ [] 38%
- 5) Circle the greatest number: $\frac{3}{4}$, 0.72, 70% 6) Circle the smallest number: 0.6, 58%, $\frac{5}{8}$

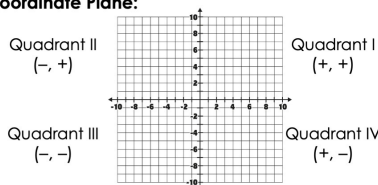
SKILL REVIEW

THE COORDINATE PLANE

Key Concepts:

- An ordered pair is written (x, y) :
- The x -coordinate tells how far to move left or right.
 - The y -coordinate tells how far to move up or down.
 - Always start at the origin $(0, 0)$.
 - Move along the x -axis first, then move up or down for the y -coordinate.

The Coordinate Plane:



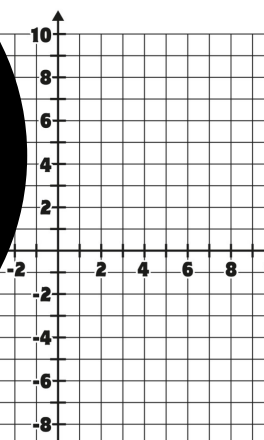
How I feel about this concept:

- ☐ I Completely Get It ☐ I'm Struggling
☐ I've Almost Got It ☐ I'm Lost

I still don't understand:

Practice:

Plot each point on the coordinate plane with the corresponding letter.



SKILL REVIEW

PLOTTING ON A NUMBER LINE

Key Concepts:

- A number line shows numbers in order.
- On a horizontal number line, values increase as you move right and decrease as you move left.
- On a vertical number line, values increase as you move up and decrease as you move down.
- Opposites are the same distance from 0 on opposite sides of 0.
- Use the labeled values and intervals to determine where a number belongs.



How I feel about this concept:

- ☐ I Completely Get It ☐ I'm Struggling
☐ I've Almost Got It ☐ I'm Lost

I still don't understand:

Practice:

- 1) Estimate the location of -4 on the number line. 2) Estimate the location of 9 on the number line.
- 3) Estimate the location of 1 on the number line. 4) Identify a pair of opposite numbers on the number line.
- 5) Estimate the location of -9 on the number line. 6) Estimate the location of the *opposite* of 8 on the number line.

EXTRA PRACTICE

ADDING FRACTIONS

Directions: Find each sum. Show your work.

1) $\frac{3}{11} + \frac{5}{11}$

2) $\frac{1}{12} + \frac{1}{12}$

3) $\frac{2}{3} + \frac{1}{4}$

4) $\frac{5}{8} + \frac{1}{6}$

5) Elena used $\frac{2}{3}$ yard of ribbon for one project and $\frac{3}{8}$ yard for another project. How much ribbon did she use altogether?

6) A trail is $\frac{7}{10}$ mile through the woods and $\frac{5}{12}$ mile around a pond. What is the total length of the trail?

EXTRA PRACTICE

INTEGER CONCEPTS

For #1 – 4: Represent each situation with an integer.

1) A diver descends 35 feet below the surface. 2) The temperature drops 20°.

3) A player's score increases by 12 points. 4) \$75 is deposited into a bank account.

5) Write a real-world situation that could be represented by +10. Explain what 0 represents in your situation.

6) Write a real-world situation that could be represented by -5. Explain what 0 represents in your situation.

7) Describe a situation that can be represented by the number -2.5. Explain what zero means in this situation.

EXTRA PRACTICE

ABSOLUTE VALUE

Directions: Read each problem carefully.

1) Find $|-42|$.

2) What is the opposite of 18?

3) Which two numbers have an absolute value of 11?

4) Which has the greater absolute value: 5 or -5?

5) Circle the greater number.

6) Order from least to greatest:

$|-4|$, -8 , 2

7) A point is 16 feet below sea level, and another point is 16 feet above sea level. Which point is closer to sea level? Explain using absolute value.

