

Student Recording Sheet A

Directions: In each box, draw a picture or write a number sentence for each pair that makes 10 when you add them.

Student Name:	Student Name:

Student Recording Sheet B

Directions: In each box, write an equation for a pair of numbers whose sum is 10.

Student Name:	Student Name:
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Ten-Frame Template

OBSERVATION CHECKLIST

ASSESSING STUDENT UNDERSTANDING: PAIRS THAT MAKE 10 (PART 1)





Use this page to record individual student observations. Use the letters to notate each event as you see it unfold. This record is intended to help you plan next steps in your instruction for your students.

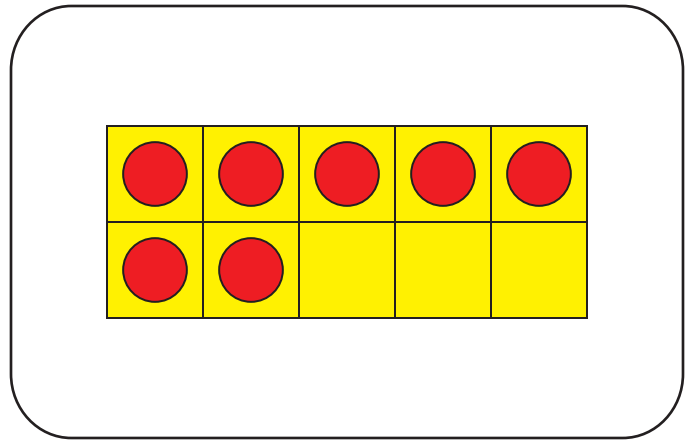
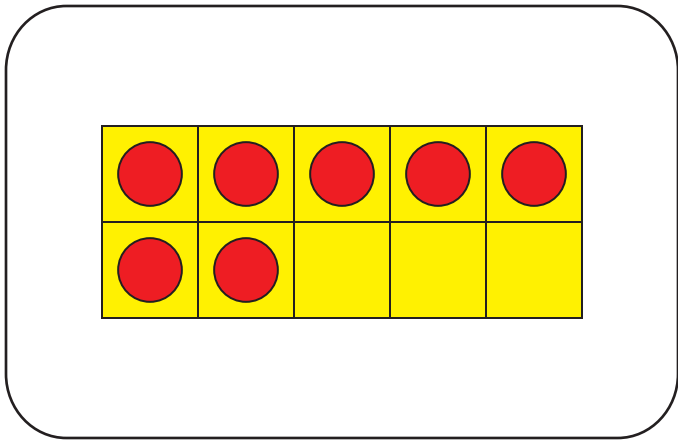
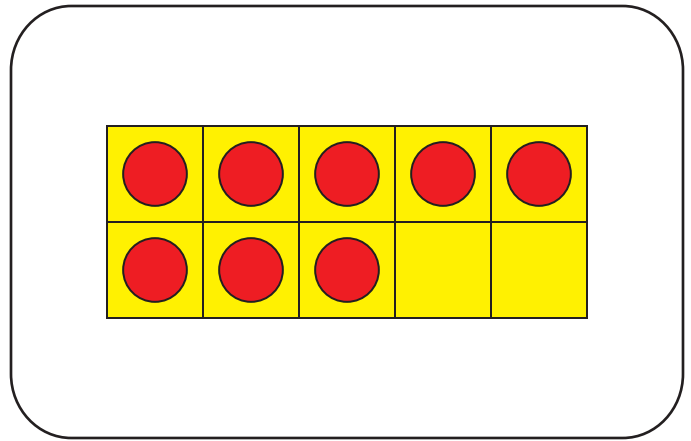
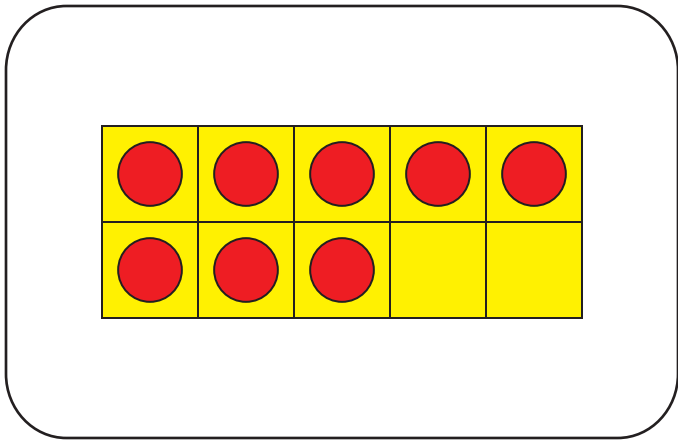
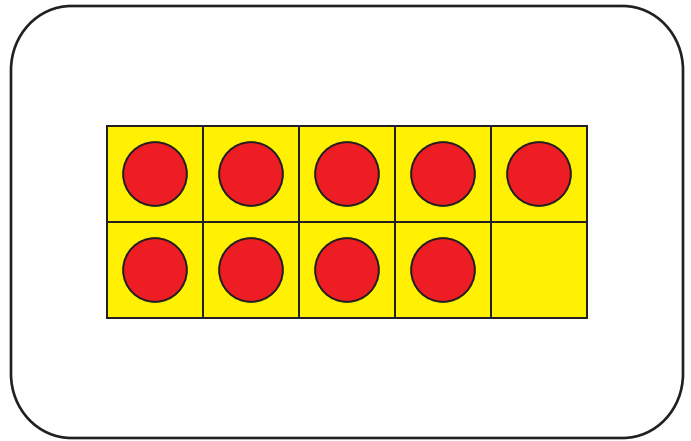
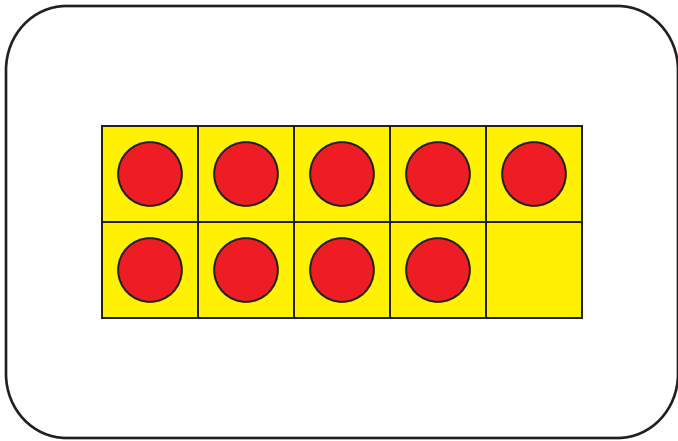
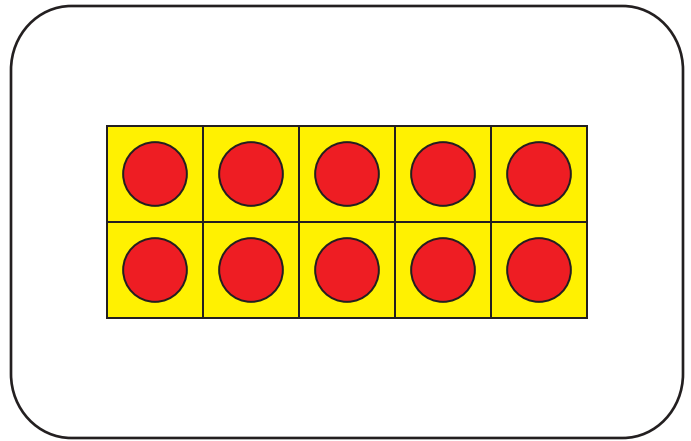
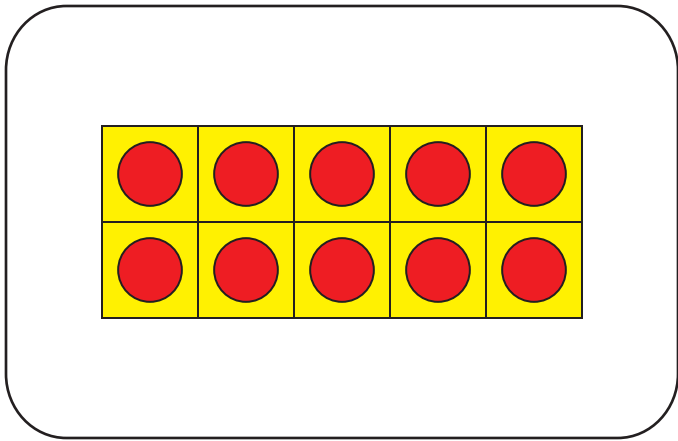
Student Name	Observations of Student	Possible Individual Student Observations	
		<p>COUNTING</p> <p>A. Student counts the number of dots to determine the number rolled.</p> <p>B. Student counts the dots with one-to-one correspondence.</p>	<p>EXPLAINING REASONING</p> <p>P. Student provides little or no explanation for the reasoning used, even with the support of a sentence starter.</p>
		<p>C. Student knows “how many” after counting (cardinality).</p>	<p>Q. Student attempts to explain his or her reasoning and provide a justification for the rationale used. However, the justification is often incomplete or flawed.</p>
		<p>D. Student “knows” the number of dots rolled by subitizing.</p> <p>E. Student recognizes and names the numeral rolled.</p>	<p>R. Student is able to explain his or her reasoning and provide a justification for the rationale used. Student’s explanation is thorough and complete. Student requires no additional support (e.g. sentence starters) when responding.</p>
		<p>COUNTING</p> <p>F. Student counts incorrectly or appeals for support (teacher or peer) in counting the number of objects.</p>	<p>S. Student incorrectly agrees or disagrees and provides little to no explanation.</p>
		<p>G. Student counts objects with one-to-one correspondence.</p> <p>H. Student counts by grouping.</p>	<p>T. Student correctly agrees or disagrees, but the explanation given may often be incomplete or flawed.</p>
		<p>I. Student accurately counts out the correct number of objects.</p> <p>J. Student knows “how many” after counting.</p>	<p>U. Student correctly agrees or disagrees and is able to explain his reasoning and provide an explanation for the rationale used.</p>
		<p>STRATEGIES</p> <p>K. Student solves for the unknown number by filling in remaining spaces on ten-frame with objects.</p>	
		<p>L. Student accurately counts the number of objects.</p> <p>M. Student counts the number of empty spaces on the ten frame (no objects needed).</p> <p>N. Student “sees” the unknown number of the spaces on the ten-frame and just “knows” the unknown number.</p> <p>O. Student correctly solves for the unknown addend.</p>	

OBSERVATION CHECKLIST

ASSESSING STUDENT UNDERSTANDING: PAIRS THAT MAKE 10 (PART 2)

Use this page to record individual student observations. Use the letters to notate each event as you see it unfold. This record is intended to help you plan next steps in your instruction for your students.

