Number

Master 41: Activity 14 Assessment

Grouping to Count

Partitioning into Equal-Sized Units Behaviours/Strategies

1. Student counts objects by 1s, but struggles to partition objects into equal-sized units (not all units are equal). 	2. Student partitions objects into equal-sized units, but mixes up the skip-counting sequence or does not know the number to skip-count by. "5, 10, 20, 25, 35"	3. Student partitions into and skip-counts by equal-sized units, but does not include the leftovers in the total.  "5, 10, 15"	4. Student partitions into and skip-counts by equal-sized units, but continues to skip-count by the same number to count the leftovers.  "5, 10, 15, 20"
Observations/Documentation			

5. Student partitions into and skip-counts by equal-sized units, but does not recognize that the results will be the same when counted in different ways. "There were 17 when I grouped in 5s. Let's see how many when I group in 2s."	6. Student partitions into and skip-counts by equal-sized units, but does not realize that increasing the number of sets decreases the number of objects in each set. "There should be more groups of 10 than groups of 5 because 10 is bigger."	7. Student partitions into and skip-counts by equal-sized units, but does not recognize that the number of groups of 5 is often double the number of groups of 10 (i.e., does not see equal-sized sets as units within a larger set). Groups of 5 / Groups of 10 12 / 6 18 / 9 10 / 5 "I don't see how they are related."	8. Student successfully partitions into and skip-counts by equal-sized units and recognizes relationships among the different unit sizes.
Observations/Documentation			