



Master 82: Activity 32 Assessment

Doubles

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