

ASSESSMENT INFORMATION
Unit 2: Ten

This assessment table is designed to help you pre-test your students in order to ascertain their correct placement in the sequence of lessons. In addition, you can use the table to post-test students after they have completed the group of lessons that support an objective. For any given objective, follow the assessment procedure described in the middle column. Use the rubric to evaluate students' performance against the evidence of learning described in the last column.

<p>4-Point Rubric</p> <p>4: The student performs the task easily and with no errors. 3: The student performs the task with a few minor errors. 2: The student has difficulty performing the task and makes frequent and/or significant errors. 1: The student is unable to perform the task.</p>
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<p>Criteria for Meeting Objectives</p> <p>Pre-test: The student receives a score of 4. Post-test: The student receives a score of 3 or 4.</p>

Chapter 1: Ten Ones Make One Ten

	Objective	Assessment Set-Up	Evidence of Learning
2.1-A 1-10	Know that a block-of-10 contains ten 1-blocks.	Show the student a block-of-10 (without being given the name of the block). ----- Prompt the student to identify the number of 1-blocks inside the block.	The student indicates that ten 1-blocks are contained in the block-of-10.
2.1-B 11-17	Determine the number of 1-blocks in an empty, partially full, and full holder without counting the individual 1-blocks.	Show the student an empty small holder, a partially full (2-9) holder, and a full (uncovered) holder. ----- Prompt the student to identify the number of blocks in each holder by the appearance of the blocks in the holder rather than by counting the 1-blocks.	The student recognizes that there are zero blocks (or none) in the empty holder, between 2 and 9 blocks in the partially full holder (depending on what's shown), and ten blocks in the full holder.

Chapter 2: Blocks and Bills

	Objective	Assessment Set-Up	Evidence of Learning
2.2-A 18-20	Understand the relationship between \$1 bills and \$10 bills.	Show the student an index card on which "\$10" is written in large print and is given a stack of play \$1 bills and a stack of play \$10 bills. ----- Prompt the student to use the bills to show \$10 in <i>two</i> ways.	The student shows \$10 with ten \$1 bills and one \$10 bill.
2.2-B 21-23	Understand the various relationships among \$1 bills, \$5 bills, and \$10 bills.	Give the student play money: five \$10 bills, five \$5 bills, and twenty \$1 bills. ----- Prompt the student to show \$10 in three different ways.	The student shows \$10 as one \$10, two \$5 bills, and one \$5 bill and five \$1 bills.

Chapter 3: Counting Backward

	Objective	Assessment Set-Up	Evidence of Learning
2.3-A 24-29	Count backward from 10 to 0.	Give the student ten 1-blocks. ----- Prompt the student to count the blocks backward until there are none left.	The student counts the blocks backward.

Chapter 4: Getting Ready to Regroup

Objective		Assessment Set-Up		Evidence of Learning
2.4-A 30-32	Complete partial sets of 10.	Show the student several partially full small holders. Prompt the student to indicate the number of 1-blocks needed to completely fill the holders, preferably without counting.		The student indicates the number of 1-blocks needed to completely fill the holder.
2.4-B 33-35	Subtract a number between 0 and 10 from 10.	Give the student 11 subtraction problems with 10 as the minuend and 0 – 10 as the subtrahends. Prompt the student to give the answer to each subtraction problem.		Given a number between 0 and 10, the student accurately subtracts the number from 10.
2.4-C 36-41	Structure addition and subtraction around 10 for sums and minuends 11-19.	Give the student two sets of 1-blocks whose total is between 11 and 19.	Prompt the student to combine the blocks and express the total as a block-of-10 and a certain number of 1-blocks left over.	The student combines the two sets of 1-blocks and expresses the result as a block-of-10 and a number of leftover 1-blocks.
		Give the student a group of blocks composed of a block-of-10 and 1-9 1-blocks.	Prompt the student to remove a certain number of 1-blocks that is greater than the loose 1-blocks in the group and then indicate the number of 1-blocks that are left.	The student takes away the indicated number of 1-blocks from the block-of-10 and indicates the number of 1-blocks that are left.