

# Master 28: Activity 9 Assessment

## Odd and Even Numbers

### Identifying Even and Odd Numbers Behaviours/Strategies

1. Student turns over a card and reads the number, but struggles to say the number sequence starting with 1 and counting forward.

"..., 5, 7, 6, 8, 9"

2. Student says the number sequence forward, but struggles to coordinate number words with counting actions (e.g., says the number word between each "touch," or does not say one number word for each counter counted).

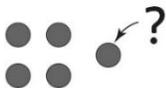


3. Student partitions counters into groups of 2, but struggles to identify even numbers.



### Observations/Documentation

4. Student partitions counters into groups of 2, but struggles to identify odd numbers (ignores the leftover counter or does not know what to do with it).



5. Student partitions counters into groups of 2 and successfully identifies even and odd numbers, but struggles to explain why a number is even or odd.

"I know it is odd because it isn't even."

6. Student partitions counters into groups of 2, successfully identifies even and odd numbers, and explains why the numbers are even or odd.

### Observations/Documentation