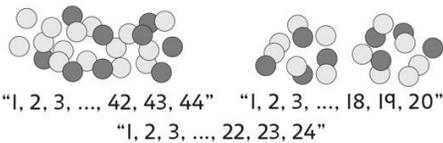


Master 8: Intervention Activity 4 Assessment

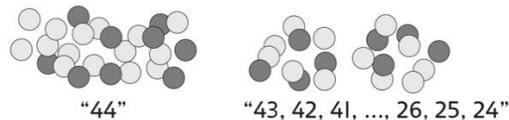
Taking Away Tens

Determining 10 or Multiples of 10 Less Behaviours/Strategies

1. Student counts three times to determine 10 or multiples of 10 less than a number (models with counters/cubes).



2. Student counts back to determine 10 or multiples of 10 less than a number (models with counters/cubes).



3. Student counts back by ones on a hundred chart to determine 10 or multiples of 10 less than a number.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

"76 take away 20 is 56."

Observations/Documentation

4. Student takes jumps of 10 backward on a hundred chart to determine 10 or multiples of 10 less than a number, but does not recognize how the tens digit changes.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

"76 take away 2 tens is 56. I don't see any patterns."

5. Student takes jumps of 10 backward on a hundred chart to determine 10 or multiples of 10 less than a number and recognizes that the tens digit decreases by 1 for each ten taken away.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

"I took away 2 tens and the tens digit decreased by 2."

6. Student fluently determines 10 or multiples of 10 less than a number without using the hundred chart.

Observations/Documentation