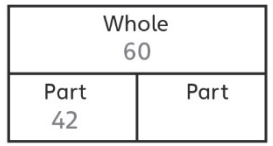
Number

Master 68a: Activity 25 Assessment

Number Relationships 2: Consolidation

Number Relationships Behaviours/Strategies			
1. To decompose two-digit numbers into parts, student counts out counters and then arranges them in two groups.  	2. To decompose two-digit numbers into parts, student chooses a part and then counts on or back with counters to find the other part.  "36, 37, 38, 39, 40"	3. Student decomposes two-digit numbers into parts, but struggles to compose two-digit numbers from parts (unable to take jumps of different sizes on a number line).	4. To find a part given the whole and another part, student guesses and then uses counters to check.  "Guess 20" "42 counters and 20 counters is 62 counters: too many."
Observations/Documentation			

5. To find a part given the whole and another part, student counts on or back with counters or fingers. "43, 44, 45, ..., 58, 59, 60"	6. Student shows benchmark numbers on the number line, but struggles to name a number closer to the given ten. "36 is between 30 and 40, but I don't know which number it is closer to."	7. Student shows benchmark numbers on the number line, but struggles to name the number that is the same distance from both benchmarks. "I don't know what number is the same distance from 80 as from 90."	8. Student successfully demonstrates an understanding of number relationships by using efficient strategies (skip-counting, mental math) to answer cards of all types.
Observations/Documentation			

Number

Master 68b: Cluster Assessment
Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can compare numbers using benchmarks on a number line. **(Activities 22, 25)**									
Student can name the ten closer to a number. **(Activities 22, 25)**									
Student can name the number that is the same distance from both benchmark numbers. **(Activities 22, 25)**									
Student can decompose two-digit numbers into two parts in different ways. **(Activities 23, 25)**									
Student recognizes that no matter how objects are partitioned, the total does not change (conservation). **(Activities 23)**									
Student can find a part given the whole and another part. **(Activities 23, 25)**									
Student can decompose numbers in different ways on a number line. **(Activities 24, 25)**									

Number

Master 68c: Cluster Assessment
Individual

Name: _____

	Not Observed	Sometimes	Consistently
Compares numbers using benchmarks on a number line. **(Activities 22, 25)**			
Names the ten closer to a number. **(Activities 22, 25)**			
Names the number that is the same distance from both benchmark numbers. **(Activities 22, 25)**			
Decomposes two-digit numbers into two parts in different ways. **(Activities 23, 25)**			
Recognizes that no matter how objects are partitioned, the total does not change (conservation). **(Activities 23)**			
Finds a part given the whole and another part. **(Activities 23, 25)**			
Decomposes numbers in different ways on a number line. **(Activities 24, 25)**			

Strengths:

Next Steps: