

More / Less Assessment

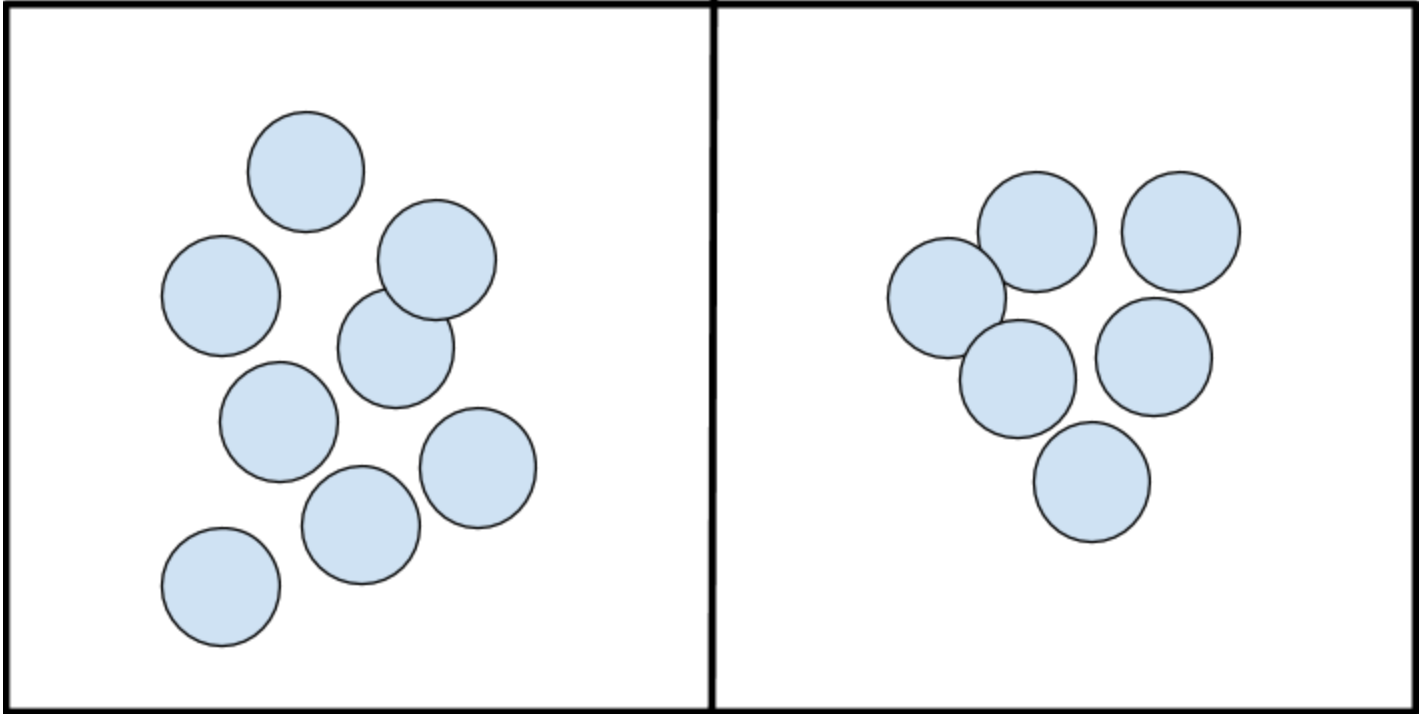
Question	Criteria
<p><u>More / Less Random</u></p> <p>Present More / Less Card A to student.</p> <p>Ask 'Which group has more?'</p> <p>Ask 'How many more does this group have?'</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can recognize larger quantity without counting <input type="checkbox"/> Needs to count <input type="checkbox"/> Cannot say <input type="checkbox"/> Recognizes how many more without counting <input type="checkbox"/> Counts to find how many more <input type="checkbox"/> Tells the count of the larger group for how many more <input type="checkbox"/> Cannot say
<p><u>More/Less Lined Up</u></p> <p>Present More / Less Card B to student.</p> <p>Ask 'Which of these rows has less?'</p> <p>Ask 'How many less does this row have?'</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can recognize smaller quantity without counting <input type="checkbox"/> Needs to count <input type="checkbox"/> Cannot say <input type="checkbox"/> Recognizes how many less without counting <input type="checkbox"/> Counts to find how many less <input type="checkbox"/> Tells the count of the smallest group for how many less <input type="checkbox"/> Cannot say

Research Says:

The concepts of more, less, and equal to are key in beginning to understand addition and subtraction. The inability to discern more/less visually is an early indicator of issues with number sense development.

Children find 'less' more difficult than 'more', possibly due to less frequent exposure to the term of less. The terms should be paired to help with this understanding (Van De Walle). In early stages of thinking, children may interpret the question of "How many more?" as "How many in the group with more?" The child may be able to answer "How many extra?", but not "How many more?"

More / Less Card A



More / Less Card B

