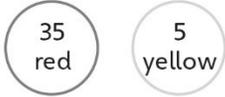


# Master 61: Activity 24 Assessment

## Number Relationships 2: Consolidation

| Number Relationships Behaviours/Strategies   |  |   |  |             |  |            |      |
|--|--|---|--|-------------|--|------------|------|
| <p>1. To decompose two-digit numbers into parts, student counts out counters and then arranges them in two groups.</p>  | <p>2. To decompose two-digit numbers into parts, student chooses a part and then counts on or back with counters to find the other part.</p>  | <p>3. Student decomposes two-digit numbers into parts, but struggles to compose two-digit numbers from parts (unable to take jumps of different sizes on a number line).</p>  | <p>4. To find a part given the whole and another part, student guesses and then uses counters to check.</p> <table border="1" data-bbox="1480 391 1738 526"> <tr> <td colspan="2">Whole<br/>60</td> </tr> <tr> <td>Part<br/>42</td> <td>Part</td> </tr> </table> <p>“Guess 20”<br/>“42 counters and 20 counters is 62 counters: too many.”</p> | Whole<br>60 |  | Part<br>42 | Part |
| Whole<br>60  |  |   |  |             |  |            |      |
| Part<br>42   | Part   |   |  |             |  |            |      |
| Observations/Documentation   |  |   |  |             |  |            |      |
|  |  |   |  |             |  |            |      |
| <p>5. To find a part given the whole and another part, student counts on or back with counters or fingers.</p> <p>“43, 44, 45, ..., 58, 59, 60”</p>  | <p>6. Student shows benchmark numbers on the number line, but struggles to name a number closer to the given ten.</p> <p>“36 is between 30 and 40, but I don’t know which number it is closer to.”</p>                         | <p>7. Student shows benchmark numbers on the number line, but struggles to name the number that is the same distance from both benchmarks.</p> <p>“I don’t know what number is the same distance from 80 as from 90.”</p> | <p>8. Student successfully demonstrates an understanding of number relationships by using efficient strategies (skip-counting, mental math) to answer cards of all types.</p>  |             |  |            |      |
| Observations/Documentation   |  |   |  |             |  |            |      |
|  |  |   |  |             |  |            |      |