










OBSERVATION CHECKLIST

ASSESSING STUDENT UNDERSTANDING: TWO NUMBERS

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 Students	Possible Individual Student Observations	
		<p>COUNTING and FLUENCY</p> <p>A. Student does not recognize all the numerals. (Record which are missed).</p> <p>B. Student reads the numerals correctly, but is not systematic about knowing if they are all there and all different.</p> <p>C. Student arranges <i>some</i> of the numbers in order, but makes <i>at least</i> one error in the placement of a number.</p> <p>D. Student correctly arranges the numbers in order.</p>	<p>K. Student seems to know many totals without counting. Note which totals the student does know, and where the student relies on counting.</p> <p>L. Student <i>fluently</i> adds within 5 when using numeral cubes.</p> <p>M. Student performs additions whose sum is greater than 5, using strategies like counting, drawing, decomposing or adjustment from other known sums.</p> <p>N. Student appears fluent with some ≥ 5 additions. (Note which ones.)</p>
		<p>MAKING MEANING</p> <p>E. Student recognizes , , and  readily. Student counts for at least  and  and sometimes makes errors.</p> <p>F. Student needs to count for larger numbers of dots, counts correctly, but does not yet retain that pattern the next time that pattern is encountered.</p> <p>G. Student recognizes all of the numbers readily.</p> <p>H. (If using numeral cubes) Student recognizes all numerals.</p>	<p>STRATEGIES</p> <p>O. Student uses both numbers or their sum, but does not independently use subtraction.</p> <p>P. Student readily recognizes the option of subtraction (e.g., the option to turn over 1 when the pair is  ).</p> <p>Q. Student recognizes that the only way to turn over 0 is to get two numbers that are the same (e.g.,  .</p>
		<p>COUNTING and FLUENCY</p> <p>I. Student counts starting at 1.</p> <p>J. Student recognizes the number of dots on one cube and continues that count while pointing to the dots on the other cube.</p>	<p>FLUENCY</p> <p>R. Student works out subtraction using some strategy but does not seem to know the facts fluently.</p> <p>S. Student meets fluency standard in (+) and (-).</p> <p>T. List sums (addition) that student knows fluently when presented only with pairs of numerals.</p> <p>U. List differences (subtraction) that student knows fluently when presented only with pairs of numerals.</p>

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