Student Name	Observation of Student	Possible Individual Student Observations	
		<p>COUNTING and NUMERALS</p> <p>A. Student requires teacher support in counting five cards.</p> <p>B. Student accurately counts five cards.</p> <p>C. Student makes errors in counting with one-to-one correspondence when counting quantities to determine the number of dots.</p> <p>D. Student instantly recognizes familiar arrangements of numbers.</p> <p>E. Student instantly reads some (or all) numerals.</p>	<p>REPRESENTATION</p> <p>M. Student draws a picture, but it does not represent the selected pair to 10.</p> <p>N. Student draws a picture and it accurately represents the selected pair to 10. Student may include symbols.</p> <p>O. Student attempts to write an equation using numbers only. Symbols are not included. For example, the student may write a list of numbers, such as $73/10$.</p>
		<p>COUNTING</p> <p>F. Student assigns <i>more than</i> one number name for 1 dot, which demonstrates developing one-to-one correspondence.</p> <p>G. Student counts with one-to-one correspondence starting from 1.</p> <p>H. Student counts on from a given number other than 1 (e.g., 5, 6, 7, 8...8!).</p> <p>I. Student knows many totals without counting (subitizing).</p>	<p>P. Student attempts to record the equation with numbers and symbols.</p> <p>Q. Student accurately writes an equation with numbers and symbols to represent the selected pair to 10.</p>
		<p>FLUENCY</p> <p>J. Student does not correctly form any pairs that equal 10.</p> <p>K. Student correctly forms easier pairs, but may make <i>errors</i> in other combinations. For example, student sees  +  = 10, but may struggle with harder combinations, such as  + .</p>	<p>MAKING MEANING</p> <p>R. Student does not count with one-to-one correspondence, even with counters. Requires teacher support.</p> <p>S. With counters, the student counts with one-to-one correspondence starting at 1.</p> <p>T. With counters, the student models the pair that makes 10 accurately.</p>
		<p>L. Student consistently and correctly forms pairs that equal 10 when given any number 1–9.</p>	<p>FLUENCY</p> <p>U. Student does not quickly recognize and name numerals 0–10.</p> <p>V. Student readily recognizes and names numerals 0–10.</p>
			<p>W. Student is able to move from “known” pairs of 10 (e.g., $5 + 5 = 10$) to “unknown” pairs of 10 (e.g., $6 + 4 = 10$) by understanding the relationships between numbers.</p>



