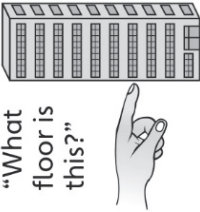
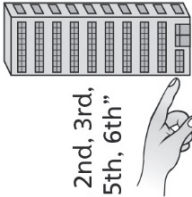


Master 25: Activity 9 Assessment

Ordinal Numbers

Ordinal Numbers Behaviours/Strategies			
1. Student knows the floor number, but is unable to represent it with an ordinal number name.	 <p>"What floor is this?"</p> <p>"It is floor 4."</p>	2. Student uses some ordinal number names, but has difficulty with those that sound different from the counting numbers (first, second, third).	3. Student uses ordinal number names to describe relative position, but does not realize that the position of an object can change, depending on the starting point.
Observations/Documentation			
4. Student uses ordinal number names in context to describe relative position, but is unable to count forward or backward from a given ordinal number (always counts from 1 or from the first floor).	 <p>"1st, 2nd, 3rd, 4th, 5th, 6th"</p>	5. Student uses ordinal number names to 20th to describe relative position, but does not know what comes next.	6. Student uses ordinal numbers in context to describe relative position and has an understanding of their repeating sequence.
Observations/Documentation			