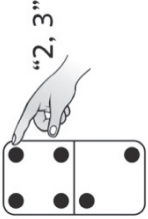
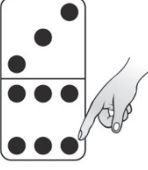
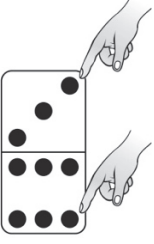
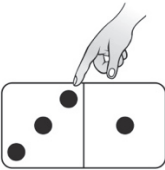
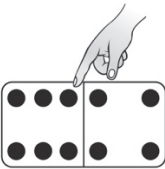
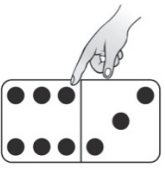
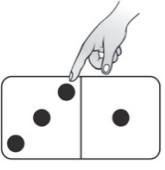
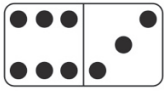
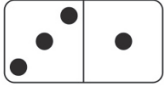





# Master 9: Intervention Activity 4 Assessment

## Who Has More?

Comparing Quantities to 10 Behaviours/Strategies	
<p>1. Student turns over a domino, but struggles to say the number sequence starting with 1 and counting forward.</p> <p>"1, 2, 4, 6, 5, 7"</p>	<p>2. Student says the number sequence forward, but struggles to coordinate number words with counting actions (e.g., loses track of the count, misses dots in the count, or counts dots more than once).</p> <p>"2, 3"</p> 
<p>3. Student perceptually compares the quantities.</p>  <p>"This side looks like it has more."</p>	<p>4. Student compares quantities using one-to-one matching.</p> 
Observations/Documentation	
<p>5. Student compares quantities using counting.</p>  <p>"1, 2, 3"</p>  <p>"1, 2, 3, 4, 5, 6"</p>	<p>7. Student compares quantities using benchmarks.</p>  <p>"6 is 1 more than 5. 3 is 2 less than 5."</p> 
<p>6. Student uses grouping to compare quantities without counting by 1s (conceptual subitizing).</p> <p>"2 groups of 3 dots" "3 dots"</p>  	<p>8. Student uses mental strategies to successfully and efficiently compare quantities to 10.</p>  <p>"6 comes after 3 on a number line."</p>
Observations/Documentation	