Multiplication (Division) Number Sense Assessment

Name:	Date:	
C. hill the /Charles Delay to achieve		/0
Subitizing/Spatial Relationships		/9
Counting/Cardinality		/8
One/Two More/Less		/12
Benchmarks		/9
Part-Part- Whole		/6
	Total	/44

		otai /44
	Subitizing/Spatial Relation score out of 9	Observations
30A1 40A1	 "Draw 3 groups of 4 on your paper." Draws 3 groups of 4. (2) Draws 12 items but not in 3 groups of 4. (1) Does not draw 12 items. (0) 	
30A1 40A1	 "Tell me how many dots/items you see." (Display the following multiplication subitizing cards) 4 groups of 5 6 groups of 2 	20
	 Says correct amount within 3 sec. (2) Counts each dot/item one-by-one or takes longer than 3 sec. (1) Any Incorrect. (0) 	12
4NBT2	 3. Show 4 groups of 8 and 4 groups of 6 subitizing cards. "Which picture has the most/least amount of items." Instantly tells which card has more/less without determining the totals. (2) Determines amount on each card, then tells which has more/less. (1) Does not know which has more/less. (0) 	
4NBT2	 4. "I'm going to flash two pictures. Tell me what is the same/different between these two pictures." (Display card with 7 groups of 4 and the other with 5 groups of 4.) **Show the first card for a few seconds, remove it from view, show the 2nd card and ask "What is the same/different from the first card?" - if cannot tell then show both pictures at the same time. Can describe what is different when both cards are not in front of them. (3) Can describe what is similar & different with cards in front. (2) Determines the amount on each card, then states they have different amounts. (1) 	

This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildmathminds.com or therecoveringtraditionalist.com.

	Doesn't know what is the same or different. (0)	
	Counting/Cardinality score out of 8	Observations
30A1 40A1	 Show 4 groups of 6. "How would you count these groups?" Correctly counts by 6's. (2) Any delay yet all correct or count each individually. (1) Incorrect answer. (0) 	6-12-18-24
30A4	 2. Have 3 groups of 5 objects covered. Say, "Under this sticky note, I have a total of 15 dots split into three groups. How many dots are in each group." Gives correct answer of 5. (2) Has to draw or use paper/pencil to figure out. (1) Incorrect answer. (0) 	5
30A1 40A1	 3. Have a set of 12 counters/blocks. Say, "Show me 5 groups of 4 and then count by the groups." Correctly groups & counts. (2) Counts and groups the items correctly & gives correct answer. (1) Incorrect answer. (0) 	4-8-12-16-20
30A3 40A2	 4. Display a picture of 4 dogs and 15 bones. Say, "There were 4 dogs and 15 bones. Are there enough for each dog to get 3 bones? Explain your thinking." (If correct, ask, "Is there enough for each dog to get 6 bones?") Correctly explains both. (2) Can explain easier problem but not harder. (1) Incorrect answer. (0) 	

1. Show multiplication equation 4X5=20, ask, "If 4X5=20, how much would 1 more group of 5 be?" If unable/incorrect, show visual for 4X5 for assistance. If correct, show 6X7=42 "If 6X7=42, how much would 1 more group of 7 be?"). Next show

One/Two More/Less score____ out of 12

how much would 1 more group of 7 be?"). Next show

3X4=12 and ask, "If 3X4=12, how much would 2 more groups
of 4 be?" (If unable/incorrect, show visual for 3X4 for
assistance. If correct, show 7X8=56 "If 7X8=56, how much
would 2 more groups of 8 be?").

This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildmathminds.com or therecovering traditionalist.com.

