



Master 59: Activity 25 Assessment

Building and Naming Numbers

| Building, Naming, and Comparing Numbers Behaviours/Strategies | | | |
|---|--|---|--|
| <p>Student has more than 10 cubes but doesn't use them to make a train.</p> | <p>Student represents a number with cubes but has difficulty relating the number of trains and cubes to tens and ones.</p> | <p>Student represents a number with cubes but confuses the number of tens with the number of cubes.</p> <p>"I have 30 tens"</p> | <p>Student counts ones with ease to 9 but cannot bridge past 9 ones.</p> <p>"twenty-nine, twenty-ten, twenty-eleven"</p> |
| Observations/Documentation | | | |
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| <p>Student says, "2 tens and 3 ones," but doesn't know how to say the number.</p> | <p>Student says, "2 tens and 3 ones, twenty-three," but doesn't know how to write it using numerals.</p> | <p>Student decides which number is greater by comparing the total number of cubes used to show each number.</p> | <p>Student is able to build, name, and compare numbers using tens and ones.</p> |
| Observations/Documentation | | | |
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