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| **Estimating Behaviours/Strategies** |
| Student guesses instead of estimating.    | Student counts instead of estimating. | Student estimates but it is not close to the actual number of dots. | Student makes good estimates and explains how the estimates compare to the actual numbers of dots. |
| **Observations/Documentation** |
|  |  |  |  |
|  |  |  |  |
| **Subitizing Behaviours/Strategies** |
| Student subitizes simple arrangements of up to 5 dots. | Student subitizes more difficult arrangements of up to 5 dots. | Student groups dots to subitize regular arrangements of up to 10 dots. | Student subitizes irregular arrangements of up to 10 dots. |
| **Observations/Documentation** |  |
|  |  |  |  |

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| --- | --- |
| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can subitize arrangements of up to 5 dots.**(Activities 6 and 8)** |  |  |  |  |  |  |  |  |  |
| Student can group dots (objects) to subitize quantities to 10.**(Activities 6 and 8)** |  |  |  |  |  |  |  |  |  |
| Student can print numbers to 10 in words.**(Activity 6)** |  |  |  |  |  |  |  |  |  |
| Student can use referents of 5 or 10 to estimate the number of objects in a set, then check by counting.**(Activities 7 and 8)** |  |  |  |  |  |  |  |  |  |
| Student can explain how the estimate compares to the actual number of dots/objects.**(Activities 7 and 8)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Subitizes arrangements of up to 5 dots.**(Activities 6 and 8)** |  |  |  |
| Groups dots (objects) to subitize quantities to 10.**(Activities 6 and 8)** |  |  |  |
| Prints numbers to 10 in words.**(Activity 6)** |  |  |  |
| Uses referents of 5 or 10 to estimate the number of objects in a set, then checks by counting.**(Activities 7 and 8)** |  |  |  |
| Explains how the estimate compares to the actual number of dots/objects.**(Activities 7 and 8)** |  |  |  |

Strengths:

Next Steps: