



# Master 55a: Activity 23 Assessment

## Composing and Decomposing: Consolidation

Counting Behaviours/Strategies		
Student does not trust that the number of items remains the same when partitioned in different ways and repeatedly counts to confirm the total.	Student counts all the items by 1s.	Student uses efficient counting strategies to find how many (e.g., counting on, skip-counting).
Observations/Documentation		
Composing and Decomposing Behaviours/Strategies		
Student removes all objects and starts fresh to represent a number in different ways.	Student makes changes to the current representation to show numbers in different ways.	Student uses patterns to systematically find different ways to model a number.
Observations/Documentation		

# Master 55b: Cluster Assessment

## Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compose and decompose numbers to 20. (Activities 17, 18, 19, 23)									
Student can represent money amounts to 20 cents in different ways. (Activities 20, 23)									
Student realizes that no matter how objects are decomposed, the total number doesn't change. (Activities 17, 18, 19, 21, 23)									
Student can decompose numbers into equal groups, with and without singles. (Activities 21, 23)									
Student can partition a whole into equal parts. (Activity 22)									
Student can connect the number of equal parts to the correct fraction name. (Activity 22)									

# Master 55c: Cluster Assessment

## Individual

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

	Not Observed	Sometimes	Consistently
Composes and decomposes numbers to 20. (Activities 17, 18, 19, 23)			
Represents money amounts to 20 cents in different ways. (Activities 20, 23)			
Realizes that no matter how objects are decomposed, the total number doesn't change. (Activities 17, 18, 19, 21, 23)			
Decomposes numbers into equal groups, with and without singles. (Activities 21, 23)			
Partitions a whole into equal parts. (Activity 22)			
Connects the number of equal parts to the correct fraction name. (Activity 22)			

Strengths:

Next Steps: