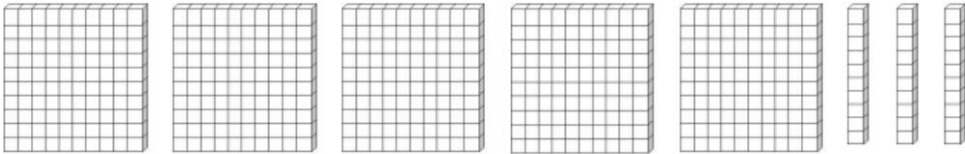
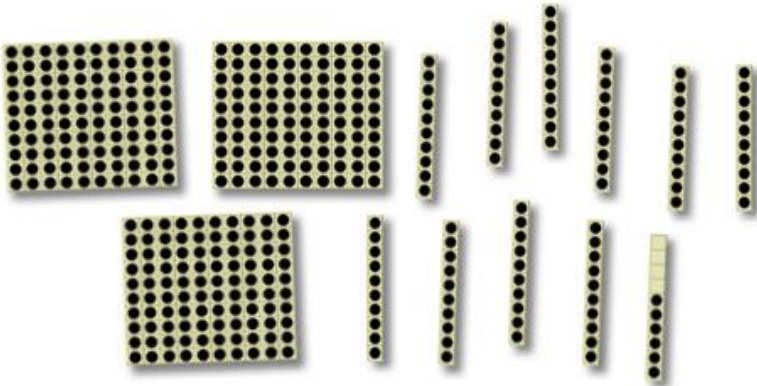


Grade 3+: Number Sense Student Response

Name: _____

Date: _____

Assessment Question:	Reflections
<p>1. Write the number your teacher says. Here is an example: If your teacher says one hundred nineteen, you write 119.</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p>	
<p>2. What number is shown by the blocks?</p> <p>_____</p> 	
<p>3. What number is shown by the dots below?</p> 	

4. What is the value of the underlined digit?

Circle the quantity that it represents in the picture below.

148 jelly beans



5. Order these numbers from least to greatest...

605, 714, 711, 709

_____ , _____ , _____ , _____

6. One way to break apart the number 415 is to write it as 4 hundreds and 15 ones. Show two more ways to break apart 415.

Grade 3+: Number Sense

Name: _____

Date: _____

Performance Task:

- Choose a number from the following: 24, 18, 36, 144, 45, 15
- Write your chosen number inside the centre box.
- Represent the number in pictures, numbers, and words in the surrounding boxes.

Grade 3+: Number Sense

Name: _____ Date: _____

Performance Task:



This is a 400g bag of mini marshmallows

What is a reasonable but too low estimate? _____

What is a reasonable but too high estimate? _____

Using pictures, numbers and words, show how many mini marshmallows are in the full bag



75 mini marshmallows = 50 g



Grade 3+: Number Sense

Names: _____ Date: _____

Collaborative Task

1. A student is asked how many tens are in the number 412.

Do you think that there is more than one answer?

Draw a picture to show your thinking?

2. How are the sevens in 737 different?