

# Master 9: Intervention Activity 4 Assessment

## Adding Tens

### Determining 10 or Multiples of 10 More Behaviours/Strategies

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



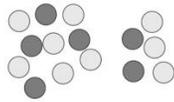
"1, 2, 3, ..., 13, 14, 15"



"1, 2, 3, ..., 8, 9, 10"

"1, 2, 3, ..., 23, 24, 25"

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



"16, 17, 18, ..., 23, 24, 25"

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

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

"24 and 20 is 44."

### Observations/Documentation

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

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

"24 and 2 tens is 44. I don't see any patterns."

5. Student takes jumps of 10 forward on a hundred chart to determine 10 or multiples of 10 more than a number and recognizes that the tens digit increases by 1 for each ten added.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

"I added 2 tens and the tens digit increased by 2."

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

### Observations/Documentation