Student Name _____

	Date 1	Date 2	Date 3
Topic D			
Topic E			

Topic D: Extend the Say Ten and Regular Count Sequence to 100

Rubric Score _____ Time Elapsed _____

Materials: (T) Ten 10-frame cards representing 10

Set out the ten 10-frame cards.

- T: (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.
- T: Please count the dots from 11 to 20 the Say Ten Way.
- T: Please count by 10s to 100 the Say Ten Way.
- T: Please count by 10s to 100 the regular way.
- T: Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.)

What did the student do?	What did the student say?

Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Rubric Score _____   Time Elapsed _____

Materials: (S) 17 centimeter cubes, 8 ½" × 11" number bond template (Lesson 7 Template) in personal white
           board, eraser

- T: (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange into a straight line or array, do so for the student.)
- T: Separate 10 cubes into a group.
- T: Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)
- T: (Write 17 = _____ + _____.) Make an addition sentence to match your number bond.
- T: How are your number bond and your addition sentence the same?

What did the student do?	What did the student say?

End-of-Module Assessment Task Standards Addressed	Topics D–E

Know number names and the count sequence.

K.CC.1   Count to 100 by ones and by tens.

K.CC.2   Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3   Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

K.CC.4   Understand the relationship between numbers and quantities; connect counting to cardinality.

      b.   Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

      c.   Understand that each successive number name refers to a quantity that is one larger.

K.CC.5   Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Work with numbers 11–19 to gain foundations for place value.

K.NBT.1   Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students can do now while pointing the way toward what they need to work on next.

A Progression Toward Mastery				
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 point)	STEP 2 Evidence of some reasoning without a correct answer. (2 points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 points)
Topic D **K.CC.1** **K.CC.2**	The student shows little evidence of counting ability or understanding.	The student shows evidence of beginning to understand counting by 10s and 1s but skips or repeats numbers often, resulting in an inaccurate count.	The student is unable to perform one of the tasks.	The student correctly: ▪ Counts up by 10s using the Say Ten and regular ways. ▪ Counts the dots from 11 to 20 the Say Ten Way. ▪ Counts from 28 to 32 the regular way. ▪ Counts a number between 11 to 20 the regular way.
Topic E **K.CC.5** **K.NBT.1**	The student shows little evidence of understanding organized counting, teen numbers, number bonds, and/or addition sentences.	The student shows a beginning understanding of counting into an array or line, representing teen numbers as number bonds and/or addition sentences, but answers inaccurately.	The student correctly counts 17 cubes into an array or line and writes the number bond for 17 but cannot write an accurate equation. OR The student writes an accurate equation for 17 but cannot write the number bond or count into an array or line.	The student correctly: ▪ Counts 17 cubes into an array or line. ▪ Separates 10 cubes and correctly writes 17 as the whole and 10 and 7 as the parts of 17. ▪ Writes an accurate addition sentence and reasonably connects both representations.

5.S.12

Class Record Sheet of Rubric Scores: Module 5			
Student Names:	Topic D: Extend the Say Ten and Regular Count Sequence to 100	Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers	Next Steps: