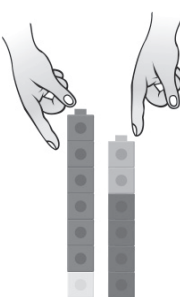




# Master 36: Activity 16 Assessment

## Equal or Not Equal?

<b>Identifying Equal and Not Equal Number Sentences Behaviours/Strategies</b>		
<p>1. Student turns over a card, but struggles to model equality and inequality with cubes (miscounts) or only models one number on each side.</p>	<p>2. Student models each side of number sentence with cubes and compares expressions (cubes) using one-to-one matching.</p> 	<p>3. Student models each side of number sentence with cubes and compares expressions (cubes) using counting.</p> <p>“1, 2, 3, 4, 5, 6, 7”  “1, 2, 3, 4, 5, 6” </p> <p>“The sides are not equal.”</p>
<b>Observations/Documentation</b>		
<p>4. Student models equality and inequality with cubes, but struggles to interpret the pan balance.</p>	<p>5. Student models equality and inequality with cubes and compares expressions, but does not understand when to use the equal (=) and not equal (≠) symbols.</p> <p>“I’m not sure which sign to use.”</p>	<p>6. Student models and describes equality and inequality, and understands and uses the equal (=) and not equal (≠) symbols when comparing expressions.</p>
<b>Observations/Documentation</b>		