Year 6 Assessments – Information for Parents

This guidance is to support you in understanding the new assessment arrangements for year 6 children. It is also intended to provide an explanation as to what constitutes the expected standard at the end of KS2.

We hope this guidance is helpful but please do speak to your child’s teacher to gain a greater understanding of how it applies to your child. To view the Standards and Testing Agency ‘Information for parents; 2016 national curriculum tests at the end of key stages 1 and 2’ leaflet please visit: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/506685/Information_for_parents_-2016_national_curriculum_tests_at_the_end_of_key_stages_1_and_2.pdf

The new national curriculum has been taught in all LA maintained primary schools, in England, since 2014.

The New Tests

The tests now include:

- Questions to assess new areas of core subjects in the national curriculum your child has been taught.
- A new arithmetic test to check your child is progressing with the fundamentals of mathematics.

The 2017 SATs tests will take place on the following dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Test paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8 May 2017</td>
<td>English reading</td>
<td>Paper</td>
</tr>
<tr>
<td>Tuesday 9 May 2017</td>
<td>English grammar, punctuation and spelling</td>
<td>Paper 1: questions, Paper 2: spelling</td>
</tr>
<tr>
<td>Thursday 11 May 2017</td>
<td>Mathematics</td>
<td>Paper 3: reasoning</td>
</tr>
</tbody>
</table>

You will receive test results for your child in English reading, English grammar, punctuation and spelling and mathematics. There is no test for English writing; this will be reported using teacher assessment. You will also receive separate teacher assessment judgements for English reading, mathematics and science.
Teacher Assessments

Teachers are responsible for providing a teacher assessment ‘grade’ for children for reading, writing and maths. Teacher assessments are summary judgements which take into account a pupil’s progress and performance across the key stage and are based on a broad range of evidence across the curriculum including:

- Written, practical and oral work
- Results of informally administered tests taken in class
- Homework

(Standards and Testing Agency, Dec 2015)

For children to be assessed at a particular standard all criteria must be met. Included in this guidance are the criteria the children need to meet to be assessed as working at the expected standard for reading, writing and maths as well as examples of work which demonstrate what this looks like.

Note that for writing there are two additional standards (‘working towards the expected standard’ and ‘working at greater depth within the expected standard’).
**Writing**

There is no test for English writing; this is reported using teacher assessment.

Children are assessed using one of 3 criteria:

<table>
<thead>
<tr>
<th>Working towards the expected standard (B)</th>
<th>Working at the expected standard (W)</th>
<th>Working at greater depth within the expected standard (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using paragraphs to organise ideas</td>
<td>Creating atmosphere, and integrating dialogue to convey character and advance the action</td>
<td>Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</td>
</tr>
<tr>
<td>Describing settings and characters</td>
<td>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</td>
<td>Selecting verb forms for meaning and effect</td>
</tr>
<tr>
<td>Using some cohesive devices within and across sentences and paragraphs</td>
<td>Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</td>
<td>Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</td>
</tr>
<tr>
<td>Using different verb forms mostly accurately Simple past, simple present, past and present progressive, past and present perfect</td>
<td>Using passive and modal verbs mostly appropriately</td>
<td></td>
</tr>
<tr>
<td>Using co-ordinating and subordinating conjunctions</td>
<td>Using a wide range of clause structures, sometimes varying their position within the sentence.</td>
<td></td>
</tr>
<tr>
<td>Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</td>
<td>Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.</td>
<td></td>
</tr>
<tr>
<td>Spelling most words correctly from Y3 and 4 curriculum</td>
<td>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</td>
<td></td>
</tr>
<tr>
<td>Spelling some words correctly from Y5 and 6 curriculum</td>
<td>Spelling most words correctly, including common exception words from the Y5 and 6 curriculum</td>
<td></td>
</tr>
<tr>
<td>Producing legible joined handwriting.</td>
<td>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</td>
<td></td>
</tr>
</tbody>
</table>

**To be assessed at a particular standard all criteria must be met. If children are not working at one of the three standards then they are assessed using the pre-key stage standards:**