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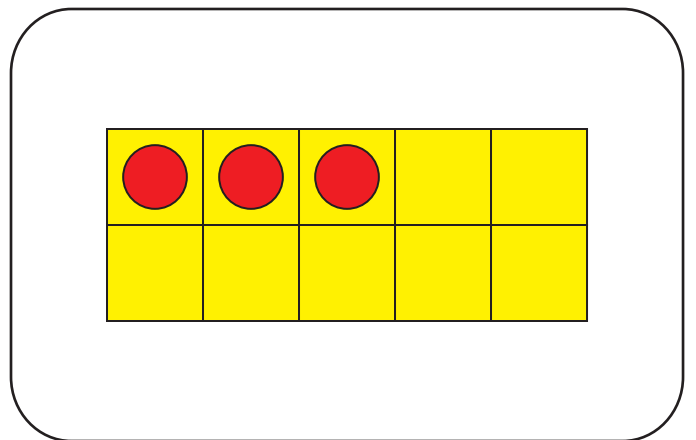
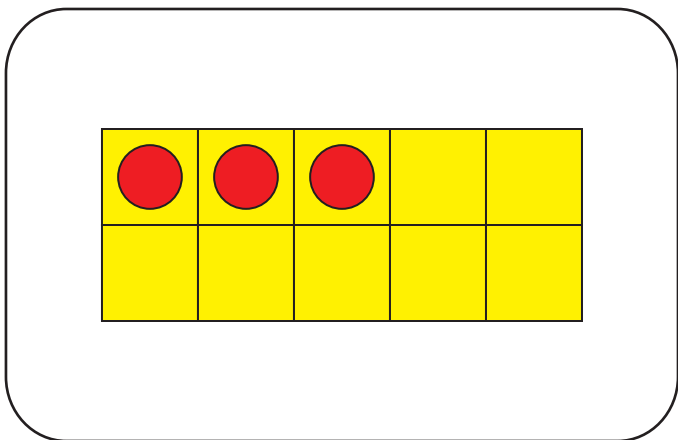
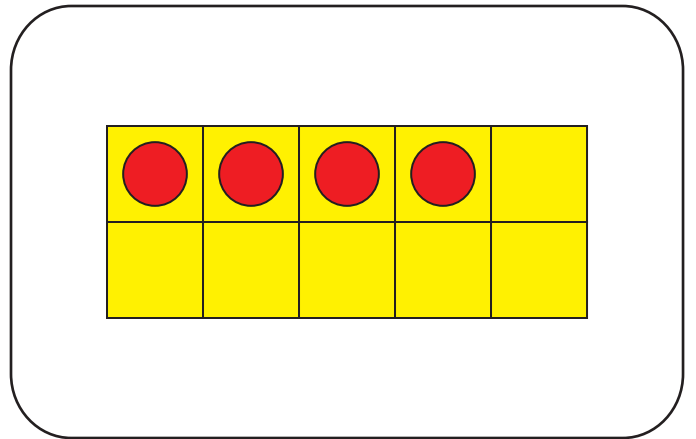
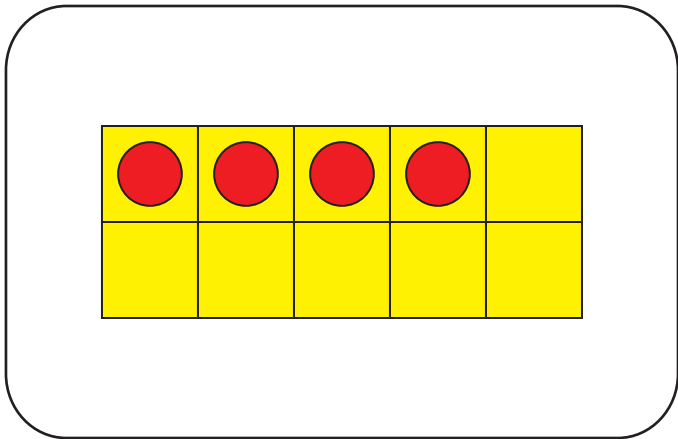
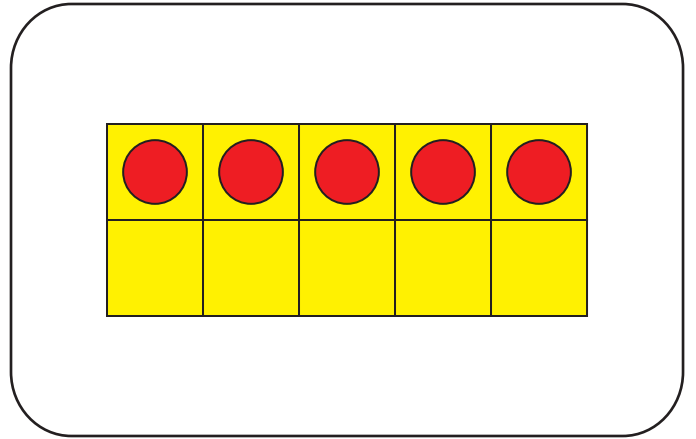
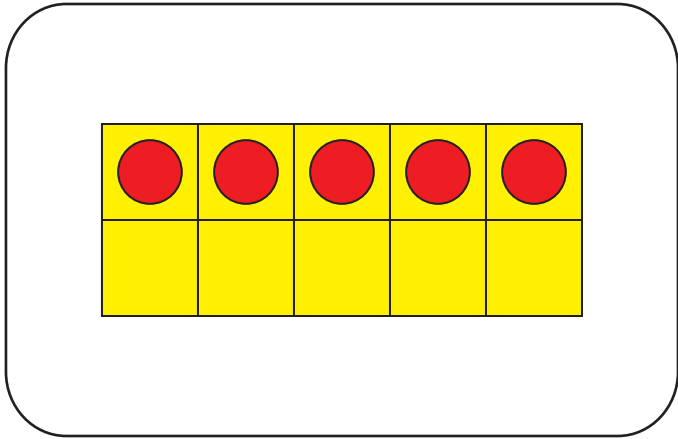
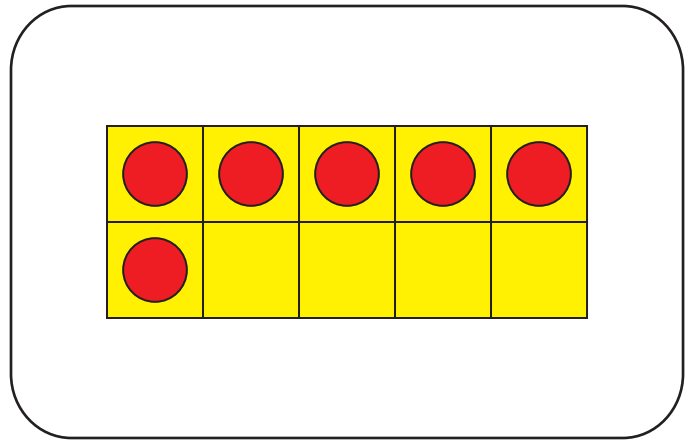
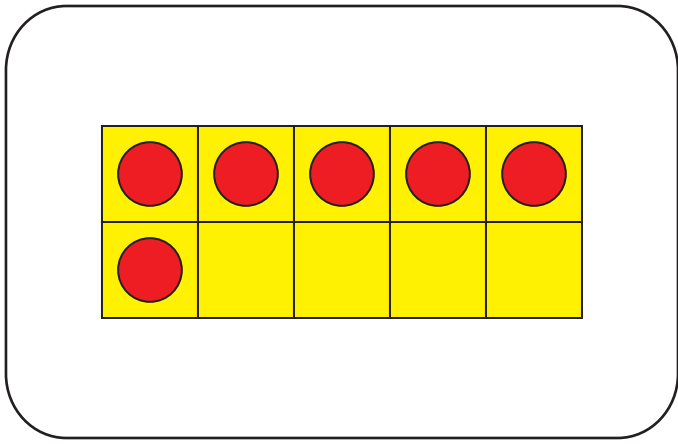
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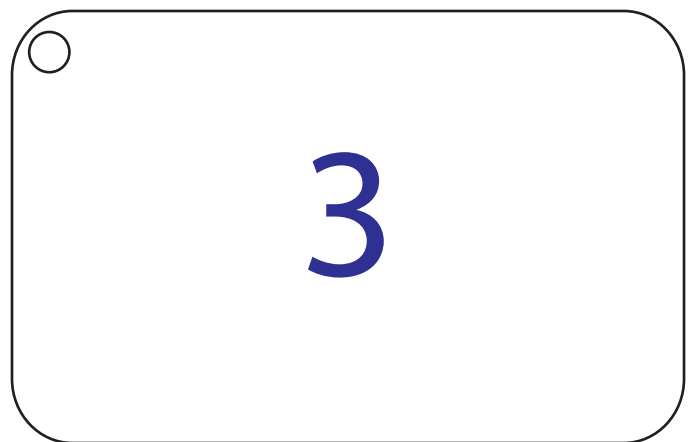
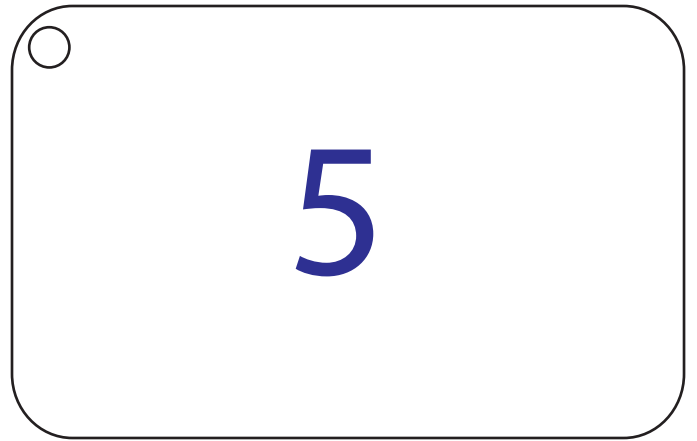
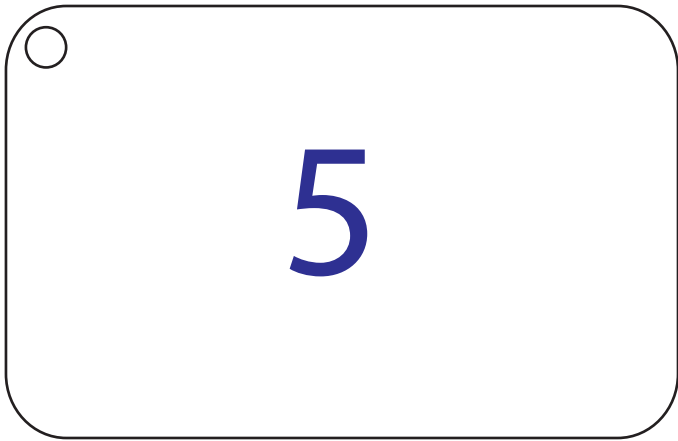
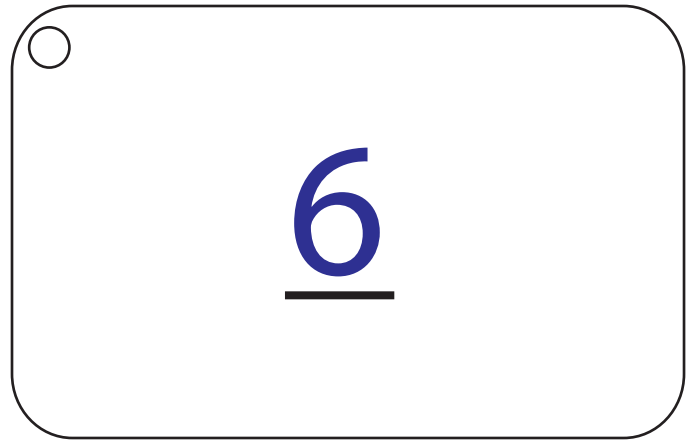
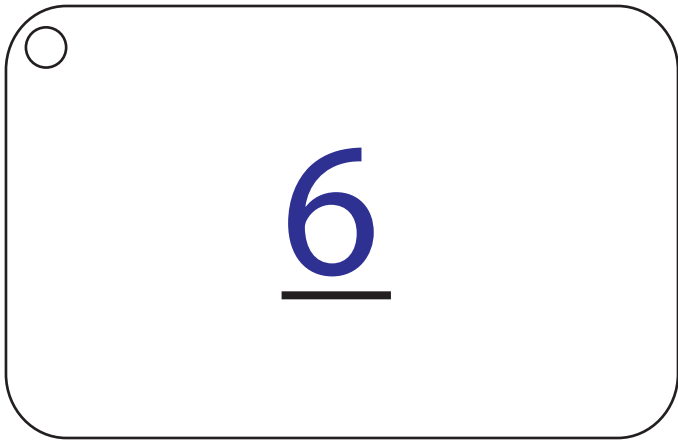
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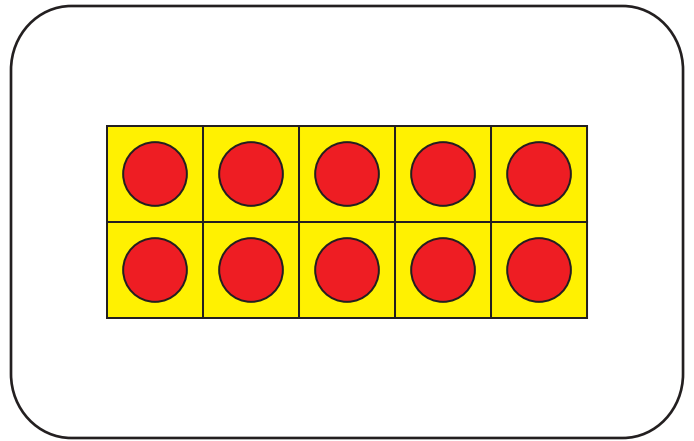
