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| **Number Relationships** **Behaviours/Strategies** | | | | |
| 1. Student partitions quantities into groups of 2, but struggles to identify even and  odd numbers.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t01_blm.jp | | 1. Student models numbers with manipulatives to help order on number line. | | 1. Student compares and orders written numbers using benchmarks.   Text  Description automatically generated  “I know 245 is less than 250 and 259 is greater than 250. So, 259 is greater than 245.” |
| **Observations/Documentation** | | | | |
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| 1. Student compares numbers, digit by digit.   Shape, circle  Description automatically generated  “Both have 1 hundred. 128 has 2 tens and 165 has 6 tens. So, 165 is greater than 128. | | 1. Student successfully uses benchmarks to compare and order.   A picture containing text, clock  Description automatically generated  The numbers from least to greatest are:  128, 135, 165, 174. | | 1. Student performs number relationship tasks with ease and communicates thinking using   math language. |
| **Observations/Documentation** | | | | |
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