Number

# Master 39: Activity 15 Assessment

## Grouping to Count

| Partitioning into Equal-Sized Units Behaviours/Strategies | | | |
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| 1. Student counts objects by 1s, but struggles to partition objects into equal-sized units (not all units are equal).  | 2. Student partitions objects into equal-sized units, but mixes up the skip-counting sequence or does not know the number to skip-count by.<br><br>"5, 10, 20, 25, 35" | 3. Student partitions into and skip-counts by equal-sized units, but does not include the leftovers in the total.  <br>"5, 10, 15" | 4. Student partitions into and skip-counts by equal-sized units, but continues to skip-count by the same number to count the leftovers.  <br>"5, 10, 15, 20" |
| **Observations/Documentation** | | | |
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| 5. Student partitions into and skip-counts by equal-sized units, but does not recognize that the results will be the same when counted in different ways.<br><br>"There were 17 when I grouped in 5s. Let's see how many when I group in 2s." | 6. Student partitions into and skip-counts by equal-sized units, but does not realize that increasing the number of sets decreases the number of objects in each set.<br><br>"There should be more groups of 10 than groups of 5 because 10 is bigger." | 7. Student partitions into and skip-counts by equal-sized units, but does not recognize that the number of groups of 5 is often double the number of groups of 10 (i.e., does not see equal-sized sets as units within a larger set).<br><br>Groups of 5 / Groups of 10<br>12 / 6<br>18 / 9<br>10 / 5<br>"I don't see how they are related." | 8. Student successfully partitions into and skip-counts by equal-sized units and recognizes relationships among the different unit sizes. |
| **Observations/Documentation** | | | |
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