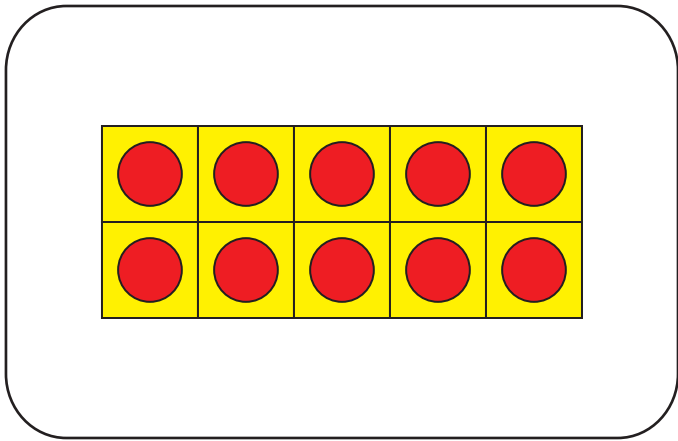
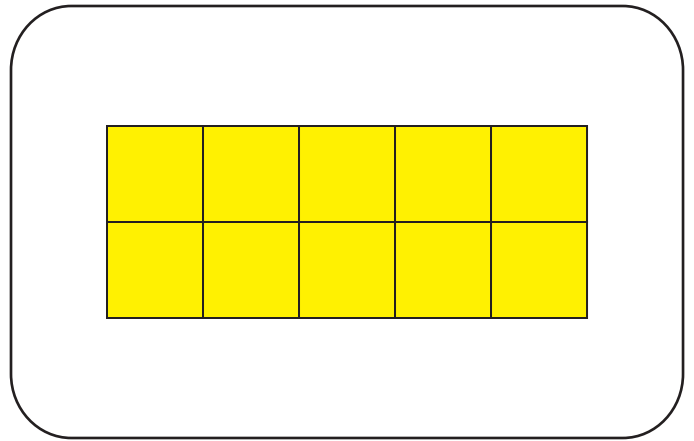
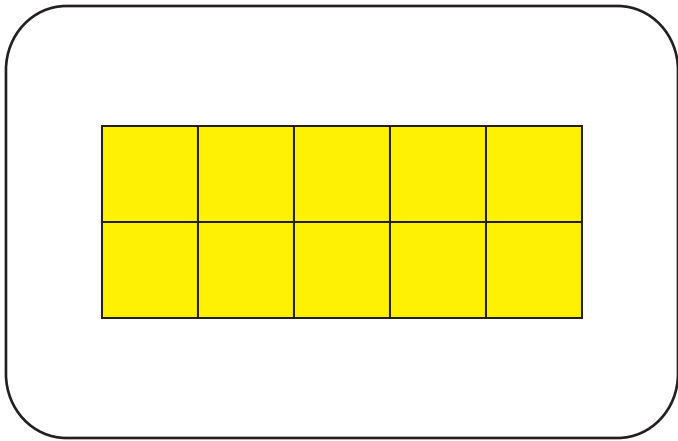
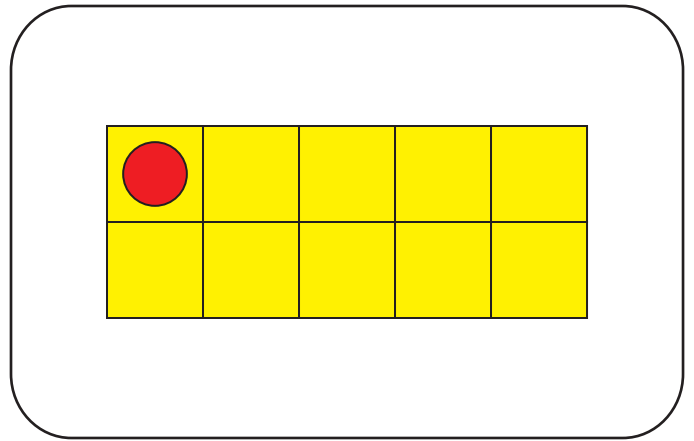
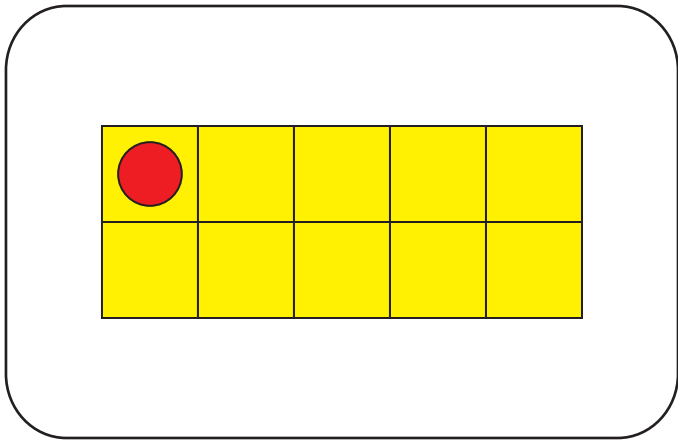
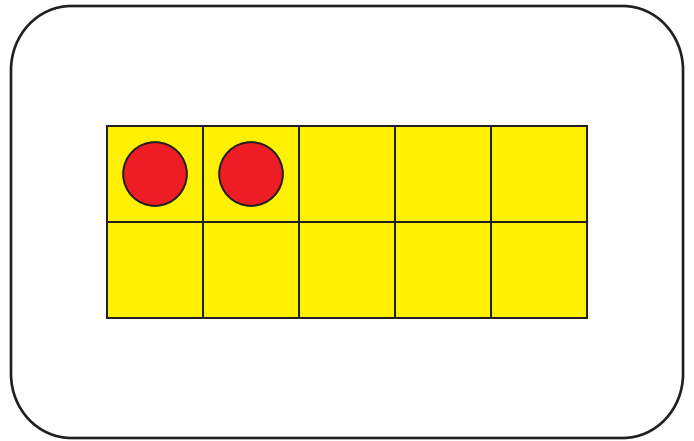
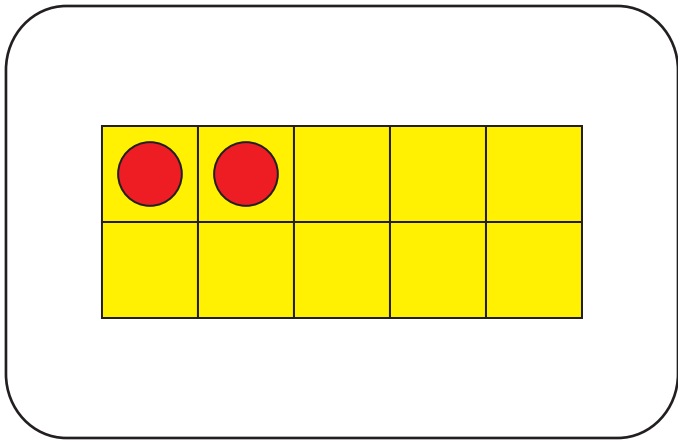
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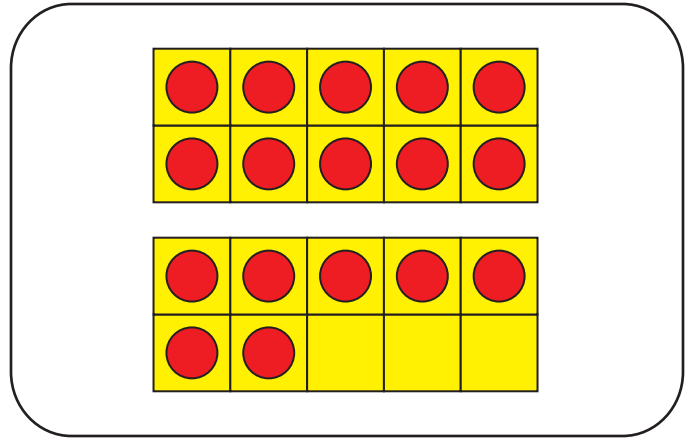
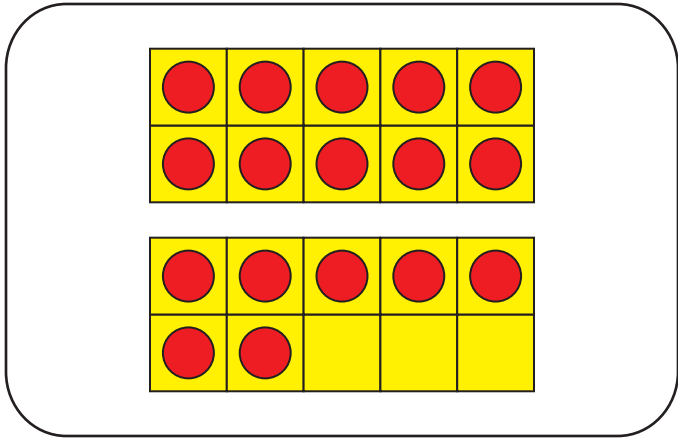
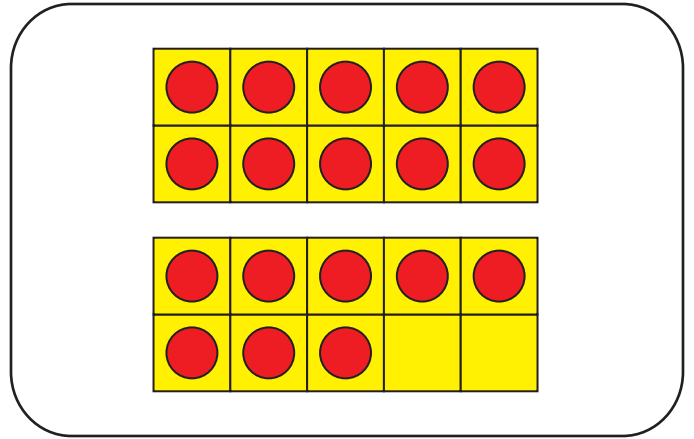
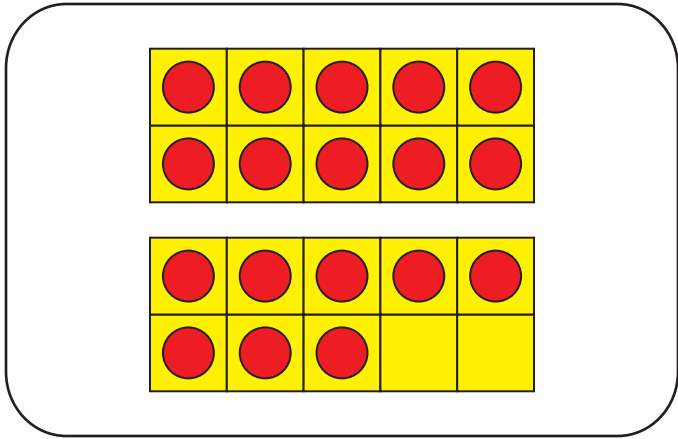
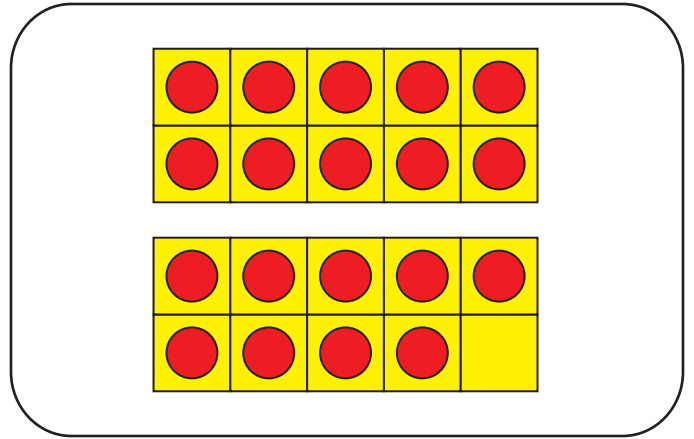
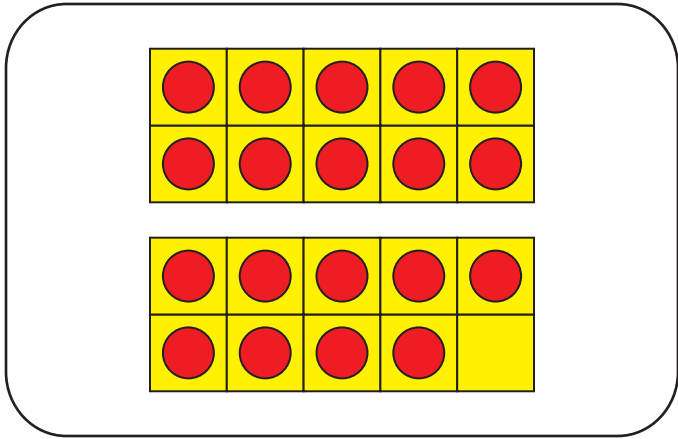
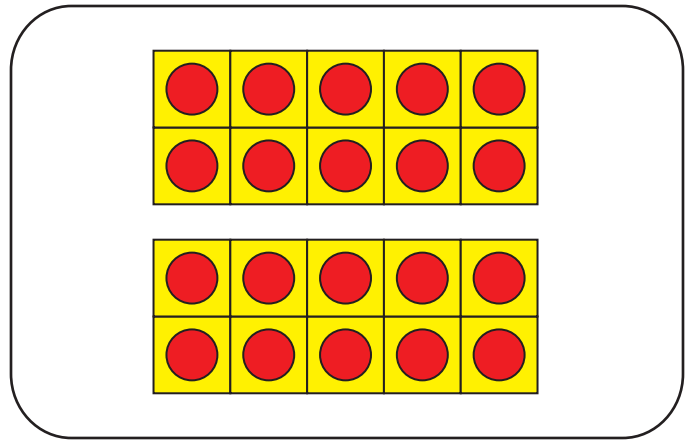
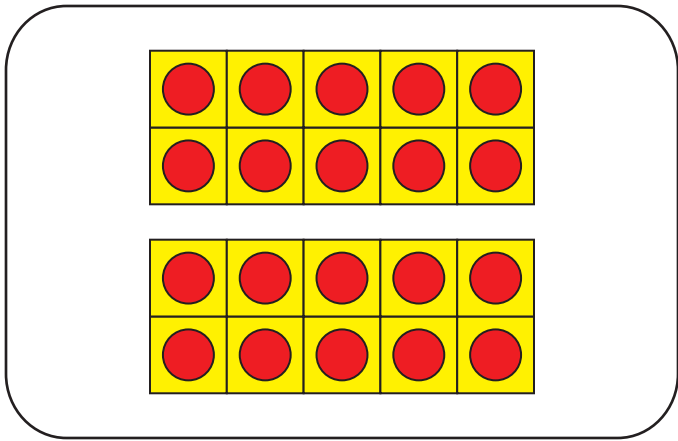