<table>
<thead>
<tr>
<th>Foundations for the expected standard in writing</th>
<th>Early development of the expected standard in writing</th>
<th>Growing development of the expected standard in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupil can:</td>
<td>The pupil can write sentences, after discussion with the teacher:</td>
<td>The pupil can write thematically linked sentences, with meaning, after discussion with the teacher:</td>
</tr>
<tr>
<td>Write the correct letter in response to hearing each sound of the alphabet</td>
<td>Demarcating some sentences with capital letters and full stops correctly</td>
<td>Demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks</td>
</tr>
<tr>
<td>Segment spoken words into sounds and write the letters corresponding to those sounds</td>
<td>Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly</td>
<td>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</td>
</tr>
<tr>
<td>Form most lower-case letters in the correct direction, starting and finishing in the right place</td>
<td>Spelling some common exception words</td>
<td>Spelling many common exception words</td>
</tr>
<tr>
<td>Use spacing between words with support from the teacher (eg to remind pupil to do this)</td>
<td>Forming lower case letters of the correct size relative to one another in most of their writing.</td>
<td>Spelling some words with contracted forms</td>
</tr>
<tr>
<td>Compose a short sentence and communicate it orally, or using the pupil’s usual method of communication to convey meaning with support from the teacher (eg teacher helps pupil to build sentence through questioning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following examples of work demonstrate writing which meets the different standards

From the writing collection of a child **working towards the expected standard:**

**Persuasive Letter Extract**

Dear Sir/Madam,

It has come to my attention that you have recently received some money from the National Lottery. I will be pleased, thrilled and overjoyed, if you built an Adventure park for all ages up to 14 year olds. People (especially me) get bored in town because there is very little to do. The population has decreased, therefore we need something to draw people's attention to the town. Soon there will be no one left - it will be empty!

**Story Extract**

It was a glorious sunny day. The birds were singing and everyone was playing outside their houses. The village was generally a happy place to live until number 14 and number 15 fell out. For a long time, they were all blue houses but then the Capuletts of north charged their house colour to red. This infuriated the Montagues as the village had always won the annual 'Well presented street competition', that was until the Capuletts had charged the colour of their house!

**Information Text Extract**

Mountains. Yes.

The weather is extremely cold up in mountains where it has harsh conditions. The summits are capped in snow. They are so cold and there hardly any air or oxygen which mean someone could die up there. That will affect you from not being able to breathe properly. There are a lot of blizzards up in mountains, making it really hard to see and incredibly cold—you could get frost bite!

Avalanche...

An avalanche is a build up of loads and loads of snow in thick, heavy layers. When there is an avalanche a mass of snow moves, at moves, 200km per hour. An avalanche can contain tonnes of snow.
Extracts from the writing collection of a child working at the expected standard:

Story Extract

Macbeth

One spooky midnight two weeny Knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors to celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags appeared.

"Thane of Glamis," the first witch, on that what they were, cackled loudly.

"Thane of Cawdor," the second haggard witch spat.

"King," the third one whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis.

But the disgusting hags were no type to be seen.

Discussion Extract

No one can deny that graffiti is offensive and quite scary but the perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off and as well as that get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that the graffiti vandalism is against the law and, he brought up in a kind but firm way to be against bad graffiti offensive material.

To conclude my balanced argument clearly the art version of graffiti is clearly misunderstood unlike the unsightly vandalism which, if the artists are caught, they should get severely punished. I hope you have formed a clearer view on the matter.

Recount Extract

Viking Dog

When I walked into the hall, I turned my head and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very handsome, very tall, but had a lot of weapons around him. The girl said she had good ADAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, sur, runes and by the fact that it was Viking Dog.
Extracts from the writing collection of a child *working at greater depth within the expected standard*:

**Explanation Text Extract**

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful "pas de deux" (a solo dance with one man and one woman) but in some ballet companies men wear pointes too. There is an all male ballet company called Les Balletts Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.

**Formal Letter Extract**

Thank you for your invitation. I am really thrilled to have been chosen to attend the Red House Children’s Book Awards in London next term. I have visited your website to find out more about the Award Ceremony, which sounds interesting and exciting.

Sophie McKenzie is one of the shortlisted authors for the Older Readers’ award. I have read "Split Second" which I thought was a thrilling story; in fact, it is a real page-turner and I have recommended it to several friends. Switching between the perspectives of each of the two main characters helps the reader discover their own separate, imaginary worlds. Reading the story, it is easy to become confused by all the different strands, but the author helps the reader sort them out and see the whole picture.

Attending the award ceremony will give me the chance to discuss my love of books with children from other schools; I know that I will enjoy socialising and chatting to people I haven’t met before. I am also very proud to have been chosen for this role and look forward to representing my school at the event.
Reading

Reading is assessed both by test and teacher assessment.

