Master 73: Activity 26 Assessment
Number Relationships 2: Consolidation

Number Relationships Behaviours/Strategies

1. To decompose two-digit numbers into parts, student counts out counters and then arranges them in two groups. (35 red) (5 yellow)	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. (35 red) ● ● ● ● ● "36, 37, 38, 39, 40"	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).	4. To find a part given the whole and another part, student guesses and then uses counters to check. Whole 60 / Part 42 / Part "Guess 20" "42 counters and 20 counters is 62 counters: too many."

Observations/Documentation

5. To find a part given the whole and another part, student counts on or back with counters or fingers. "43, 44, 45, ..., 58, 59, 60"	6. Student shows benchmark numbers on the number line, but struggles to name a number closer to the given ten. "136 is between 130 and 140, but I don't know which number it is closer to."	7. Student shows benchmark numbers on the number line, but struggles to name the number that is the same distance from both benchmarks. "I don't know what number is the same distance from 180 as from 190."	8. Student successfully demonstrates an understanding of number relationships by using efficient strategies (skip-counting, mental math) to answer cards of all types.

Observations/Documentation