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| **Number Relationships** **Behaviours/Strategies** |
| 1. Student uses some ordinal

numbers, but has difficulty withthose that sound different fromthe counting numbers (first,second, third). | 1. Student partitions quantities

into groups of 2, but struggles toidentify 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-onematching or counting (modelsnumbers 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 usingbenchmarks.“I know 25 is less than 30and 39 is greater than 30.So, 39 is greater than 25.” |
| **Observations/Documentation** |
|  |  |  |  |
|  |  |  |  |
| 1. Student determines how many

more/less by grouping (groupscubes to make trains and thenaligns 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 (findsdistance between numbers on anumber 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 todecompose 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 andcommunicates thinking usingmath 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: