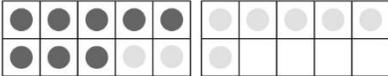
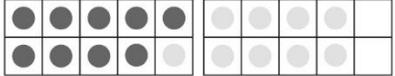
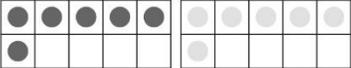


Master 96: Activity 36 Assessment

Doubles

| Conceptual Understanding of Addition Behaviours/Strategies | | | |
|--|---|---|--|
| <p>Student does not say one number word for each counter counted, or says number word in between "touches."</p> | <p>For doubles of 1–5, student uses one ten-frame and counts all the counters.</p>  <p>"1, 2, 3, 4, 5, 6, 7, 8"</p> | <p>Student uses 2 ten-frames, fills one to "make 10," then counts from 1.</p>  <p>"1, 2, 3, ..., 14, 15, 16"</p> | <p>For doubles of 6–10, student uses 2 ten-frames and counts on by 1s from 10.</p>  |
| Observations/Documentation | | | |
| | | | |
| Finding Doubles Behaviours/Strategies | | | |
| <p>Student counts three times to determine the double.</p>  <p>"1, 2, 3, 4" "1, 2, 3, 4"</p> <p>"1, 2, 3, 4, 5, 6, 7, 8"</p> | <p>For doubles of 6–10, student counts on from the number in the first set to determine the double.</p>  <p>"6, 7, ..., 11, 12"</p> | <p>Student successfully uses counters, with or without ten-frames, to determine the doubles of numbers 1–10.</p> | <p>Student knows the doubles of numbers 1–10 without using counters.</p> |
| Observations/Documentation | | | |
| | | | |