



# Master 37: Activity 14 Assessment

## Making a Number Line

Determining 10 More/Less Behaviours/Strategies		
1. Student tapes rows together, but struggles to say the number name sequence forward (rows are not in numerical order). <div>7 8 9 10 31 32 33 34</div>	2. Student correctly says the number name sequence forward (tapes rows together in numerical order), but has difficulty seeing the similarities and differences between a hundred chart and number line. “They don’t look the same to me at all.”	3. Student successfully builds the number line, but does not recognize that numbers of the same colour increase or decrease by 10. <div>8 18 28 38 48 58 68</div> “The colours keep repeating.”
Observations/Documentation		
<div>8 18 28 38 48 58 68</div> “I don’t know how all the red numbers are alike.”		
4. Student recognizes that numbers of the same colour increase or decrease by 10, but struggles to see patterns and relationships between numbers of the same colour. <div>8 18 28 38 48 58 68</div> “I don’t know how all the red numbers are alike.”		
Observations/Documentation		
5. Student determines 10 more/less than a number that is a multiple of ten, but struggles when the start number is not a multiple of ten. “I don’t know ten more than 17.”		
6. Student successfully builds the number line, recognizes all patterns, and fluently determines 10 more/less than a number without counting.		
Observations/Documentation		

