

**OBSERVATION CHECKLIST**

**ASSESSING STUDENT UNDERSTANDING: ORGANIZING A COLLECTION INTO TEN AND ONES – 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	Observation of Student	Possible Individual Student Observations	
		<p><b>COUNTING</b></p> <p>A. Student makes errors in counting with one-to-one correspondence when counting the number of cubes to remove.</p> <p>B. Student accurately counts and removes the selected number of cubes one by one, demonstrating one-to-one correspondence.</p> <p>C. Student accurately counts and removes the selected number of cubes by counting by 2s or 5s—or another attempt at organized counting.</p>	<p><b>EXPLAINING REASONING AND BASE 10</b></p> <p>G. Student benefits from the support of a sentence starter.</p> <p>H. Student’s explanation is developing and is evident by either an incomplete or partially flawed explanation.</p> <p>I. Student’s explanation is thorough and complete.</p>
		<p><b>BASE 10</b></p> <p>D. Student requires support in organizing the collection into 1 ten and some ones.</p>	<p>J. Student misrepresents the ones digit with the number of additional ones in the collection.</p> <p>K. Student correctly represents the ones digit with the number of additional ones in the collection.</p>
		<p>E. Student conceptually understands organizing into 1 ten and some ones, but miscounts the number of cubes in the ten-stick.</p>	<p>L. Student understands how to overlay the ones digit over the 10 to create a teen number.</p>
		<p>F. Student organizes the collection into 1 ten and some ones.</p>	<p>M. Student correctly reads the number created.</p> <p>N. Student incorrectly reads the number created.</p>

**OBSERVATION CHECKLIST**

**ASSESSING STUDENT UNDERSTANDING: MATCHING A TEEN NUMBER WITH AN EQUATION – 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><b>FLUENCY</b></p> <p>A. Student correctly creates the number with layered cards.</p>	<p><b>REPRESENTATION</b></p> <p>M. Student requires support (teacher or peer) to write the equation.</p>
		<p>B. Student requires support (teacher or peer) in creating the teen number, knowing that the ones card overlays over the 0 (in 10) and belongs in the ones place.</p>	<p>N. Student correctly writes the equation in one form, but not the other. Note the form where students need additional support.</p>
		<p>C. Student requires support in reading the number.</p> <p>D. Student attempts to read the number aloud, but makes a common error.</p>	<p>O. Student correctly writes the equation using both forms.</p>
		<p>E. Student reads the number aloud correctly and confidently.</p> <p><b>BASE 10</b></p>	<p><i>Other Observations:</i></p>
		<p>F. Student counts a ten-stick by counting by 1s.</p>	
		<p>G. Student instantly knows how many tens and ones are needed—without having to count.</p>	
		<p>H. Student counts the additional ones with one-to-one correspondence.</p>	
		<p>I. Student counts on from 10, already knowing that there are 10 ones within 1 ten.</p> <p>J. Student counts the additional ones by another method of organized counting (e.g., 2s or 5s)</p>	
		<p>K. Student requires support (teacher or peer) in modeling the teen number.</p> <p>L. Student correctly and consistently models the teen number.</p>	

Name \_\_\_\_\_

## Teen Numbers: Student Recording Sheet A

Round #	Write two equations to show how you made your teen number.
1	$\begin{array}{r} 10 \\ \hline \end{array} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} = 10 + \underline{\hspace{2cm}}$
2	$\begin{array}{r} 10 \\ \hline \end{array} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} = 10 + \underline{\hspace{2cm}}$
3	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$
4	$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$



Name \_\_\_\_\_

### Teen Numbers: Student Extension Sheet C - Blank Template

Round #	Write two equations to show how you made your number.
	$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$ $\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$
	$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$ $\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$
	$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$ $\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$
	$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$ $\underline{\quad\quad} = \underline{\quad\quad} + \underline{\quad\quad}$

Teen Numbers - Layered Cards

1

1

10

1

0

6

6

60

6

0

2

2

20

2

0

7

7

70

7

0

3

3

30

3

0

8

8

80

8

0

4

4

40

4

0

9

9

90

9

0

5

5

50

5

0

Note: 20 - 90 only for Extension activities. Keep blanks to replace lost cards.