



# Master 68a: Activity 25 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. <div><div>35 red</div><div>5 yellow</div></div>	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. <div><div>35 red</div><div>● ● ● ●</div><div>"36, 37, 38, 39, 40"</div></div>	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. <table><tr><td colspan="2">Whole 60</td></tr><tr><td>Part 42</td><td>Part</td></tr></table> <div>"42 counters and 20 counters is 62 counters: too many."</div>	Whole 60		Part 42	Part	
Whole 60								
Part 42	Part							
Observations/Documentation								
5. To find a part given the whole and another part, student counts on or back with counters or fingers. <div>"43, 44, 45, ..., 58, 59, 60"</div>	6. Student shows benchmark numbers on the number line, but struggles to name a number closer to the given ten. <div>"36 is between 30 and 40, but I don't know which number it is closer to."</div>	7. Student shows benchmark numbers on the number line, but struggles to name the number that is the same distance from both benchmarks. <div>"I don't know what number is the same distance from 80 as from 90."</div>	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								

# Master 68b: Cluster Assessment

## Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compare numbers using benchmarks on a number line. <b>(Activities 22, 25)</b>									
Student can name the ten closer to a number. <b>(Activities 22, 25)</b>									
Student can name the number that is the same distance from both benchmark numbers. <b>(Activities 22, 25)</b>									
Student can decompose two-digit numbers into two parts in different ways. <b>(Activities 23, 25)</b>									
Student recognizes that no matter how objects are partitioned, the total does not change (conservation). <b>(Activities 23)</b>									
Student can find a part given the whole and another part. <b>(Activities 23, 25)</b>									
Student can decompose numbers in different ways on a number line. <b>(Activities 24, 25)</b>									

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

	Not Observed	Sometimes	Consistently
Compares numbers using benchmarks on a number line. (Activities 22, 25)			
Names the ten closer to a number. (Activities 22, 25)			
Names the number that is the same distance from both benchmark numbers. (Activities 22, 25)			
Decomposes two-digit numbers into two parts in different ways. (Activities 23, 25)			
Recognizes that no matter how objects are partitioned, the total does not change (conservation). (Activities 23)			
Finds a part given the whole and another part. (Activities 23, 25)			
Decomposes numbers in different ways on a number line. (Activities 24, 25)			

Strengths:

Next Steps: