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| **Number Relationships** **Behaviours/Strategies** | | | |
| 1. Student uses some ordinal   numbers, but has difficulty with  those that sound different from  the counting numbers (first,  second, third). | 1. Student partitions quantities   into groups of 2, but struggles to  identify even and odd numbers.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t01_blm.jp | 1. Student compares and orders   quantities using one-to-one  matching or counting (models  numbers with concrete materials).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t02_blm.jp | 1. Student compares and orders   written numbers using  benchmarks.  “I know 25 is less than 30  and 39 is greater than 30.  So, 39 is greater than 25.” |
| **Observations/Documentation** | | | |
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| 1. Student determines how many   more/less by grouping (groups  cubes to make trains and then  aligns the trains).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t03_blm.jp | 1. Student determines how many   more/less using counting (finds  distance between numbers on a  number line or hundred chart).  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t04_blm.jp | 1. Student uses patterns to   successfully find different ways to  decompose quantity into two parts.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n02_a12_t05_blm.jp | 1. Student performs number   relationship tasks with ease and  communicates thinking using  math language. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can compare two quantities to determine how many more/less. **(Activities 6, 12)** |  |  |  |  |  |  |  |  |  |
| Student says one word for each object or group of objects counted (one-to-one correspondence/ tagging). **(Activities 6, 7, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can compare and order quantities to 100.  **(Activities 7, 12)** |  |  |  |  |  |  |  |  |  |
| Student uses math language when comparing and ordering quantities. **(Activities 6, 7, 12)** |  |  |  |  |  |  |  |  |  |
| Student can identify even and odd numbers and explain thinking. **(Activity 8, 12)** |  |  |  |  |  |  |  |  |  |
| Student can use ordinal numbers to describe relative position. **(Activities 9, 12)** |  |  |  |  |  |  |  |  |  |
| Student can use benchmarks to estimate quantities to 100.  **(Activity 10)** |  |  |  |  |  |  |  |  |  |
| Student can decompose quantities to 20 into two parts.  **(Activities 11, 12)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Compares two quantities to determine how many more/less. **(Activities 6, 12)** |  |  |  |
| Says one word for each object or group of objects counted (one-to-one correspondence/ tagging).  **(Activities 6, 7, 11, 12)** |  |  |  |
| Compares and orders quantities to 100.  **(Activities 7, 12)** |  |  |  |
| Uses math language when comparing and ordering quantities. **(Activities 6, 7, 12)** |  |  |  |
| Identifies even and odd numbers and explains thinking. **(Activity 8, 12)** |  |  |  |
| Uses ordinal numbers to describe relative position. **(Activities 9, 12)** |  |  |  |
| Uses benchmarks to estimate quantities to 100.  **(Activity 10)** |  |  |  |
| Decomposes quantities to 20 into two parts.  **(Activities 11, 12)** |  |  |  |

Strengths:

Next Steps: