

Student Name: _____

Topic E: Working with Numbers 6–8 in Different Configurations

Rubric Score: _____ Time Elapsed: _____

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

Materials: (S) 10 linking cubes (or other familiar classroom object)

- T: Please count 6 linking cubes, and put them in a row. (Pause.) Write the numeral 6.
- T: (Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the number 7. Show me the 5-group that's hiding in this group of cubes.
- T: (Arrange 8 cubes into an array of 4 and 4.) How many cubes are there now? (Pause.) How did you know there were that many?

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic F: Working with Numbers 9–10 in Different Configurations

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 12 linking cubes (or other familiar classroom object), brown construction paper mat to show the problem

- T: Now, let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?
- T: Use your words to tell me how you figured out the problem.
- T: Write the number that tells how many bears there are eating leaves.
- T: Another bear came. Show me the bears now. How many bears is that? Write that number.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: *One More* with Numbers 0–10

Rubric Score: _____ Time Elapsed: _____

Materials: (T) 5-group cards (Lesson 7 Template, numeral side: 7, 8, and 9), 5-group card (Lesson 7 Template, dot side), 10 cubes

- T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this.
- T: (Hold up the card showing the numeral 7.) Use the number cards to show me the numeral that's 1 more. How did you learn that?
- T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: *One Less* with Numbers 0–10

Rubric Score: _____ Time Elapsed _____

Materials: (T) 5-group cards (Lesson 7 Template), 10 counting objects

- T: (Place 10 objects in an array of two 5-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.
- T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don't turn over the cards, though!
- T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed

Topics E–H

Know number names and the count sequence.

- 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.
- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - 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.

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 each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student can do now, and 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 E K.CC.3 K.CC.4a K.CC.4b K.CC.5 K.MD.3	The student shows little evidence of writing or counting numerals, no understanding of the 5-group, and is almost non-responsive.	<p>The student inconsistently counts the cubes. The student may or may not say and write the correct number.</p> <p>The student is unable to identify the 5-group and is unable to state a reason why she knows there are 8 cubes.</p>	<p>The student correctly counts and states the number of cubes (with more time elapsed), but struggles with writing the numerals and identifying the 5-group.</p> <p>The student is able to verbalize how she knows there are 8 cubes, but is unclear in her explanation.</p>	<p>The student correctly:</p> <ul style="list-style-type: none"> Counts the linking cubes and puts them in a row. Writes the number 6. Counts to 7 in the circular configuration, writes the number 7, and identifies the 5-group. Counts 8 cubes and gives a reasonable answer to how she knows there are 8 (e.g., “I counted all of the cubes one at a time,” or “I see 4 on top and 4 on the bottom, and I know 4 and 4 is 8”).
Topic F K.CC.3 K.CC.4a K.CC.4b K.CC.5	The student shows little evidence of understanding zero or how to solve <i>put together with result unknown</i> problems. Numbers are illegible.	The student shows an early understanding of how to solve <i>put together with result unknown</i> problems and demonstrates weak explanation skills with incomplete reasoning. The student has difficulty counting and writing the numbers.	The student completes three of the four tasks. For example, the student solves the <i>put together with result unknown</i> problem, but cannot clearly explain his thinking. He correctly writes the numbers.	<p>The student correctly:</p> <ul style="list-style-type: none"> Solves the <i>put together with result unknown</i> problem using cubes. Explains thinking, citing the solution process. Writes the number 9 and adds 1 more bear and says and writes 10.



A Progression Toward Mastery

Topic G K.CC.4a K.CC.4b K.CC.4c K.CC.2 K.CC.5	<p>The student shows little evidence of understanding <i>1 more</i>, or is unable to complete the task.</p>	<p>The student shows evidence of beginning to understand that <i>1 more</i> is the next number in the counting sequence, but requires support to recall and apply the concept.</p>	<p>The student accurately completes two of the tasks. For example, the student identifies 5 as 1 more than the 4 dot card, but is unable to identify 7 as 1 more than the numeral 6, and puts 7, 8, 9 in order.</p> <p>Or, the student accurately identifies 7 as 1 more than the numeral 6 and identifies 1 more than the 4 dots, but is unable to put the number cards in order.</p>	<p>The student correctly:</p> <ul style="list-style-type: none"> Identifies the numeral 5 as 1 more than the 4 dots pictured on the dot card. Identifies 7 as 1 more than the numeral 6. Places 7, 8, and 9 in order.
Topic H K.CC.4a K.CC.4b K.CC.4c K.CC.5	<p>The student shows little evidence of understanding organized counting, numeral writing, and matching concrete objects (dots) to the corresponding abstract numeral and/or cannot complete most of the tasks.</p>	<p>The student shows evidence of beginning to understand, but miscounts. The student struggles with one-to-one correspondence. She might show 1 less, but is confused and has difficulty counting and writing how many are left. She may or may not say and write 9.</p> <p>The student is able to say and match dot cards to some of the hidden numbers, but not all of them. When the student turns over the hidden numbers, she moves the dot cards to the correct place, but is unable to complete the task unless all the numbers are showing.</p>	<p>The student correctly counts and states that there are 10 objects, removes 1 when asked to show 1 less, and writes and says 9, but struggles with counting and writing of the numeral 9. More time elapsed.</p> <p>The student touches the hidden numbers and correctly says 2, 5, 7, 9, and correctly matches the dot cards to the number cards, but recounts often and looks to the teacher for support. More time elapsed.</p>	<p>The student correctly:</p> <ul style="list-style-type: none"> Gives 10 as an answer. Shows 1 less by removing 1 object and writes and says 9. Identifies by touching the hidden number card and says 2, 5, 7, 9. Matches the dot cards to his corresponding hidden number card. Turns over the number cards after the dot cards are in place.

Class Record Sheet of Rubric Scores: Module 1

Student Names:	Topic E: Working with Numbers 6–8 in Different Configurations	Topic F: Working with Numbers 9–10 in Different Configurations	Topic G: <i>One More</i> with Numbers 0–10	Topic H: <i>One Less</i> with Numbers 0–10	Next Steps:

4	9
3	8
2	7
1	6
10	5

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