

# Printable Assessment Charts

This guide provides a quick walkthrough for locating and saving PDF observation charts for print.


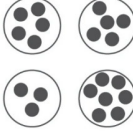



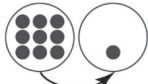
1 Click Assessment PDF or Word to download , save or print

The screenshot shows the Mathology website interface. At the top, there is a search bar and navigation links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. The user is logged in as on@mathology.ca. The main content area is titled '17 Composing and Decomposing: Decomposing 10 (Ontario)'. Below the title, there are tabs for ABOUT, LESSON (selected), ASSESSMENT, DIFFERENTIATED..., and PRACTICE. The LESSON tab is active, displaying a yellow banner with 'Number' and 'Materials'. The materials list includes Student Card 17, Counters (10 per pair), Multi-Use Card 1: Ten-Frames (PDF) (WORD), Master 46: Ten in the Pools Recording Sheet (PDF) (WORD), and Master 47: Assessment (PDF) (WORD). Below the materials, there are two columns: INSTRUCTIONS and CONSOLIDATION. The INSTRUCTIONS section includes a 'Before' section and a 'What to Do (10-15 min): Use Student Card 17A' section. The CONSOLIDATION section includes a 'Highlight for Students' section. On the right side, there is a 'Professional Learning' sidebar with two items: 'Learning Highlights: Decomposing 10' and 'Learning Connections: Number - Relationships'.

2 Print to add your own observations

Number

**Master 45: Activity 17 Assessment**  
**Decomposing 10**

Representing and Counting Behaviours/Strategies															
<p>Student does not place all 10 counters in the pools.</p>  <p>"1, 2, 3" "1, 2, 3, 4"</p>	<p>Student selects numbers randomly, 5 and 5, then 3 and 7.</p> 	<p>Student counts three times to confirm how many.</p>  <p>"1, 2, 3, 4, 5" "1, 2, 3, 4, 5" "1, 2, 3, 4, ..., 8, 9, 10"</p>	<p>Student counts on to confirm how many.</p>  <p>"3" "4, 5, ..., 8, 9, 10"</p>												
Observations/Documentation															
<p>Student removes all counters and starts again to find a new way.</p>  <p>"1, ..."</p>	<p>Student finds many possible ways, but does not consider 0 or 10 children in a pool.</p>	<p>Student uses patterns to find all possible ways and models them with counters.</p> 	<p>Student uses known number relationships to find all possible ways.</p> <table border="0"> <tr> <td><math>0 + 10 = 10</math></td> <td><math>6 + 4 = 10</math></td> </tr> <tr> <td><math>1 + 9 = 10</math></td> <td><math>7 + 3 = 10</math></td> </tr> <tr> <td><math>2 + 8 = 10</math></td> <td><math>8 + 2 = 10</math></td> </tr> <tr> <td><math>3 + 7 = 10</math></td> <td><math>9 + 1 = 10</math></td> </tr> <tr> <td><math>4 + 6 = 10</math></td> <td><math>10 + 0 = 10</math></td> </tr> <tr> <td><math>5 + 5 = 10</math></td> <td></td> </tr> </table>	$0 + 10 = 10$	$6 + 4 = 10$	$1 + 9 = 10$	$7 + 3 = 10$	$2 + 8 = 10$	$8 + 2 = 10$	$3 + 7 = 10$	$9 + 1 = 10$	$4 + 6 = 10$	$10 + 0 = 10$	$5 + 5 = 10$	
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$5 + 5 = 10$															
Observations/Documentation															

### 3 Scroll down in the lesson tab, click here to view chart with next steps (Gr 1-2)

**Learning Highlights**

**Images**

**Interactives**

Use the Counters Tool in front of the class to explore decomposing 10. Select the 2-Part workspace. Have volunteers drag counters to each part of the workspace to show different ways to make 10 (e.g., 3 red counters in one part and 7 red counters in the other part). Continue until students have found all possible ways. Students use the Counters Tool on their own to explore decomposing other numbers.

**Professional Learning**

Learning Highlights: Decomposing 10

Learning Connections: Number - Relationships

### 4 Click here to print chart that includes next steps (Gr 1 and 2)

**What You Might See/Hear and Next Steps**

Representing and Counting Behaviours/Strategies	
<p>Student does not place all 10 counters in the pools.</p> <p>"1, 2, 3" "1, 2, 3, 4"</p> <p><b>Next Step</b> Have student count the number of counters altogether and help him or her see that the two numbers must make 10.</p>	<p>Student selects numbers randomly, 5 and 5, then 3 and 7.</p> <p><b>Next Step</b> Work on arranging the different ways to help students see patterns (e.g., drawings or models in a table).</p>
<p>Student counts three times to confirm how many.</p> <p>"1, 2, 3, 4, 5" "1, 2, 3, 4, 5" "1, 2, 3, 4, ..., 8, 9, 10"</p> <p><b>Next Step</b> Count, then cover one quantity with your hand and ask, "How many?" Encourage student to recall the number under your hand and count on.</p>	<p>Student counts on to confirm how many.</p> <p>"3" "4, 5, ..., 8, 9, 10"</p> <p><b>Next Step</b> Help student see that it does not matter which set is the starting place when counting on. There are fewer numbers to count on if she or he counts on from the larger set.</p>
<p>Student removes all counters and starts again to find a new way.</p> <p>"1, ..."</p> <p><b>Next Step</b> Encourage student to use patterns to find different ways.</p>	<p>Student finds many possible ways, but does not consider 0 or 10 children in a pool.</p> <p><b>Next Step</b> Help student see that it is possible to have all 10 children in one pool and that when 10 children are in one pool, 0 children are in the other.</p>
<p>Student uses patterns to find all possible ways and models them with counters.</p> <p><b>Next Step</b> Have student work with three pools.</p>	<p>Student uses known number relationships to find all possible ways.</p> <p> <math>0 + 10 = 10</math>      <math>6 + 4 = 10</math>  <math>1 + 9 = 10</math>      <math>7 + 3 = 10</math>  <math>2 + 8 = 10</math>      <math>8 + 2 = 10</math>  <math>3 + 7 = 10</math>      <math>9 + 1 = 10</math>  <math>4 + 6 = 10</math>      <math>10 + 0 = 10</math>  <math>5 + 5 = 10</math> </p> <p><b>Next Step</b> Help student see that, as the first number increases by one, the second number decreases by one, to keep a sum of 10.</p>

**Professional Learning**

Learning Highlights: Decomposing 10

Learning Connections: Number - Relationships

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