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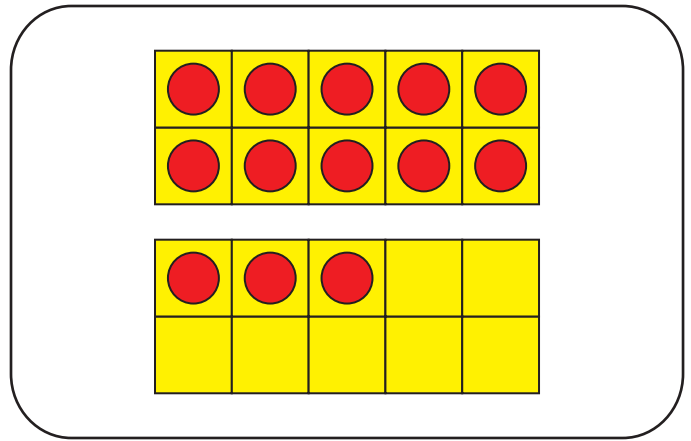
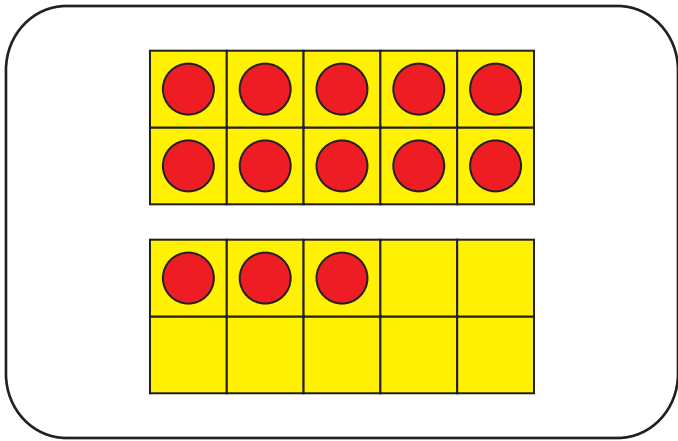
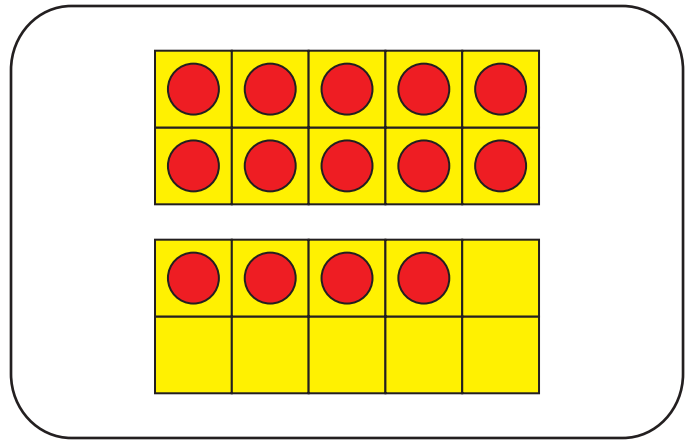
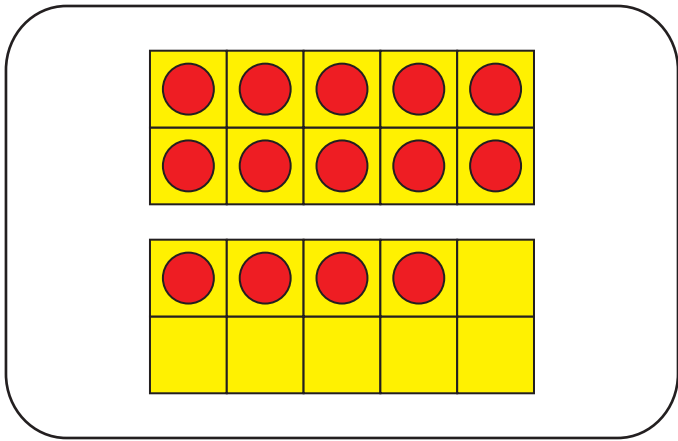
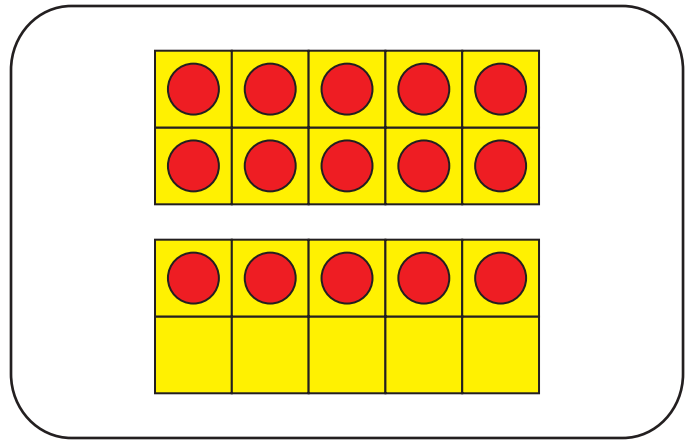
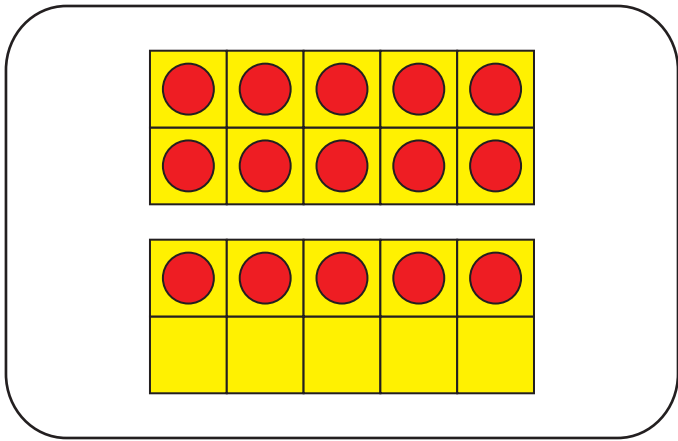
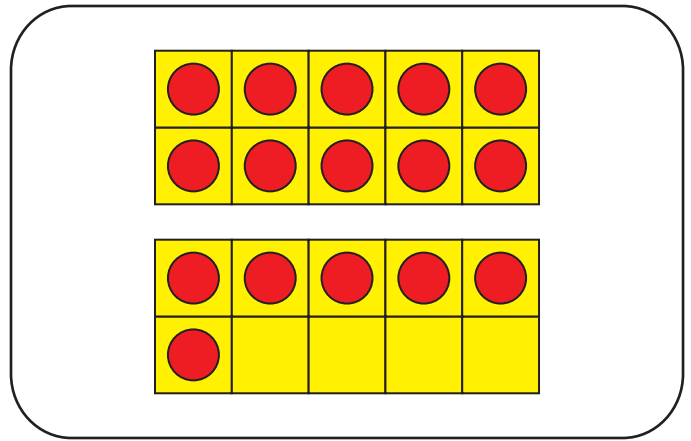
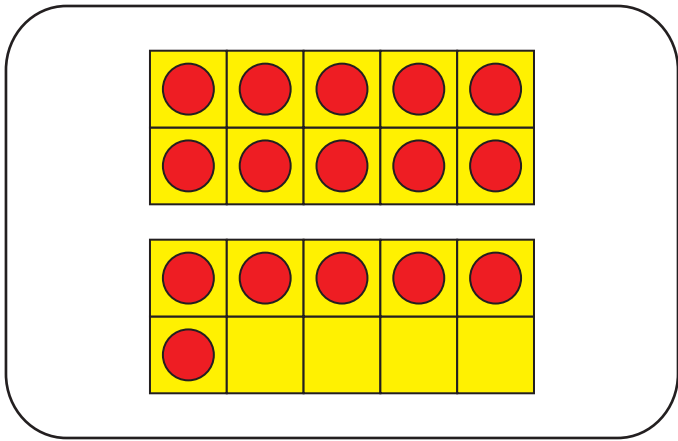
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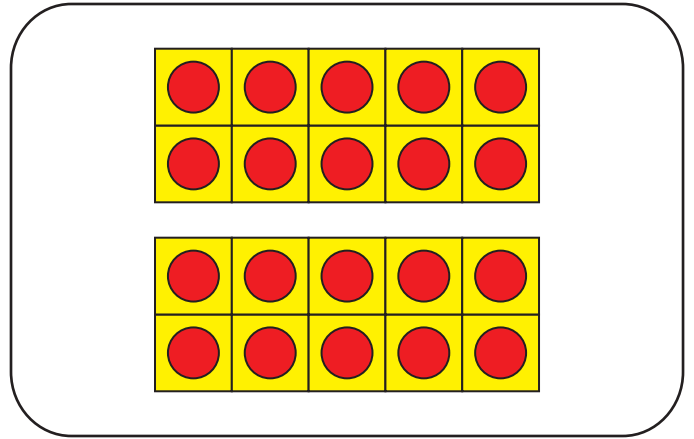
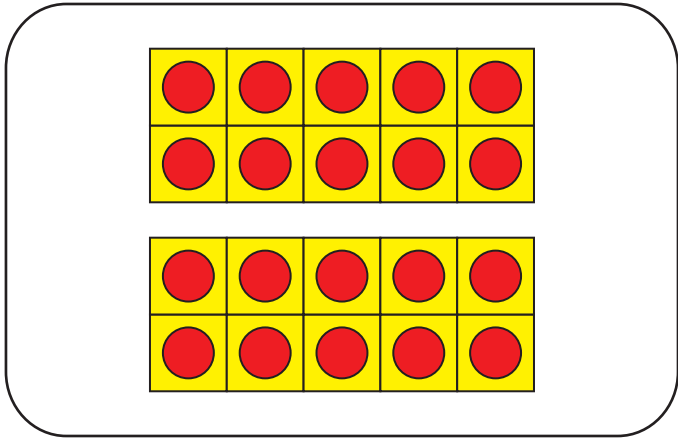
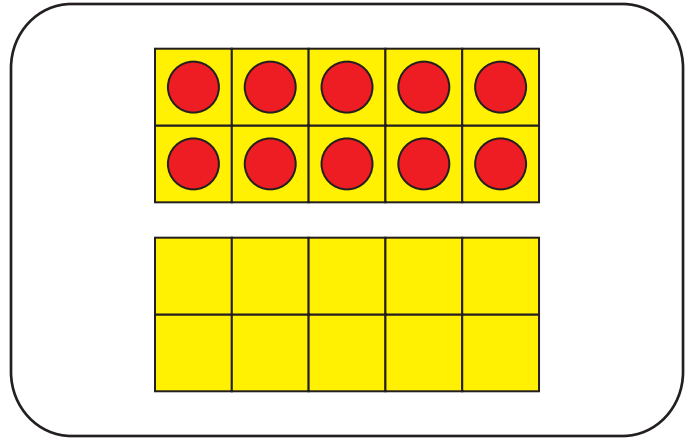
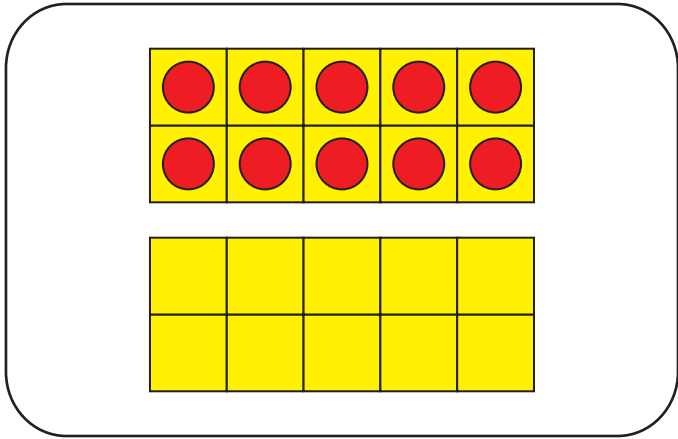
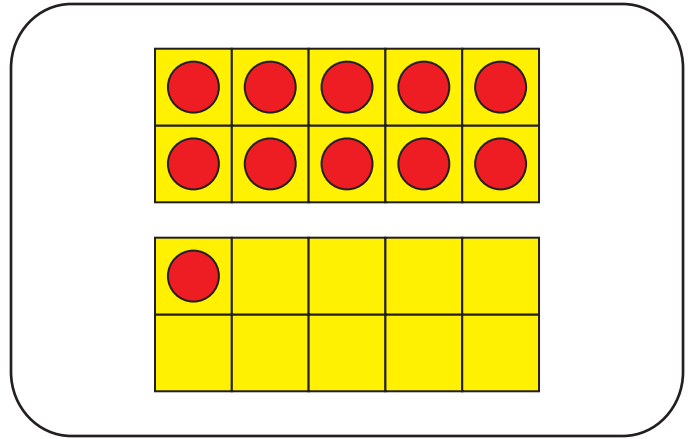
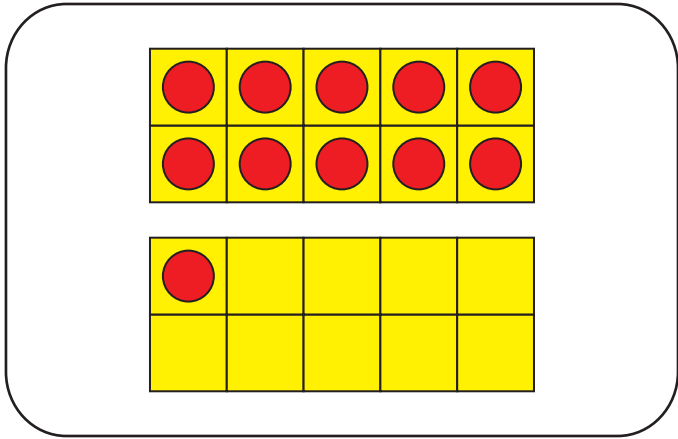
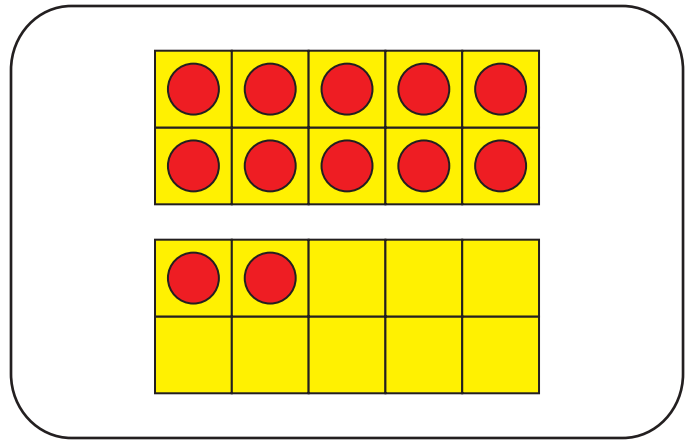