Observations

		 Correct answer when presented with larger number. (3) 	
		o Correct answer for #1 and #2. (2)	
		 Correct answer for #1 or #2 or with visual assistance. (1) 	
		o Incorrect answer. (0)	
30A9	2.	Show multiplication equation 3X5=15, ask, "If 3X5=15, how	1L: (3X5) 10
40A5		much would 1 less group of 5 be?" (If unable/incorrect, show 3	(6X8) 40
		groups of 5 visual for assistance. If correct, show for 6X8=48 "If	
		6X8=48, how much would 1 less group of 8 be?".) Next show	
		5x6=30 and ask, "If 5X6=30, how much would 2 less groups	
		of 6 be?" (If unable/incorrect, show 5 groups of 6 visual for	2L:
		assistance.If correct, show 9X4=36. "If 9X4=36, how much	(5X6) 18
		would 2 less groups of 4 be?")	(9X4) 28
		 Correct answer when presented with larger number. (3) 	
		 Correct answer for -1 & -2. (2) 	
		 Correct answer for -1 or -2 or with visual assistance. (1) 	
		o Incorrect answer. (0)	
30A9	2	Show numeral 26 and ask, "If I double that number, how	52
40A5	٥.	•	
40A5		much would I have?" (If correct, give 79. If incorrect, give 18.) o Correct answer when presented with larger number. (3)	158
			36
		• •	36
		Needs paper/pencil to determine answer or smaller number. (1)	
2010		o Incorrect answer. (0)	35
30A9	4.	Show numeral 70 and ask, "What is half this amount?" (If	35
40A5		correct, repeat with 136. If incorrect, give 48.)	68
		• Correct answer when presented with larger number. (3)	
		o Can halve the amount in their head. (2)	24
		 Needs paper/pencil to determine answer or smaller number. (1) 	
		o Incorrect answer. (0)	

Benchmark 5 & 10 score out of 9

Observations

4NBT2	1. Give a number line that has 60 & 70 on each end. "Show me where 68 would go on this number line. Explain your thinking."	
	tillikilig.	
	 Uses a halfway benchmark of 65 to determine where 68 goes. (2) 	
	 Gets in the general area of where 68 should be. (1) 	
	 Does not give the correct response. (0) 	
30A1	2. "If I have 9 groups of 7, how much more do I need to have	
40A1	10 groups of 7?"	
40/11	o Says "1 more group of 7." (2)	
	o Says "7." (1)	
	o Cannot do the task (0)	

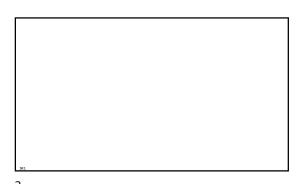
This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildmathminds.com or therecoveringtraditionalist.com.

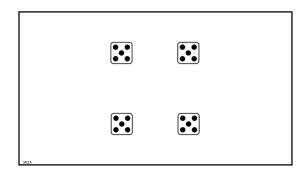
30A1 40A1	3. "If I have 7 groups of 4, how much do I need to take away to have 5 groups of 4?" Says, "2 groups of 4." (2) Says, "8." (1) Cannot do the task (0)
30A1 40A1	 4. "I'd like for you to tell me which problem is easier for you to do: 9 groups of 6 or 6 groups of 9." (If child says it doesn't matter because they are both the same, prompt them more by saying, "Yes, that is correct, but I'm curious which one is easier to figure out? 9 groups of 6 or 6 groups of 9") Justifies using a benchmark strategy like: 9 groups of 6 because it's like having 10 groups of 6, just one group less (or similar strategy) (3) Says 6 groups of 9 because there are less numbers to count. (2) Says it doesn't matter because both are the same. (1) Doesn't know. (0)

	Part/Part/Whole score out of 6	Observations
3NBT2	 Show the number 12. "What are some different ways or combinations to make this number. Using any operation, show me as many ways as you can think of." Gives all the whole number ways to make 7. (2) Does some ways but not all. (1) Can't show a way to make 7 (0) 	
3NBT2	 2. Show 7 groups of 4. "I have 7 groups of 4 with these blocks." Count them out loud so the student can hear. "Now, close your eyes. I am going to hide some of them." Hide 2 groups of 4. "We had 7 groups of 4, but there are only these cubes left. How many did I hide?" Can tell within 5 seconds you hid 8 or 2 groups of 4 (2) Counts one-by-one to figure out how many you hid.(1) Cannot determine the amount hid.(0) 	
3NBT2	 3. "This card has a total of 6 groups of 8 on it. The other two parts combine to make 6 groups of 8. How much is covered by the Post-it? Can tell within 3 seconds the number of groups covered. (2) Counts or needs paper & pencil to determine amount. (1) Does not give accurate answer. (0) 	

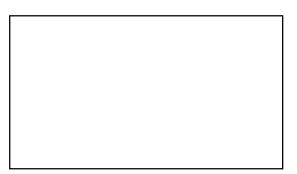
This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildmathminds.com or therecoveringtraditionalist.com.

