



Master 37: Activity 14 Assessment

Making a Number Line

Determining 10 More/Less Behaviours/Strategies																	
<p>1. Student tapes rows together, but struggles to say the number name sequence forward (rows are not in numerical order).</p> <table border="1"><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>31</td><td>32</td><td>33</td><td>34</td></tr></table>	7	8	9	10	31	32	33	34	<p>2. Student correctly says the number name sequence forward (tapes rows together in numerical order), but has difficulty seeing the similarities and differences between a hundred chart and number line.</p> <p>“They don’t look the same to me at all.”</p>	<p>3. Student successfully builds the number line, but does not recognize that numbers of the same colour increase or decrease by 10.</p> <table border="1"><tr><td>8</td><td>18</td><td>28</td><td>38</td><td>48</td><td>58</td><td>68</td></tr></table> <p>“The colours keep repeating.”</p>	8	18	28	38	48	58	68
7	8	9	10	31	32	33	34										
8	18	28	38	48	58	68											
Observations/Documentation																	
<p>4. Student recognizes that numbers of the same colour increase or decrease by 10, but struggles to see patterns and relationships between numbers of the same colour.</p> <table border="1"><tr><td>8</td><td>18</td><td>28</td><td>38</td><td>48</td><td>58</td><td>68</td></tr></table> <p>“I don’t know how all the red numbers are alike.”</p>	8	18	28	38	48	58	68										
8	18	28	38	48	58	68											
Observations/Documentation																	
<p>5. Student determines 10 more/less than a number that is a multiple of ten, but struggles when the start number is not a multiple of ten.</p> <p>“I don’t know ten more than 17.”</p>																	
<p>6. Student successfully builds the number line, recognizes all patterns, and fluently determines 10 more/less than a number without counting.</p>																	
Observations/Documentation																	