16 feet below sea level, and another point is 16 feet above sea level. Which point is closer to sea level? Explain using absolute value.

EXTRA PRACTICE

ORDER RATIONAL NUMBERS

Directions: Read each problem carefully.

1) Order from least to greatest.

-2.1 , -2.01 , -2.2 , -2

2) Order from greatest to least.

$\frac{3}{5}$, 65% , 0.58 , $\frac{2}{3}$

3) Order from least to greatest.

0.08 , 8.5% , $\frac{1}{10}$, 0.12

4) Order from greatest to least.

-0.25 , $-\frac{1}{2}$, -0.4 , $-\frac{1}{8}$

5) Four runners finished a race in:

- Ava: 12.48 seconds
- Jalen: 12.5 seconds
- Mia: 12.39 seconds
- Theo: 12.405 seconds

Order the runners from fastest to slowest.

6) Four students earned the following on their most recent quiz:

78% , $\frac{4}{5}$, 0.82 , $\frac{3}{4}$

Order the scores from greatest to least.

7) Four morning temperatures are shown. Order them from coldest to warmest.

-3.5° , -3.05° , -4° , -3.25°

8) Write a fraction that belongs between these two numbers:

$0.6 < \frac{\quad}{\quad} < 75\%$

BASIC PRACTICE FOR EACH SKILL

ERROR ANALYSIS

ERROR ANALYSIS

SUBTRACTING FRACTIONS

Directions: Identify and correct each error.

1) $\frac{12}{6} - \frac{3}{6} = \frac{12+3}{6} = \frac{15}{6} = 2\frac{1}{2}$

2) $\frac{3}{4} - \frac{1}{5} = \frac{15}{20} - \frac{1}{20} = \frac{14}{20} = \frac{7}{10}$

3) $\frac{3}{8} - \frac{1}{6} = \frac{3}{24} - \frac{1}{24} = \frac{2}{24} = \frac{1}{12}$

4) $\frac{11}{2} - \frac{4}{5} = \frac{11-4}{5-2} = \frac{7}{3} = 2\frac{1}{3}$

ERROR ANALYSIS

INTEGER CONCEPTS

Directions: Identify and correct each error.

1) A diver is 18 feet below the surface.

18

2) The temperature decreased by 14°.

-41

3) A bank account has a balance of \$50. Then \$20 is withdrawn. Write an integer to represent the new balance.

-50

4) A parking garage has three levels below ground: -1, -2, and -3.

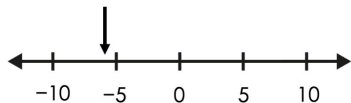
A student says, "Level -3 means the garage is 3 floors above ground."

ERROR ANALYSIS

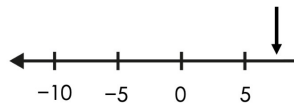
PLOTTING ON A NUMBER LINE

Directions: Identify and correct each error.

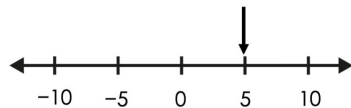
1) Estimate the location of -4 on the number line.



2) Estimate the location of 9 on the number line.



3) Estimate the location of 1 on the number line.



4) Identify a pair of opposite numbers on the number line.



5) Which point is greater?



6) Which point is greater? Point I?

STUDENTS IDENTIFY AND CORRECT ERRORS

ERROR ANALYSIS

ABSOLUTE VALUE

Directions: Identify and correct each error.

1) What is $|-9|$?

$|-9| = -9$

2) What is the opposite of 12?

12

3) What numbers have an absolute value of 20?

-20

4) Which has the greater absolute value: -13 or 9? Explain.

9 because 9 is greater than -13.

5) Which number is greater? $|-5|$ 2

2

6) A submarine is 30 feet below sea level. What is the absolute value of the submarine's position?

The absolute value of the submarine's position is -30 because it is below sea level.