



Master 31a: Activity 12 Assessment

Comparing and Ordering: Consolidation

Comparing and Ordering Numbers Behaviours/Strategies			
Student does not recognize the number on the craft stick.	Student does not say one number word for each dot drawn when modelling the number on the craft stick.	Student randomly draws dots on the fish.	Student focuses on the last digit of the number on the stick. "Bart has 27 dots. I drew 32 dots for Addie because 2 is less than 7."
Observations/Documentation			
Student models the number with counters, then adds or removes counters to determine the number in the other set.	Student draws dots, then uses a number line to find a lesser or greater number.	Student successfully compares and orders numbers but has difficulty explaining how she or he knows the numbers are ordered from least to greatest.	Student successfully compares and orders numbers from least to greatest.
Observations/Documentation			

Master 31b: Cluster Assessment

Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compare two sets to 20 concretely. (Activity 9)									
Student can compare two sets to 20 pictorially. (Activity 10)									
Student can compare and order numbers to 50. (Activities 11, 12)									
Student can use comparative language when comparing sets/numbers (e.g., more, fewer, least, greatest). (Activities 9–12)									
Student realizes that when comparing sets, the size and arrangement of the objects do not matter. (Activity 9)									
Student can determine how many more or fewer are in one set than in another. (Activity 10)									
Student can draw a set that has more, fewer, or as many elements as a given set. (Activity 12)									

Master 31c: Cluster Assessment

Individual

Name: _____

	Not Observed	Sometimes	Consistently
Compares two sets to 20 concretely. (Activity 9)			
Compares two sets to 20 pictorially. (Activity 10)			
Compares and orders numbers to 50. (Activities 11, 12)			
Uses comparative language when comparing sets/numbers (e.g., more, fewer, least, greatest). (Activities 9–12)			
Realizes that when comparing sets, the size and arrangement of the objects do not matter. (Activity 9)			
Determines how many more or fewer are in one set than in another. (Activity 10)			
Draws a set that has more, fewer, or as many elements as a given set. (Activity 12)			

Strengths:

Next Steps: