



# Master 110: Activity 41 Assessment

## Repeated Addition and Multiplication

Repeated Addition and Multiplication Behaviours/Strategies			
<p>1. Student uses repeated addition of groups of cubes to solve the problem, but miscounts or makes groups of different sizes.</p> <p>"1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11"</p>	<p>2. Student uses repeated addition of groups to solve the problem by modelling with groups of cubes.</p>	<p>3. Student uses repeated addition of groups to solve the problem by modelling with one group of cubes.</p> <p>"1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12"</p>	<p>4. Student uses repeated addition of groups to solve the problem by placing trains of cubes on a number line and then counting by 1s or skip-counting.</p>
Observations/Documentation			
<p>5. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, but mixes up the length of the arc with the number of items.</p>	<p>6. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, but struggles to write a repeated addition sentence.</p> <p>"I don't know how to write an addition sentence."</p>	<p>7. Student uses repeated addition of groups to solve the problem by taking equal jumps on a number line, writes a repeated addition sentence, but struggles to write a multiplication sentence.</p> <p>"3 + 3 + 3 + 3 = 12. That's the only number sentence I can write."</p>	<p>8. Student successfully uses repeated addition of groups to solve the problem, writes a repeated addition sentence, and uses multiplication symbol to symbolize the operation.</p>
Observations/Documentation			