All criteria (see below) must be met for a pupil to be awarded a teacher assessment of ‘working at the expected standard’.

<table>
<thead>
<tr>
<th>Foundations for the expected standard in reading</th>
<th>Early development of the expected standard in reading</th>
<th>Growing development of the expected standard in reading</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The Pupil Can:</strong> Respond speedily by saying or communicating the correct sound for all the letters of the alphabet</td>
<td><strong>The Pupil Can:</strong> Read accurately words that contain the common graphemes for all 40+ phonemes by blending the sounds if necessary</td>
<td><strong>The Pupil Can:</strong> Read accurately most words of two or more syllables</td>
<td><strong>The Pupil Can:</strong> Read age-appropriate books with confidence and fluency (including whole novels)</td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> Blend the sounds for all letters of the alphabet into words</td>
<td><strong>The Pupil Can:</strong> Read many common exception words</td>
<td><strong>The Pupil Can:</strong> Read most common exception words</td>
<td><strong>The Pupil Can:</strong> Read aloud with intonation that shows understanding</td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences</td>
<td>In a book closely matched to the GPCs as above, the pupil can:</td>
<td>In books that are appropriate for the pupil’s developmental stage, and with an age-appropriate content, the pupil can:</td>
<td><strong>The Pupil Can:</strong> Work out the meaning of words from the context</td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> Answer literal questions about a familiar book that is read to them.</td>
<td><strong>The Pupil Can:</strong> Read aloud many words quickly and accurately without the need for overt sounding and blending</td>
<td><strong>The Pupil Can:</strong> Read words accurately and fluently, without the need for overt sounding and blending</td>
<td><strong>The Pupil Can:</strong> Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> Sound out many unfamiliar words accurately</td>
<td>In a familiar book that they can already read accurately and fluently, the pupil can:</td>
<td><strong>The Pupil Can:</strong> Predict what might happen from details stated and implied</td>
<td></td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> In discussion with the teacher, the pupil can:</td>
<td><strong>The Pupil Can:</strong> Make some inferences on the basis of what is being said and done.</td>
<td><strong>The Pupil Can:</strong> Retrieve information from non-fiction</td>
<td></td>
</tr>
<tr>
<td><strong>The Pupil Can:</strong> Answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.</td>
<td><strong>The Pupil Can:</strong> Summarise main ideas, identifying key details and using quotations for illustration</td>
<td><strong>The Pupil Can:</strong> Evaluate how authors use language, including figurative language, considering the impact on the reader</td>
<td><strong>The Pupil Can:</strong> Make comparisons within and across books.</td>
</tr>
</tbody>
</table>
Two Reading Test extracts with sample questions:

Extract 1

I came to myself in darkness, in great pain, bound hand and foot, and deafened by many unfamiliar noises. There sounded in my ears a roaring of water as of a huge mill-dam, the thrashing of heavy sprays, the thundering of the sails, and the shrill cries of seamen. The whole world now heaved giddily up, and now rushed giddily downward; and so sick and hurt was I in body, and my mind so much confounded, that it took me a long while, chasing my thoughts up and down, and ever stunned again by a fresh stab of pain, to realise that I must be lying somewhere bound in the belly of that unlucky ship, and that the wind must have strengthened to a gale. With the clear perception of my plight, there fell upon me a blackness of despair, a horror of remorse at my own folly, and a passion of anger at my uncle, that once more bereft me of my senses.

When I returned again to life, the same uproar, the same confused and violent movements, shook and deafened me; and presently, to my other pains and distresses, there was added the sickness of an unused landsman on the sea. In that time of my adventurous youth, I suffered many hardships; but none that was so crushing to my mind and body, or lit by so few hopes, as these first hours aboard the brig.

Sample Question

29. Who is the story being told by?

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30. Look at the paragraph that begins I came to myself in darkness...
Find and copy three words that show it is noisy aboard the ship.

1. .................................................................................................................................

2. .................................................................................................................................

3. .................................................................................................................................

31. David begins to understand his situation on page 10. What does he realise?

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Set a Good Example

Sunday, 7 pm
I’m writing this in my new bedroom, which is microscopic. Mum seems to think it would be better utilised as a storeroom, because boxes are covering every inch of available floor space. I doubt that I’ll ever see any of my possessions again. Mum is in a foul mood, which is probably because I’ve just told her exactly how I feel about leaving our beautiful house for this dismal top floor flat with no garden and fifty thousand stairs. She said I need to be less pessimistic and “set a good example” to my little brother, but I don’t think two-year-olds notice either way. I’ve just stubbed my toe on a box for the third time — it’ll probably go black and fall off. I’m going to bed.

