Numeracy Assessment – Grade Three   Teacher:

Record Sheet for _____   **Date:** _____

Whole Numbers

KU 2: Think of a quantity as combined of parts.

Start with a story situation, telling the child: "You have a collection of 12 bouncy balls. You want to put them into two boxes. Show all the different ways you can do this."

At first, record the responses. If the child gets stuck, offer the use of paper and pencil (the back of this page.)   If needed, provide objects to represent the balls.

- ☐ Distributes the 12 items, one at a time into the two boxes (Concrete)
- ☐ Draws, lines, dots or other symbols and counts, then records the partitions (Pictorial)
- ☐ Uses numbers alone to come up with combinations (Abstract)

- ☐ Unable to partition in any way other than 6 and 6
- ☐ Randomly partitions the numbers without a systematic strategy
- ☐ Misses some of the possible combinations
- ☐ Determines all combinations

KU 4: Whole Numbers are in a Particular order and there are patterns in the way we say them. FSiM p. 171 – Up To and Over100. Or Up to and Through the Hundreds

Provide students with a blank 10 by 13 grid and ask them to fill it in. counting by ones, beginning at one. For students who make errors, interview them and ASK the student to 'say' that part of the sequence so you are able to hear what the student thinks he/she is recording

- ☐ Consistently completes the chart working left to right
- ☐ Uses the vertical patterns to complete the chart
- ☐ Accurately completes the chart until he/she reaches ____
- ☐ Verbally knows that ___ follows ___ (ex. 110 follows 109) but is unable to record it
- ☐ Other _____

Dinosaur Task FSiM p. 181

Provide students with a Dinosaur sheet. Have them determine how many dinosaurs are on the sheet and record the numeral on the page. Give two different colours to the child and explain that his/her job is to circle the dinosaurs and yours is to circle the number. Circle the 5 in 'red' and ask them to circle the dinosaurs that match what you have circled DO NOT say five. Repeat this for the 3 – DO NOT say thirty or three.

- ☐ circles 3 dinosaurs to represent 30 in the number 35
- ☐ circles 30 dinosaurs to represent the 30 in the number 35
- ☐ other: _____

Change Task 1FSiM p. 206
Have students record what they would put into a calculator to solve the problems, not just to write the answer.

- ☐ Records equations for only result unknown (Questions # 1&4)
- ☐ Records equations for result unknown (Questions # 1&4) and at least 2 of the start unknown or change unknown
- ☐ Can write equations to solve at least 4 out of the 6 problems
- ☐ Can write equations for all 6 problems