# ONGOING ASSESSMENT: Observing Students at Work

Students solve problems in which they determine which numbers are multiples of a given number.

- **What characteristics of multiples do students use?** For example, do students know that even numbers are multiples of 2, or that multiples of 5 end in 5 or 0?

- **Do students use knowledge of multiplication combinations?** Do they recognize most products of multiplication combinations up to 12 $\times$ 12?

- **How do students determine factors of more difficult multiples?** Do they skip count? Do they reason from multiplication combinations they know?

- **Are students also considering the Multiple Cards in the other player's hand when they choose which factors to name?**

# DIFFERENTIATION: Supporting the Range of Learners

There are three levels of *Multiple Turn Over*. Use your observations of the work students did with Multiplication Cards in Session 2.2, page 67, to help them determine the level at which they should begin.

**Basic level**  (numbers 2–50) Those students still learning the multiplication facts with products to 50 should play the basic level, which students played in Grade 3.

**Intermediate level**  (numbers 2–80) Most students will probably start with the intermediate level. This allows them to review the multiples to 50 they worked on in Grade 3, while using this knowledge to determine the factors of larger numbers.

**Advanced level**  (numbers 2–113) Some students may be ready to work with all of the numbers in the deck and should start with the advanced level.

**Intervention**  Some students will use the calculator to skip count to determine whether a number is a multiple of a particular factor. If you notice students skip counting from 0, ask questions to encourage them to start with a multiplication combination that will get them as close as possible to the target number.❺ For example: