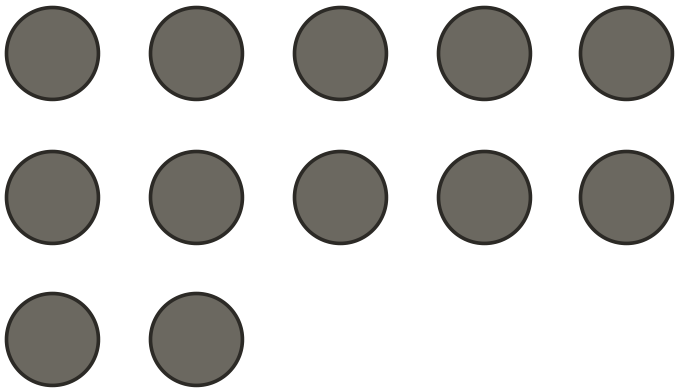
Show a number in different ways

Name	Date

Work together

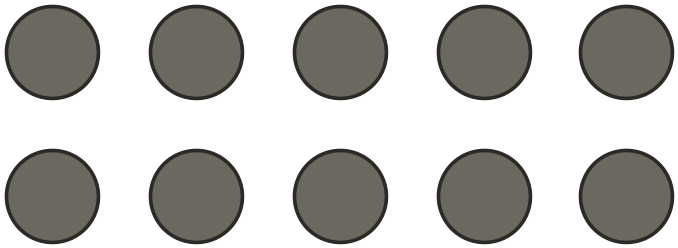
1 Show the number five in different ways.



Show a number in different ways

Work together

1 Show the number five in different ways.



Direct evidence: Represent a named quantity in several forms. The teacher observes all requested forms of one quantity: counters, drawing, spoken number and numeral recognition. A complete independent observation supplies the separate multiple-representation criterion and its actual numeral application. Seven numeral matches alone do not supply this criterion. The four-format requirement belongs to this task's rubric, not an Alberta requirement for every sampled numeral.

Administer separately

1. Put a pile of counters in front of the child. No counters? Cut out the ones below.
2. Before you start, write 10, 1, 5 on three cards and keep them face down.
3. Say: "Show me 5 with the counters." Wait until the child is done.
4. Say: "Draw 5 circles on the grid." Wait until the child is done.
5. Say: "Say the number."
6. Turn the three cards over and ask: "Which one says 5?"
7. Do not help or count along.

Accept: Makes 5 with counters, draws 5 circles, says "five", and points to 5. Each way must show exactly 5; 4 or 6 in any of them is Not yet. Writing the word is not asked for.

Model response: 5 counters, 5 circles drawn, says "five", points to the card 5

Record: Ways shown

Show a number in different ways

Same target quantity in all requested forms: counters, drawing, spoken number and numeral recognition; record the target and each response

Date observed: _____

☐ Demonstrated independently ☐ Not yet ☐ Not observed