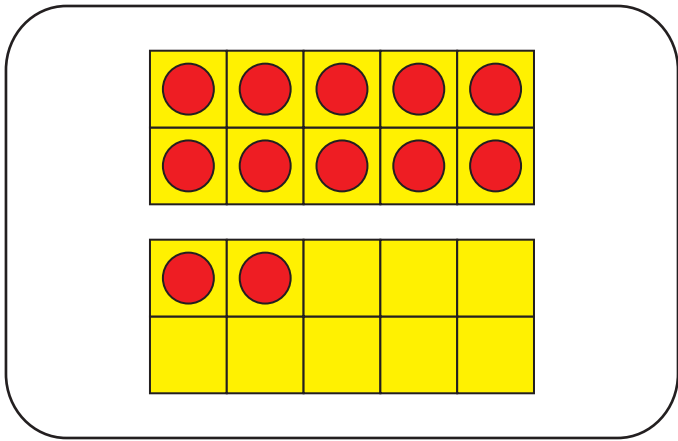
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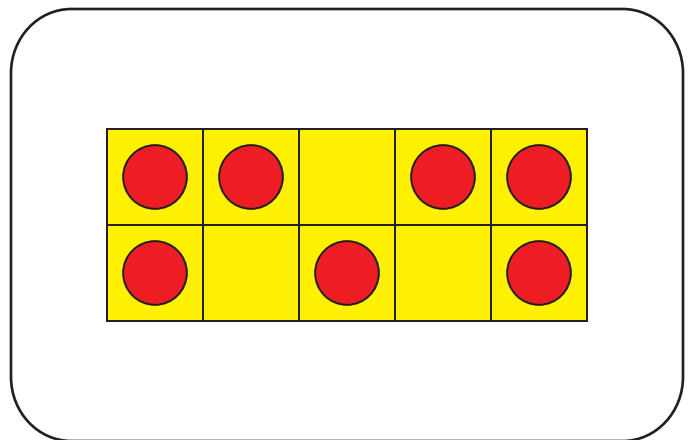
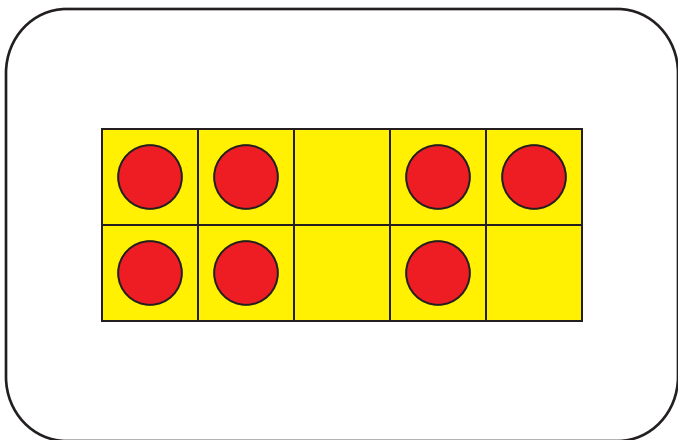
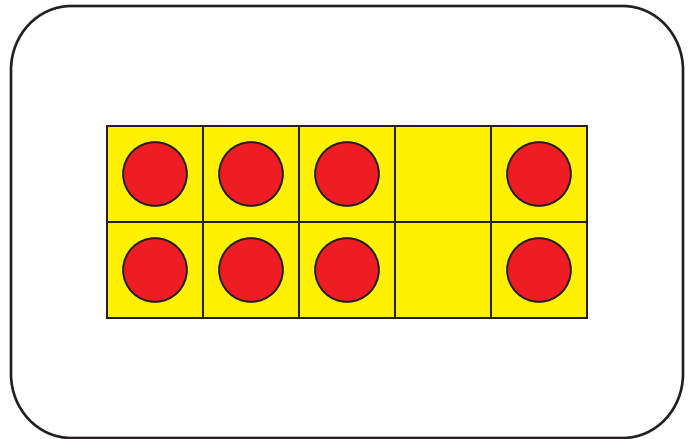
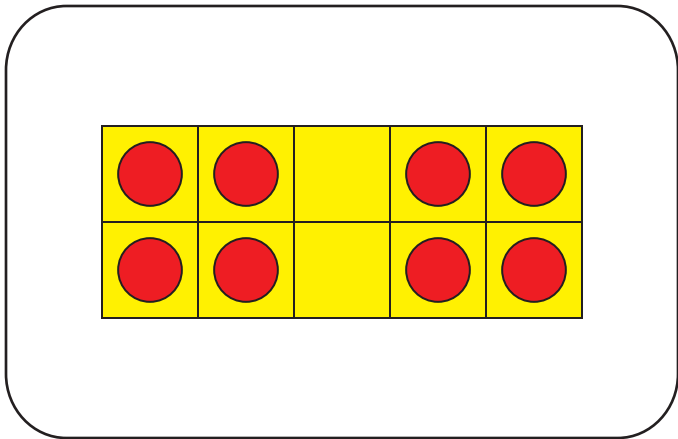
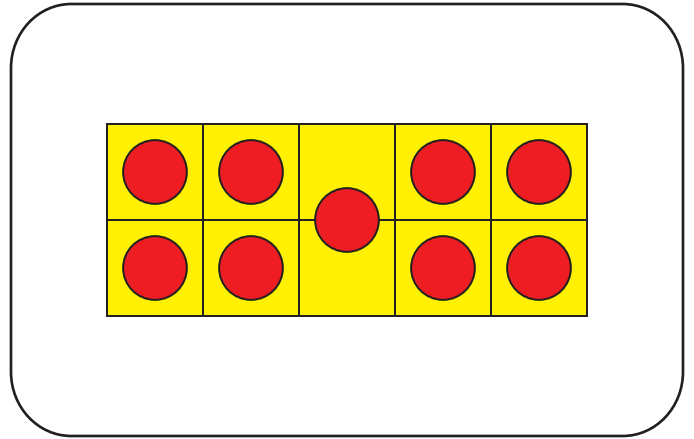
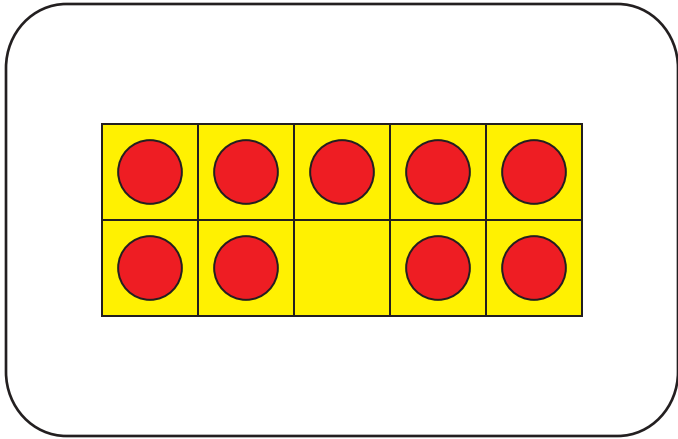
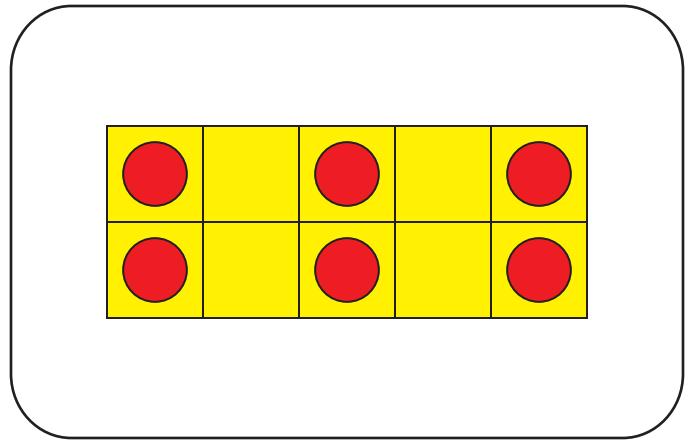
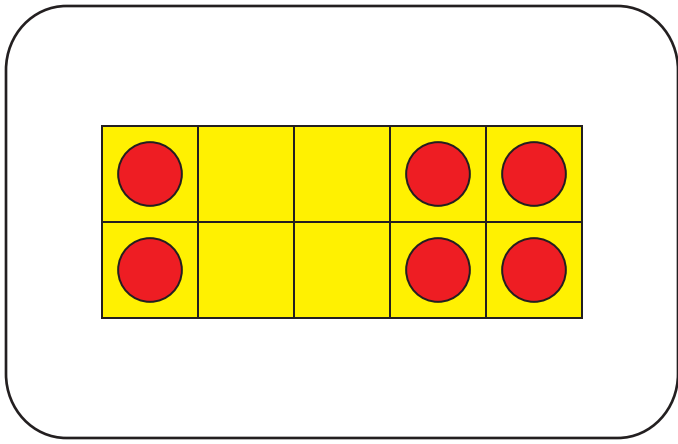
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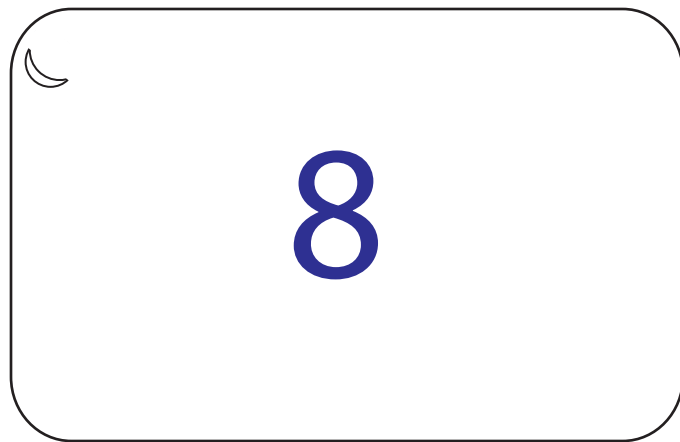
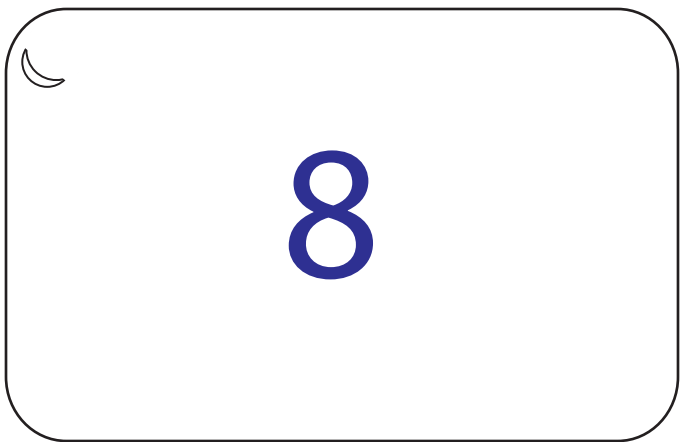
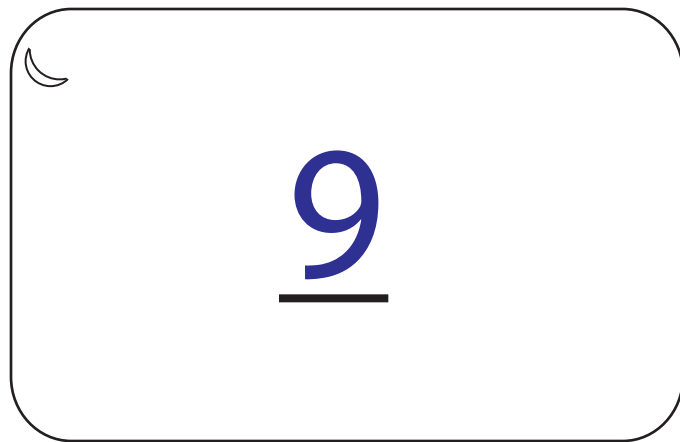
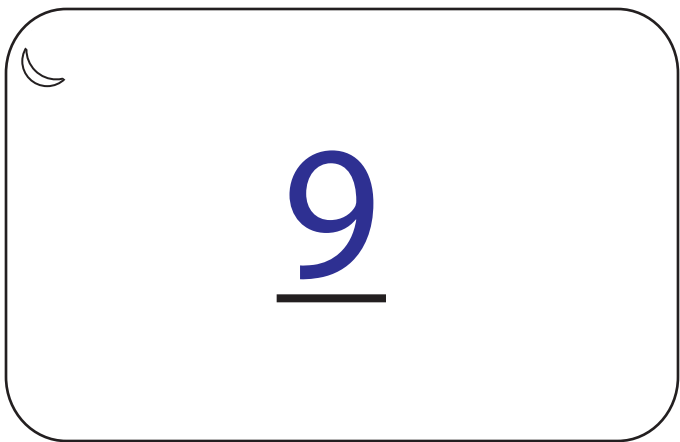
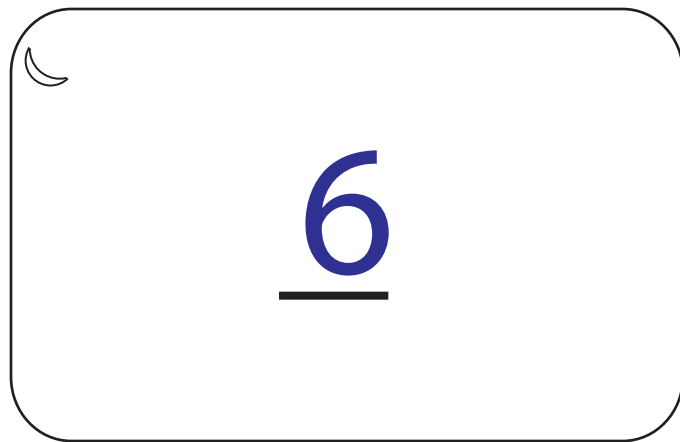
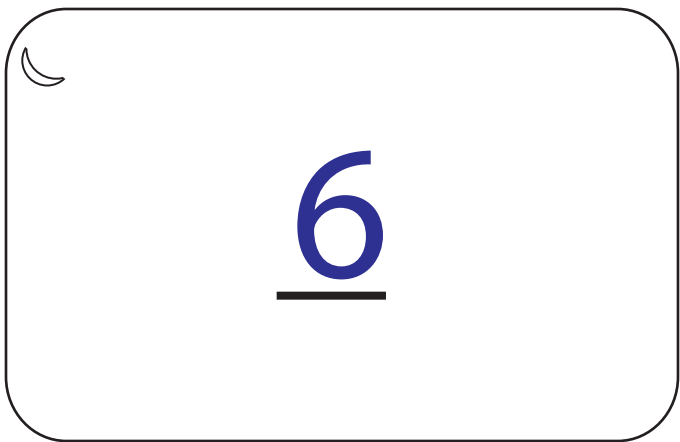


