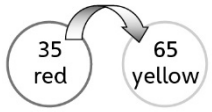
Number

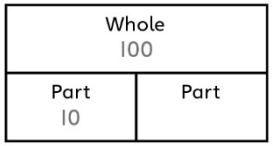
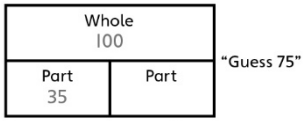
Master 56: Activity 22 Assessment

Decomposing 100

Decomposing 100 Behaviours/Strategies

1.	2.	3.	4.
Student decomposes 100 into two parts, but does not know that rearranging the counters does not change the quantity (i.e., conservation of number).	Student decomposes 100 into two parts, but arranges counters randomly or starts again to find different ways. "I'll put the counters back in the bin and start again."	Student uses patterns to find different ways to decompose 100 into two parts (flips counters and moves them to the other part). 	Student uses patterns to systematically find different ways to decompose 100 into two parts (flips one counter at a time and moves it to the other part).
Observations/Documentation			

Finding the Unknown Part Behaviours/Strategies

1.	2.	3.	4.
Student writes numbers on the mat, but mixes up the whole and the part, or adds the whole and the known part to find the unknown part.  "The other part is 110."	To find a part given the whole and another part, student guesses and then uses counters to check.  "35 counters and 75 counters 110 counters: too many."	To find a part given the whole and another part, student counts on from the part or back from the whole.	Student uses efficient counting strategies, number relationships, or mental strategies to find a part given the whole and another part.
Observations/Documentation			