Master 38: Activity 17 Assessment
Equal or Not Equal?

Identifying Equal and Not Equal Number Sentences Behaviours/Strategies

1. Student turns over a card, but struggles to model equality and inequality with cubes (miscounts) or only models one number on each side.	2. Student models each side of number sentence with cubes and compares expressions (cubes) using one-to-one matching.	3. Student models each side of number sentence with cubes and compares expressions (cubes) using counting. "1, 2, 3, 4, 5, 6, 7" "1, 2, 3, 4, 5, 6" "The sides are not equal."
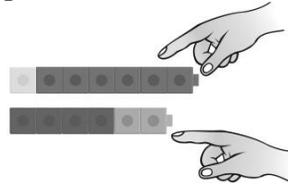
Observations/Documentation

4. Student models equality and inequality with cubes, but struggles to interpret the pan balance.	5. Student models equality and inequality with cubes and compares expressions, but does not understand when to use the equal (=) and not equal (≠) symbols. "I'm not sure which sign to use."	6. Student models and describes equality and inequality, and understands and uses the equal (=) and not equal (≠) symbols when comparing expressions.

Observations/Documentation