Number

Master 64a: Activity 27 Assessment

Early Place Value: Consolidation

Showing and Comparing Numbers Behaviours/Strategies			
Student has difficulty saying or recognizing the given number.	Student recognizes a number but has difficulty building the number by grouping into tens and leftover ones.	Student makes trains of ten but does not realize that 1 ten is the same as 10 ones.	Student shows a number in one way but has difficulty showing the number in a different way by breaking apart a train to make 10 ones. "This number always has 2 tens and 4 ones."
Observations/Documentation			

Student shows a number in one way but has difficulty showing the number in a different way by combining 10 ones to make a train (ten). "I have 1 ten and 14 ones."	Student focuses on one type of representation (e.g., drawing pictures).	Student decides which number is greater by comparing the total number of cubes used to show each number.	Student shows all the different ways to represent a two-digit number, and successfully compares numbers.
Observations/Documentation			

Number

Master 64b: Cluster Assessment
Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can build two-digit numbers using tens and ones. **(Activities 24–27)**									
Student recognizes that 1 ten is the same as 10 ones. **(Activities 24–27)**									
Student can compare two-digit numbers using tens and ones. **(Activities 24, 25, 27)**									
Student can represent two-digit numbers in different ways using tens and ones. **(Activities 26, 27)**									
Student can recognize numbers shown in different ways using tens and ones. **(Activities 26, 27)**									
Student realizes that no matter how a number is represented, the quantity does not change. **(Activities 26, 27)**									
Student realizes that the digits of a two-digit number tell how many tens and ones the number has. **(Activities 24–27)**									

Number

Master 64c: Cluster Assessment
Individual

Name: _____

	Not Observed	Sometimes	Consistently
Builds two-digit numbers using tens and ones. **(Activities 24–27)**			
Recognizes that 1 ten is the same as 10 ones. **(Activities 24–27)**			
Compares two-digit numbers using tens and ones. **(Activities 24, 25, 27)**			
Represents two-digit numbers in different ways using tens and ones. **(Activities 26, 27)**			
Recognizes numbers shown in different ways using tens and ones. **(Activities 26, 27)**			
Realizes that no matter how a number is represented, the quantity does not change. **(Activities 26, 27)**			
Realizes that the digits of a two-digit number tell how many tens and ones the number has. **(Activities 24–27)**			

Strengths:

Next Steps: