Designing assessment tasks: Choosing the response type

Response type	Example of task	Potential information from an appropriate response
Choose an answer from a selection.	Which is larger, $\frac{1}{4}$ or $\frac{1}{3}$?	Nothing really – it's a 50/50 chance of picking the correct answer.
Manipulate materials.	Fold the paper strips to show which is larger, $\frac{1}{4}$ or $\frac{1}{3}$.	Understands what is meant by these fractions. Can use the material for modeling these fractions. Understands what is meant by 'larger' in this context.
Draw a diagram.	Which is larger ? Draw something to show these fractions.	Ability to show equal parts. Understanding that the wholes must be the same to make a valid comparison. (Caution: The student may draw something because it is required, but this may not indicate the actual strategy used to make the comparison).
Show working out or the procedure applied.	Which is larger, $\frac{1}{4}$ or $\frac{1}{3}$? Show how you know.	The type of strategy or reasoning used (e.g. diagrams, sense of size in relation to the whole, equivalent fractions). Preferred representation for fractions.
Indicate an answer.	Mark $\frac{1}{4}$ and $\frac{1}{3}$ on a number line to show which is larger.	Understanding of these fractions as a number value. Ability to use the number line model.
Explain or justify verbally or in writing.	Which is larger, $\frac{1}{4}$ or $\frac{1}{3}$? Explain at least two ways you could convince someone your choice is correct.	The types of strategy or reasoning used (e.g. diagrams, sense of size in relation to the whole, equivalent fractions). Ability to explain thinking.