Monday, 11.30 am
This school is nothing like my old one: the playground is tiny, the corridors are too busy and the classrooms are cramped. I’m sat between two particularly irritating boys, who seem to think that throwing stationery at my head is infinitely exciting. Mr Bullstrode, my Maths teacher, actually resembles a bull. He’s a huge man with dark, curly hair, who snorts when he’s cross — which is most of the time, apparently. He says he’s put me between these two apes so I can “set a good example”. So I am writing my diary to show them that writing is a good thing to do.

Sample Questions

1. What does the word *pessimistic* mean in the text?
   
   Tick one box.
   
   rude
   annoying
   naughty
   despairing

   1 mark

2. How old is the writer’s brother?

   .................................................................

   1 mark

3. In what two ways does Mr Bullstrode resemble a bull?

   1)......................................................................

   2)......................................................................
The children are assessed by test and teacher assessment

All criteria (see below) must be met for a pupil to be awarded a teacher assessment of ‘working at the expected standard’.

<table>
<thead>
<tr>
<th>Foundations for the expected standard in maths</th>
<th>Early development of the expected standard in maths</th>
<th>Growing development of the expected standard in maths</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).</td>
<td>The pupil can partition and combine numbers using apparatus if required (e.g. partition 76 into tens and ones [7 tens and 6 ones]; combine 6 tens and 4 ones [64]).</td>
<td>The pupil can count in twos, fives and tens from 0 up to 100, identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place.</td>
<td>The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the ‘7’ in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; 8.09 = 8 + 9 7; 28.13 = 28 + 0.03).</td>
</tr>
<tr>
<td>The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can write that for 67, the multiples are 60 and 70).</td>
<td>The pupil can read and write numbers to demonstrate the understanding of the mathematical symbols of odd, subtract and equal to.</td>
<td>The pupil can work out calculations involving two digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.).</td>
<td>The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 – 82 + 47 = 53 + 47 – 82 = 100 – 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 × 7 + 3 ÷ 7 = (53 +3) ÷ 7 = 56 ÷ 7 = 8).</td>
</tr>
<tr>
<td>The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + 9; 15 = 6 + 9).</td>
<td>The pupil can solve complex missing number problems (e.g. 14 + 3 = 17; 14 + Δ = 15 + 27).</td>
<td>The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).</td>
<td></td>
</tr>
<tr>
<td>The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3+2, 4+1, 5+0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. 3 + 2 = 5, therefore 2 + 3 = 5 and 5 – 3 = 2 and 5 – 2 = 3).</td>
<td>The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20). They can demonstrate their method using concrete apparatus or pictorial representations.</td>
<td>The pupil can solve word problems that involve more than one step (e.g. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?”).</td>
<td>The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).</td>
</tr>
<tr>
<td>The pupil can solve problems involving the addition and subtraction of single digit numbers up to 10.</td>
<td>The pupil can recall doubles and halves to total 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9) and divide simple shapes into halves and quarters.</td>
<td>The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler).</td>
<td>The pupil can calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as 7 21 and that this is equal to 1 3; 15% of 60; 1 2 + 3 4; 7 9 of 108; 0.8 x 70).</td>
</tr>
<tr>
<td>The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).</td>
<td>The pupil can use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways).</td>
<td>The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).</td>
<td>The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).</td>
</tr>
<tr>
<td>The pupil can recognise and name a selection of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</td>
<td>The pupil can identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).</td>
<td>The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).</td>
<td>The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).</td>
</tr>
</tbody>
</table>

The pupil can identify missing numbers on a number scale from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3+2, 4+1, 5+0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. 3 + 2 = 5, therefore 2 + 3 = 5 and 5 – 3 = 2 and 5 – 2 = 3).
Examples of work from a child who is **working at the expected standard** in maths:

The pupil can demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the ‘7’ in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three given digits; 8.09 = 8 + 9/?; 28.13 = 28 + ? + 0.03).

The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. 53 − 82 + 47 = 53 + 47 − 82 = 100 − 82 = 18; 20 × 7 × 5 = 20 × 5 × 7 = 100 × 7 = 700; 53 ÷ 7 + 3 ÷ 7 = (53 + 3) ÷ 7 = 56 ÷ 7 = 8).

The pupil can use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).

The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake).