

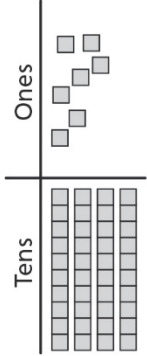






# Master 41a: Activity 16 Assessment

## Grouping and Place Value: Consolidation

Decomposing Numbers Behaviours/Strategies				
1. Student decomposes number into units of tens and leftover ones, but has more than 10 cubes in the Ones column or confuses the number of tens with the number of cubes.  "I have 40 tens."	2. Student decomposes number into units of tens and leftover ones, and uses cubes to determine how many more ones are needed to make another ten.  "8, 9, 10. So, 1, 2, 3 more."	3. Student decomposes number into units of tens and leftover ones, but is unable to determine 10 more/less without counting.	4. Student decomposes number into units of tens and leftover ones, determines how many more ones are needed to make another ten, and finds 10 more/less without counting.  "10 more is 57. 10 less is 37." "3 more ones are needed to make another ten."	
Observations/Documentation				
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 into and skip-counts by equal-sized units, but continues to skip-count to count the leftovers.  "5, 10, 15, 20, 25"	3. Student partitions into and skip-counts by equal-sized units, but does not recognize relationships among the different unit sizes.	4. Student successfully partitions into and skip-counts by equal-sized units and recognizes relationships among the different unit sizes.	
Observations/Documentation				

# Master 41b: Cluster Assessment

## Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compose and decompose two-digit numbers into units of tens and leftover ones. <b>(Activities 13, 16)</b>									
Student can relate the number of tens and leftover ones to the digits of a number. <b>(Activities 13, 16)</b>									
Student can determine how many more ones are needed to make another ten. <b>(Activities 13, 16)</b>									
Student can determine 10 more or less than a number without counting. <b>(Activities 14, 16)</b>									
Student can partition objects into equal-sized groups to count them in different ways. <b>(Activities 15, 16)</b>									
Student recognizes that no matter how objects are grouped, the total does not change (conservation). <b>(Activity 15, 16)</b>									
Student realizes that, as the number of objects in a group increases, the number of groups decreases. <b>(Activities 15, 16)</b>									

Name: \_\_\_\_\_

	Not Observed	Sometimes	Consistently
Composes and decomposes two-digit numbers into units of tens and leftover ones. (Activities 13, 16)			
Relates the number of tens and leftover ones to the digits of a number. (Activities 13, 16)			
Determines how many more ones are needed to make another ten. (Activities 13, 16)			
Determines 10 more or less than a number without counting. (Activities 14, 16)			
Partitions objects into equal-sized groups to count them in different ways. (Activities 15, 16)			
Recognizes that no matter how objects are grouped, the total does not change (conservation). (Activity 15, 16)			
Realizes that, as the number of objects in a group increases, the number of groups decreases. (Activities 15, 16)			

Strengths:

Next Steps: