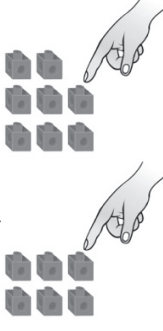

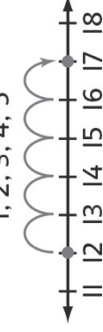


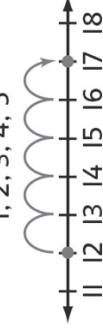

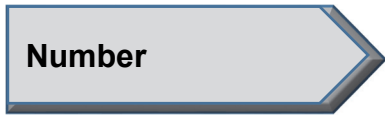


# Master 31a: Activity 12 Assessment

## Number Relationships 1: Consolidation

Number Relationships Behaviours/Strategies			
<p>1. Student uses some ordinal numbers, but has difficulty with those that sound different from the counting numbers (first, second, third).</p>	<p>2. Student partitions quantities into groups of 2, but struggles to identify even and odd numbers.</p> <p>● ● ● ● ● ●</p> <p>“I know I have to make pairs, but then what?”</p>	<p>3. Student compares and orders quantities using one-to-one matching or counting (models numbers with concrete materials).</p> 	<p>4. Student compares and orders written numbers using benchmarks.</p> <p>“I know 25 is less than 30 and 39 is greater than 30. So, 39 is greater than 25.”</p>
Observations/Documentation			
<p>5. Student determines how many more/less by grouping (groups cubes to make trains and then aligns the trains).</p>  <p>“1, 2, 3, ...”</p>	<p>6. Student determines how many more/less using counting (finds distance between numbers on a number line or hundred chart).</p>  <p>“1, 2, 3, 4, 5”</p>	<p>7. Student uses patterns to successfully find different ways to decompose quantity into two parts.</p>  <p>“I kept moving one cube to the other train.”</p>	<p>8. Student performs number relationship tasks with ease and communicates thinking using math language.</p>
Observations/Documentation			
<p>5. Student determines how many more/less by grouping (groups cubes to make trains and then aligns the trains).</p>  <p>“1, 2, 3, ...”</p>	<p>6. Student determines how many more/less using counting (finds distance between numbers on a number line or hundred chart).</p>  <p>“1, 2, 3, 4, 5”</p>	<p>7. Student uses patterns to successfully find different ways to decompose quantity into two parts.</p>  <p>“I kept moving one cube to the other train.”</p>	<p>8. Student performs number relationship tasks with ease and communicates thinking using math language.</p>



# Master 31b: Cluster Assessment

## Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compare two quantities to determine how many more/less. <b>(Activities 6, 12)</b>									
Student says one word for each object or group of objects counted (one-to-one correspondence/ tagging). <b>(Activities 6, 7, 11, 12)</b>									
Student can compare and order quantities to 100. <b>(Activities 7, 12)</b>									
Student uses math language when comparing and ordering quantities. <b>(Activities 6, 7, 12)</b>									
Student can identify even and odd numbers and explain thinking. <b>(Activity 8, 12)</b>									
Student can use ordinal numbers to describe relative position. <b>(Activities 9, 12)</b>									
Student can use benchmarks to estimate quantities to 100. <b>(Activity 10)</b>									
Student can decompose quantities to 20 into two parts. <b>(Activities 11, 12)</b>									

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

	Not Observed	Sometimes	Consistently
Compares two quantities to determine how many more/less. <b>(Activities 6, 12)</b>			
Says one word for each object or group of objects counted (one-to-one correspondence/ tagging). <b>(Activities 6, 7, 11, 12)</b>			
Compares and orders quantities to 100. <b>(Activities 7, 12)</b>			
Uses math language when comparing and ordering quantities. <b>(Activities 6, 7, 12)</b>			
Identifies even and odd numbers and explains thinking. <b>(Activity 8, 12)</b>			
Uses ordinal numbers to describe relative position. <b>(Activities 9, 12)</b>			
Uses benchmarks to estimate quantities to 100. <b>(Activity 10)</b>			
Decomposes quantities to 20 into two parts. <b>(Activities 11, 12)</b>			

Strengths:

Next Steps: