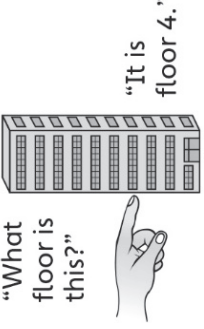
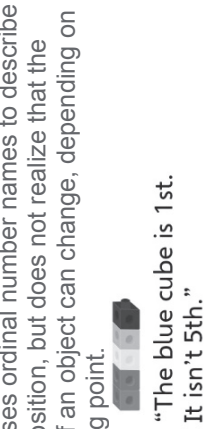
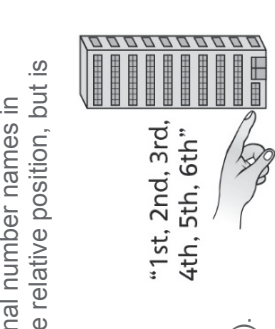


Master 25: Activity 9 Assessment

Ordinal Numbers

Number

Ordinal Numbers Behaviours/Strategies	
<p>1. Student knows the floor number, but is unable to represent it with an ordinal number name.</p> 	<p>2. Student uses some ordinal number names, but has difficulty with those that sound different from the counting numbers (first, second, third).</p> <p>“1th, 2th, 3th”</p>
<p>3. Student uses ordinal number names to describe relative position, but does not realize that the position of an object can change, depending on the starting point.</p> 	
Observations/Documentation	
<p>4. Student uses ordinal number names in context to describe relative position, but is unable to count forward or backward from a given ordinal number (always counts from 1 or from the first floor).</p> 	<p>5. Student uses ordinal number names to 20th to describe relative position, but does not know what comes next.</p> <p>“18th, 19th, 20th. I don't know what comes next.”</p>
<p>6. Student uses ordinal numbers in context to describe relative position and has an understanding of their repeating sequence.</p>	
Observations/Documentation	