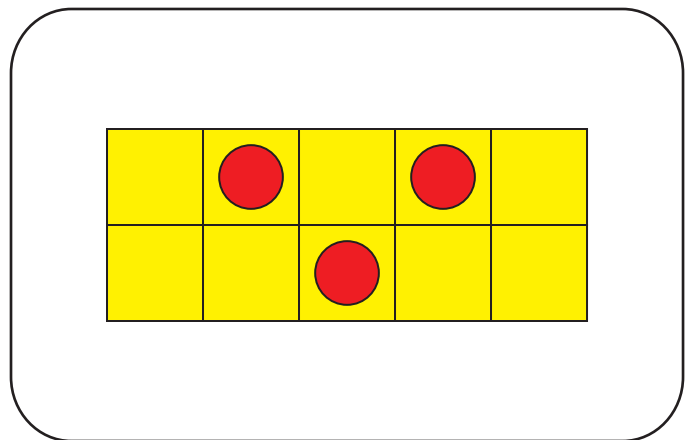
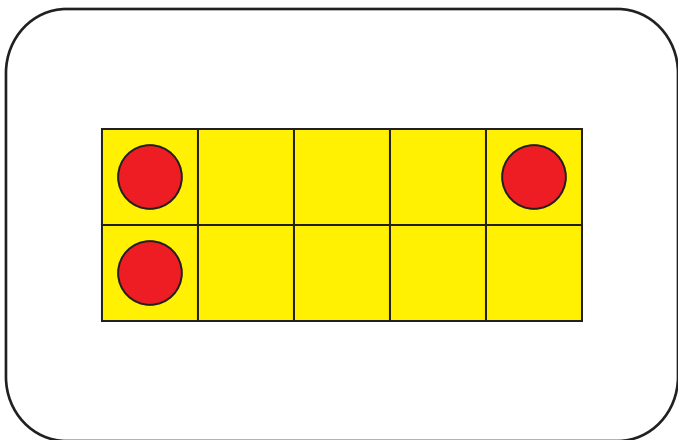
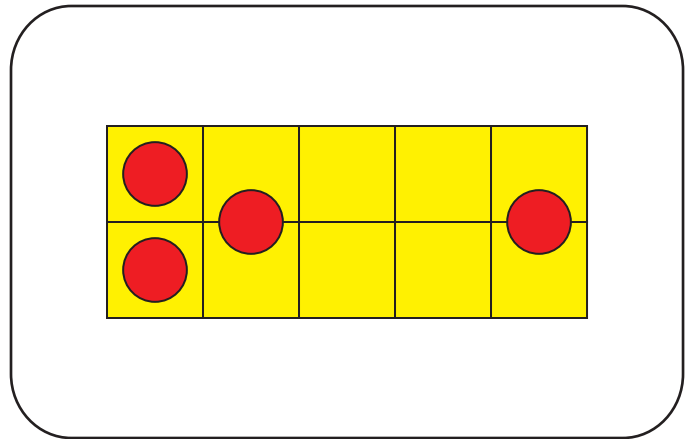
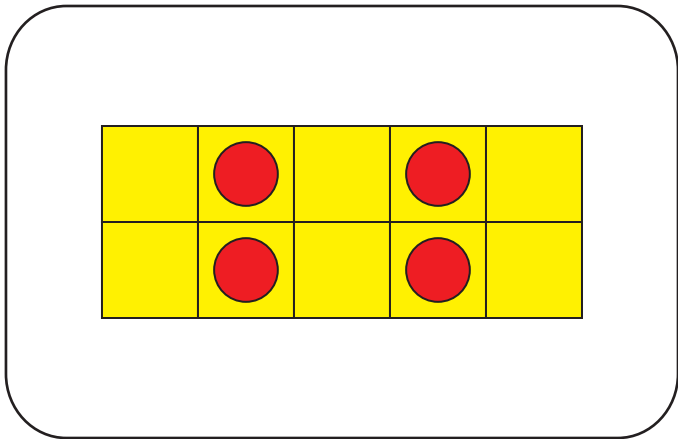
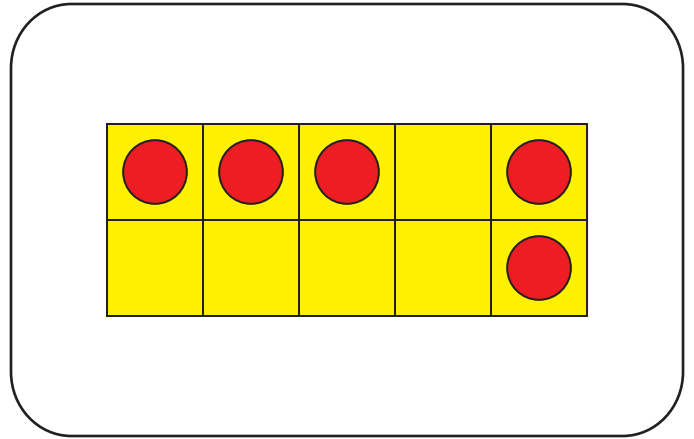
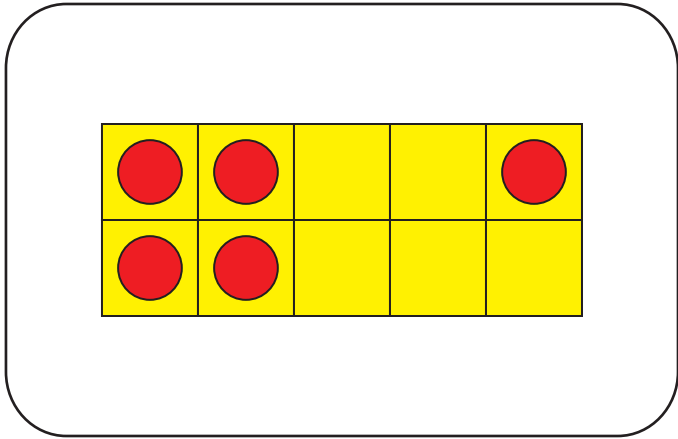
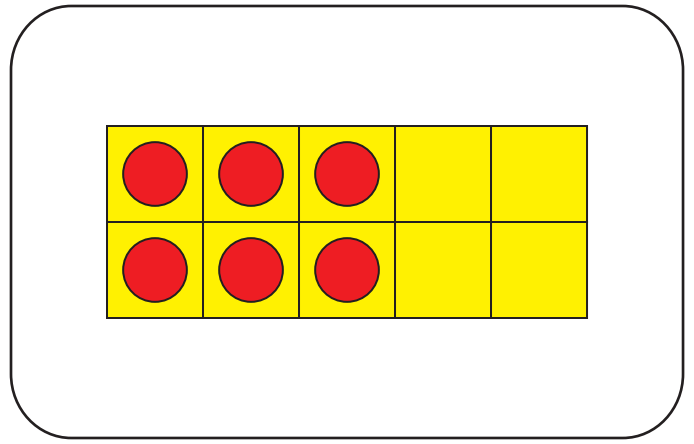
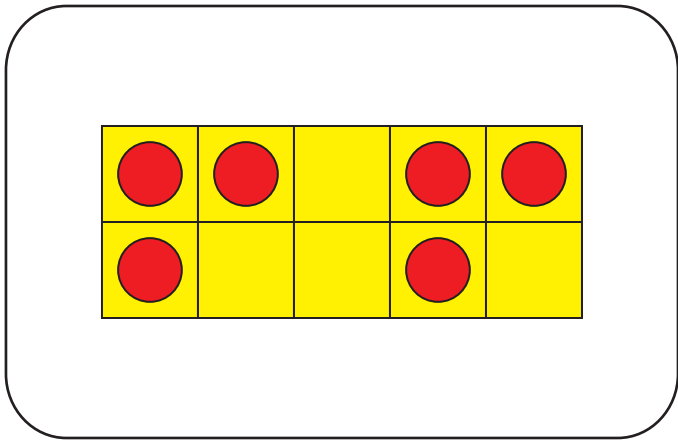
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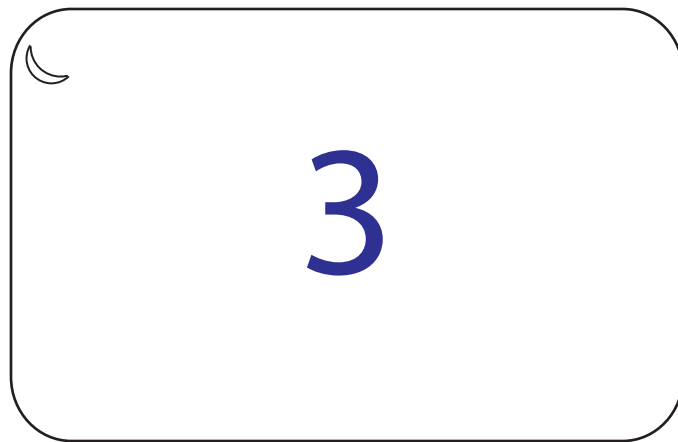
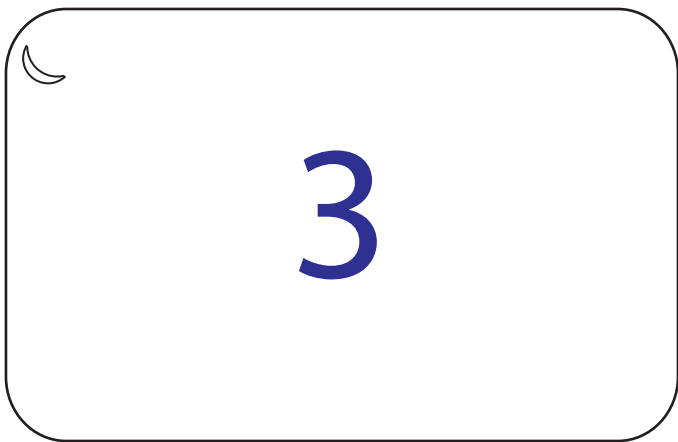
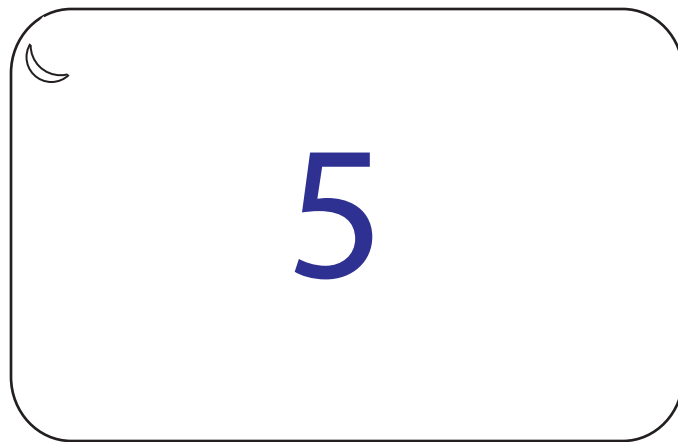
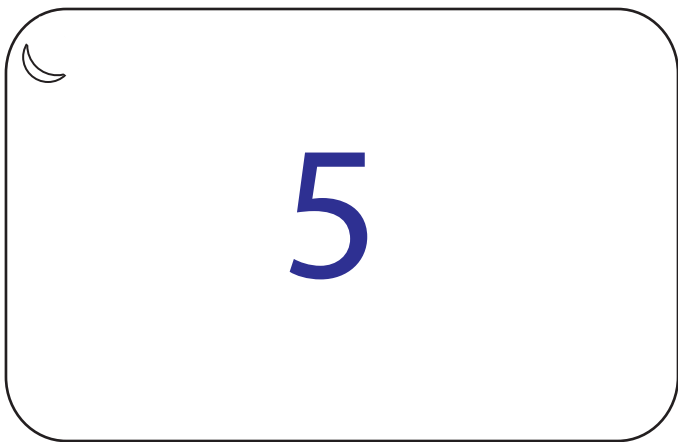
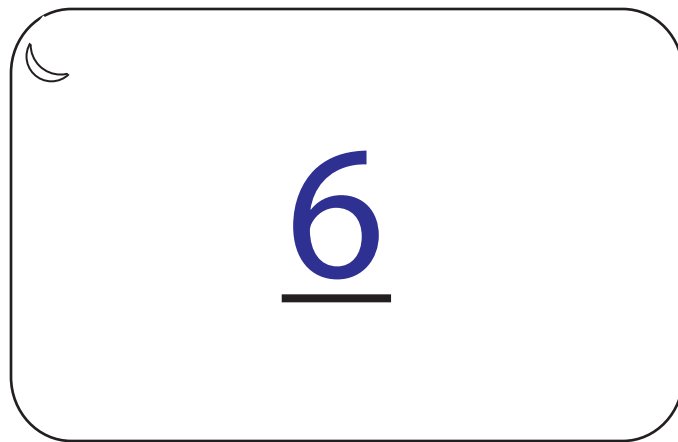
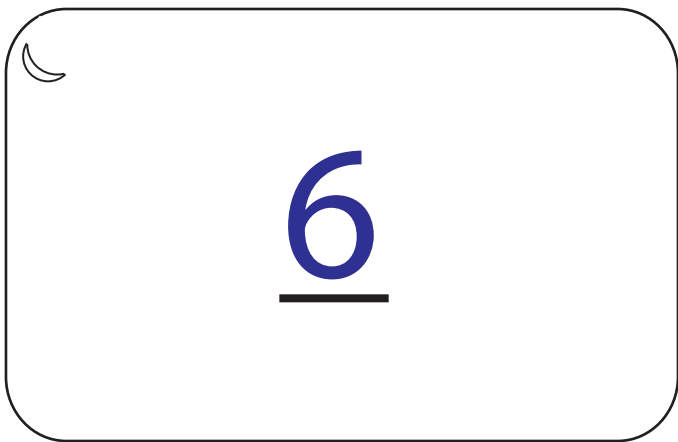


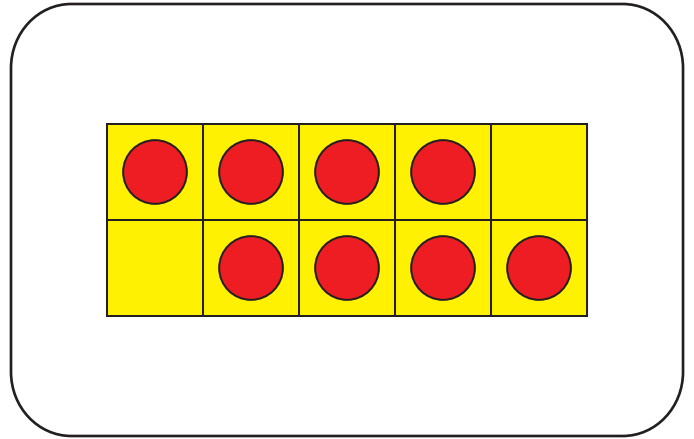
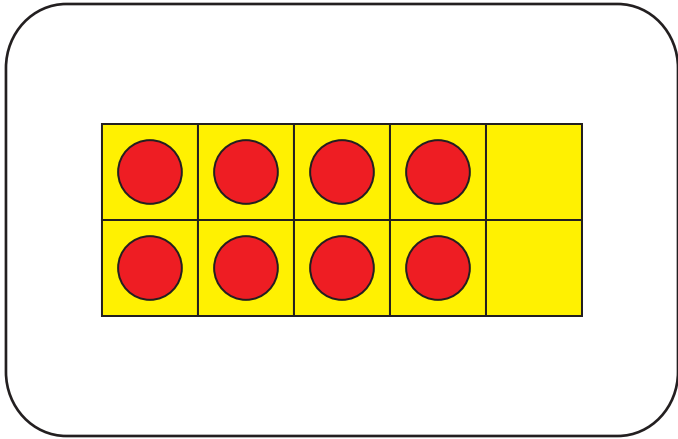
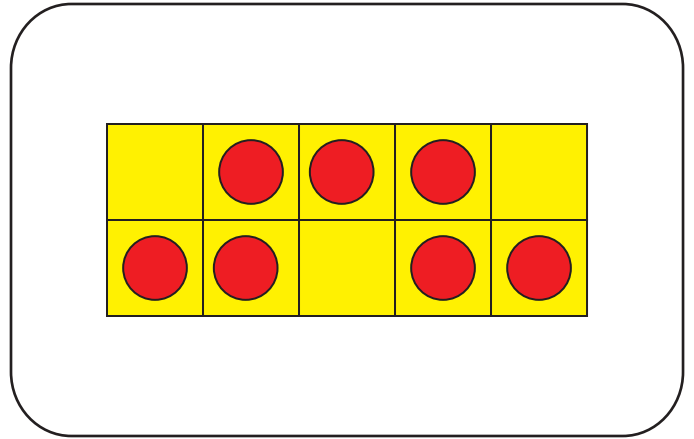
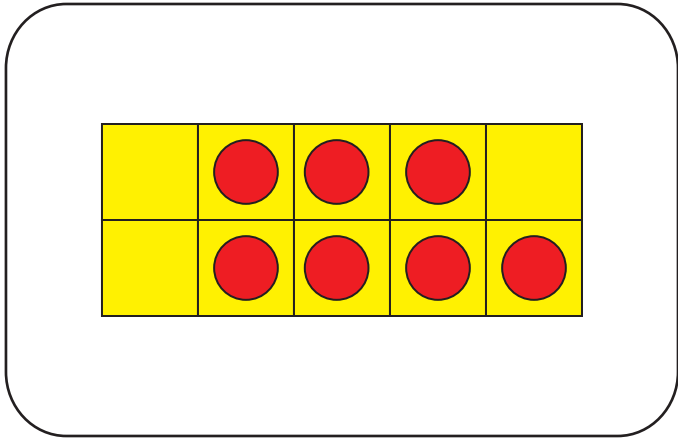
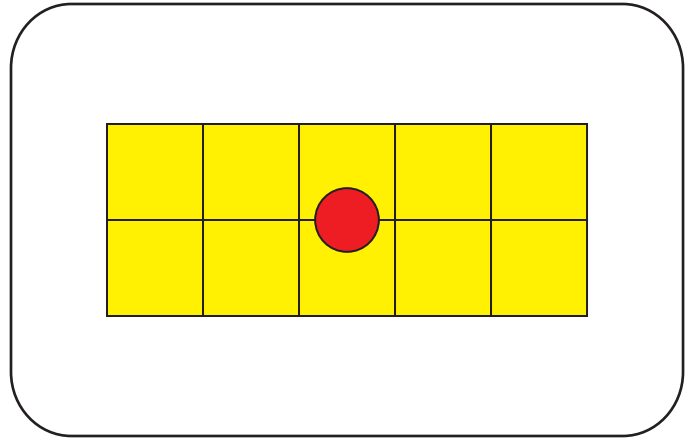
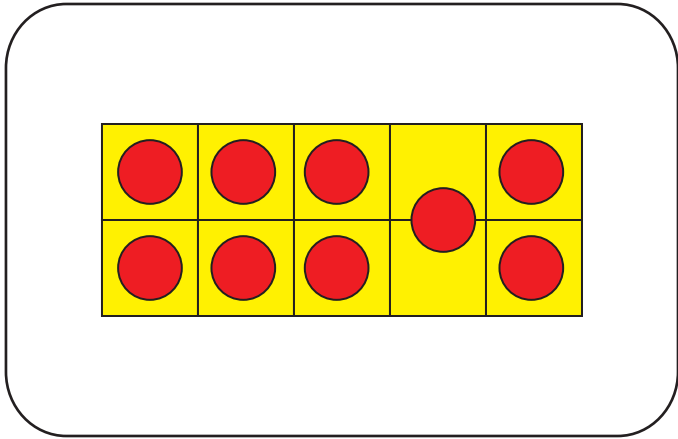
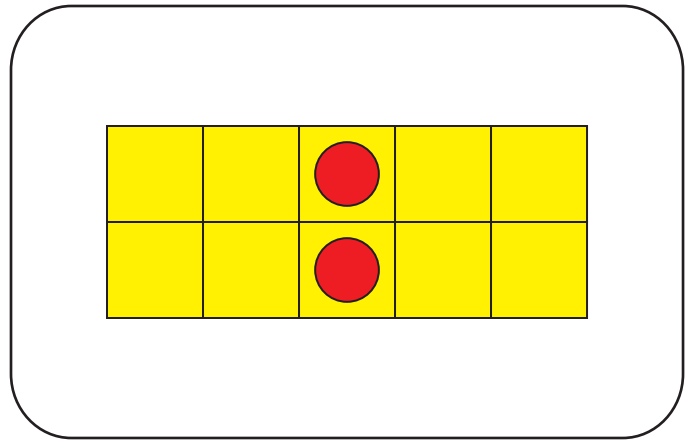
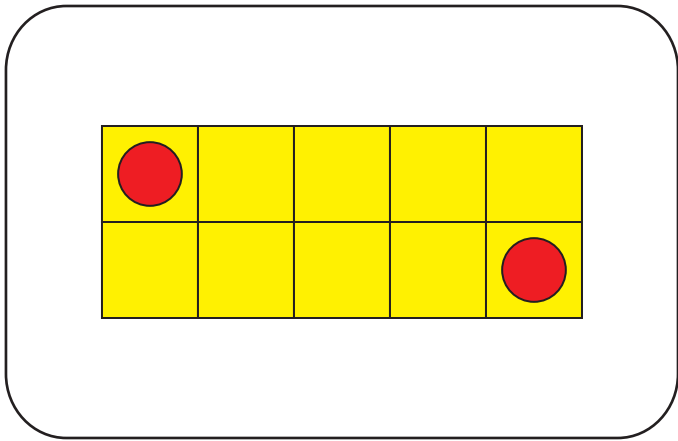
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