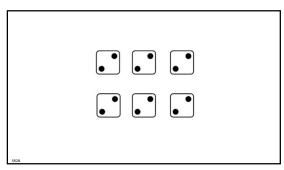
3rd-5th Grade Number Sense Multiplication(Division) Assessment

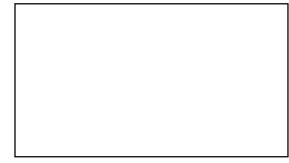




1

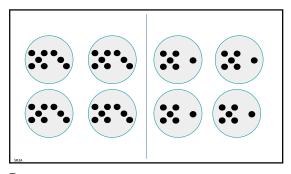


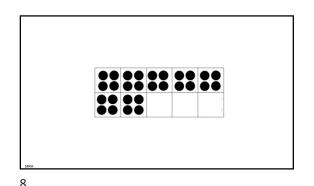


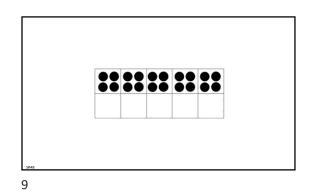


4 5

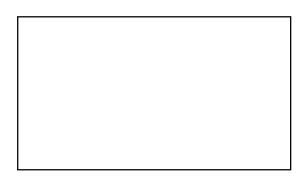
06/15/2022

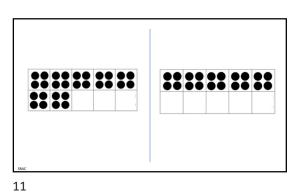






7

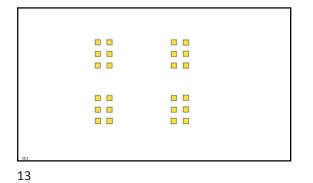


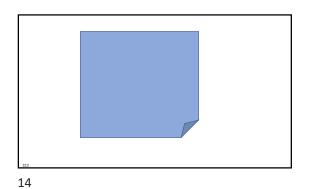


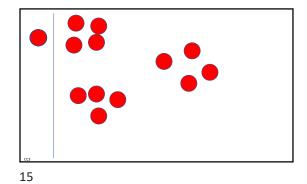


10 11 12

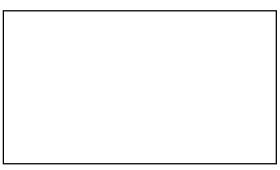
06/15/2022

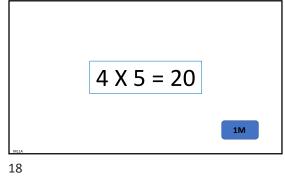




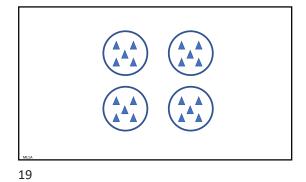


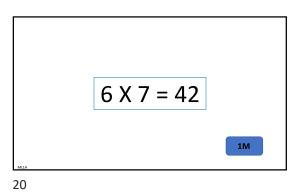
Dog Treats
15
80ngs

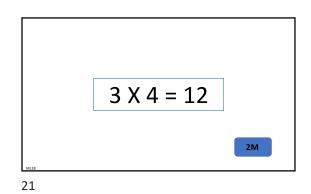


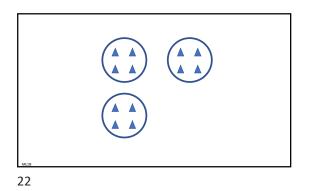


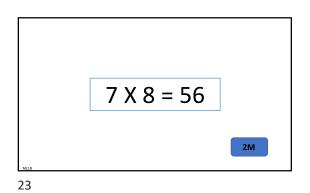
16 17 1

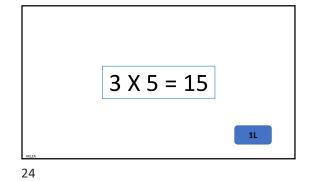


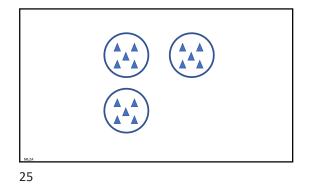


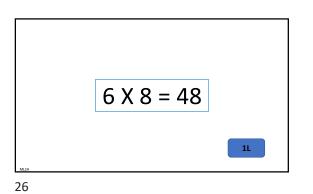


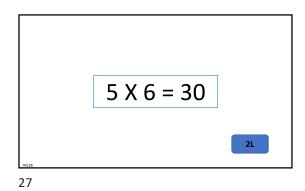


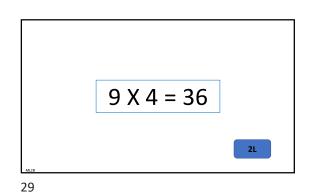


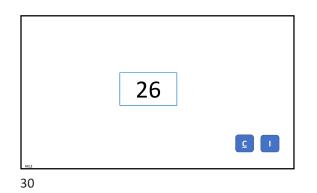


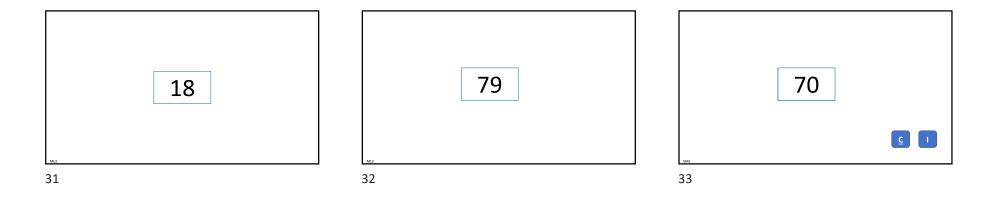


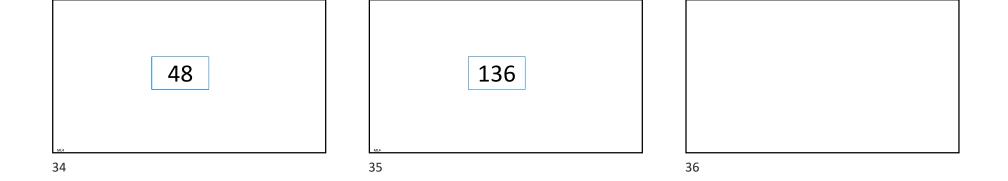


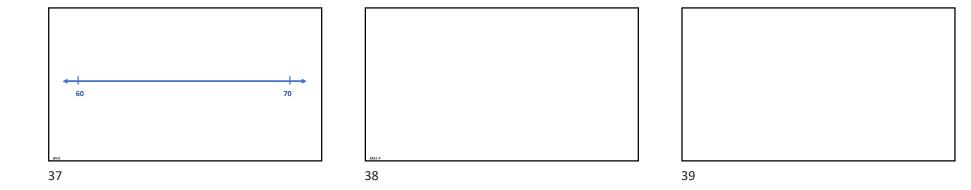


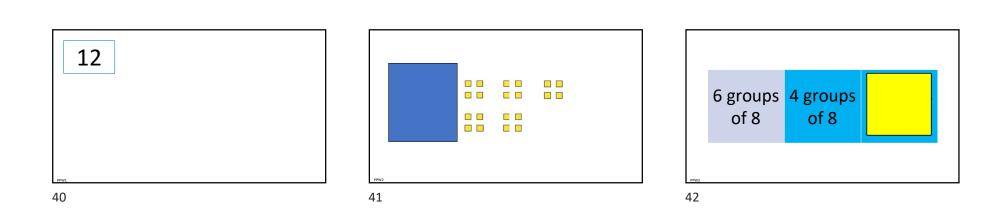














This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildnathminds, com or therecoveringitarditionalist com.