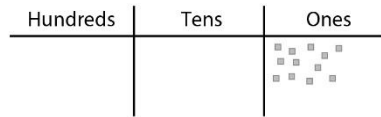


Master 43: Activity 15 Assessment

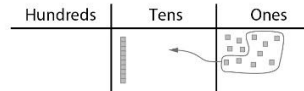
Building Numbers to 200

Building Numbers to 200 Behaviours/Strategies

1. Student adds unit cubes to show number rolled but has more than 10 cubes in the Ones column.

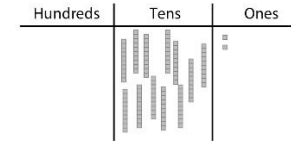


2. Student trades unit cubes for rods but isn't sure how many ones make a ten.



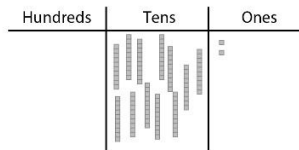
"I have a lot of cubes, so maybe I should trade some for a red."

3. Student trades cubes for rods but has more than 10 rods in the Tens column.



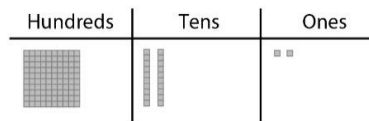
Observations/Documentation

4. Student trades rods for a flat but isn't sure how many tens make a hundred.



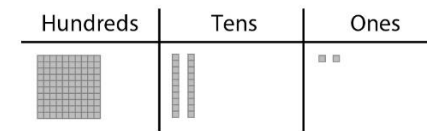
"I know I have to trade, but I don't think I have enough rods yet."

5. Student understands the relationships among hundreds, tens, and ones but struggles to name the number modelled.



"I have 1 hundred, 2 tens, and 2 ones. What number is that?"

6. Student understands the relationships among hundreds, tens, and ones and relates the model to a number.



"The model shows 122."

Observations/Documentation