

Percent as a Part of One Hundred: Apply and Create



Use the matching sheet ID when checking answers.

Use what you learned to explain, construct or apply an idea.

1. Why is the increase from 40 to 50 different in percent from the decrease from 50 to 40?

Look for:

- Uses the correct starting whole.

One possible response: The reference wholes differ: $10/40 = 25\%$; $10/50 = 20\%$.

2. Can 50% of one class be a different number of students from 50% of another?

Look for:

- Distinguishes proportion from amount.

One possible response: Yes, class sizes can differ.

Open responses use criteria and an illustrative response. Other well-supported responses can be acceptable.