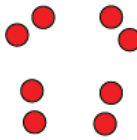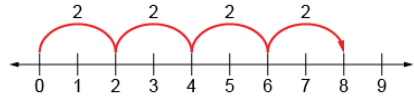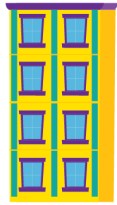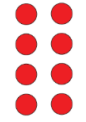# Activity 31 Assessment
Creating and Solving Problems
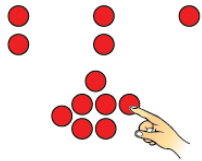
Multiplying 1-Digit Numbers

Groups objects and counts by 1s	Groups objects and skip-counts	Uses repeated addition	Models using multiplicative thinking
	"2, 4, 6, 8"	"2 + 2 + 2 + 2 = 8."	"4 rows of 2 is 8."

Observations/Documentation

Understands relationship between operations	Uses multiplication symbol	Multiplies fluently (e.g., uses properties of multiplication)	Creates and solves problems involving equal groups
"I can think of 2 + 2 + 2 + 2 = 8 as 4 groups of 2."	"4 × 2 = 8"	"4 × 2 = 8 2 × 4 = 8"	4 × 2 = 8 "There are 4 bicycles in the shed. How many wheels are there altogether?"

Observations/Documentation

Dividing 1-Digit Numbers

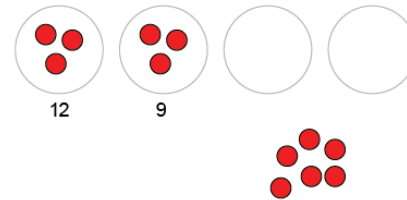| Models using equal sharing	Models using equal grouping, counting by 1s	Models using equal grouping, skip-counting backward	Uses repeated subtraction

Models using equal grouping, counting by 1s: 12,11,10 ...   9,8,7 ...
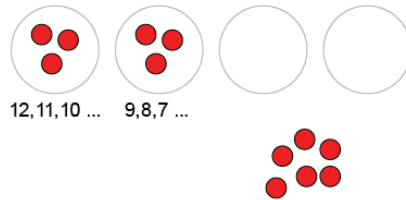
"I know 3 go in each group."

Models using equal grouping, skip-counting backward: 12   9

Uses repeated subtraction:
3   3   3   3
0 1 2 3 4 5 6 7 8 9 10 11 12 13
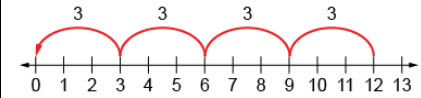
"4 jumps of 3 backward is the same as 12 – 3 – 3 – 3 – 3 = 0."

Observations/Documentation

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Activity 31 Assessment
Creating and Solving Problems

Dividing 1-Digit Numbers (con't)

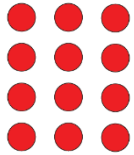| Models using multiplicative thinking, and uses division symbol	Divides fluently	Creates and solves problems involving equal sharing and grouping	Understands relationships among operations
"12 divided into groups of 3 is 4 groups $12 \div 3 = 4$."	"I know $12 \div 4 = 3$, so $12 \div 3 = 4$."	"There are 12 wheels on tricycles in the shed. How many tricycles are there?	"I know $12 - 3 - 3 - 3 - 3 = 0$, so I also know that $12 \div 3 = 4$. I also know that $4 \times 3 = 12$"

Observations/Documentation

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