Master 112: Activity 41 Assessment
Repeated Addition and Multiplication

Repeated Addition and Multiplication Behaviours/Strategies

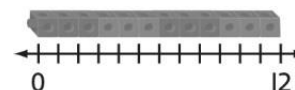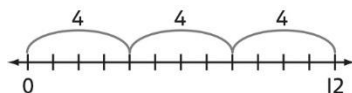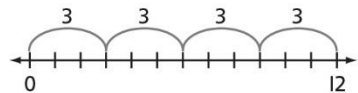|			
1. Student uses repeated addition of groups of cubes to solve the problem, but miscounts or makes groups of different sizes. "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11"	2. Student uses repeated addition of groups to solve the problem by modelling with groups of cubes.	3. Student uses repeated addition of groups to solve the problem by modelling with one group of cubes. "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12" Or "3, 6, 9, 12"	4. Student uses repeated addition of groups to solve the problem by placing trains of cubes on a number line and then counting by 1s or skip-counting. 0 ——— 12

Observations/Documentation

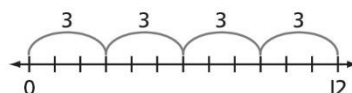|			
5. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, but mixes up the length of the arc with the number of items. 4 4 4 0 ——— 12	6. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, but struggles to write a repeated addition sentence. 3 3 3 3 0 ——— 12 "I don't know how to write an addition sentence."	7. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, writes a repeated addition sentence, but struggles to write a multiplication sentence. 3 3 3 3 0 ——— 12 "3 + 3 + 3 + 3 = 12. That's the only number sentence I can write."	8. Student successfully uses repeated addition of groups to solve the problem, writes a repeated addition sentence, and uses multiplication symbol to symbolize the operation.

Observations/Documentation