



# **Numeracy Specialist Program**

**Level 3**

**Primary Numeracy Intervention**

**Course #2**

## Course 1

- Focused on creating student groups
- Differentiation within groups
- Finding common skills and differentiation when skills & targets were not the same
- Making decisions for what was best for the whole group, not necessarily individual students

## Course 2

- Focus is on individual students
- Crisis level intervention
- Instruction geared towards students strengths and weaknesses
- Progression of Addition and Subtraction ( Deep Dive )
- Alternative forms of data tracking with observational tasks

## An Intervention Crisis

### Kindergarten 2019/2020 School Year

EDUCATION

**Michigan ends in-person school year for K-12 students due to coronavirus**

*Online learning pushed for the rest of the school year.*

 **John Wisely**  
Detroit Free Press

Published 10:20 a.m. ET April 2, 2020 | Updated 9:39 p.m. ET April 2, 2020

School Year  
(September - March)  
*Missed last 3 months*

### First Grade 2020 / 2021 School Year

EDUCATION

**Michigan schools, parents have tough choice to make — and time is running out**

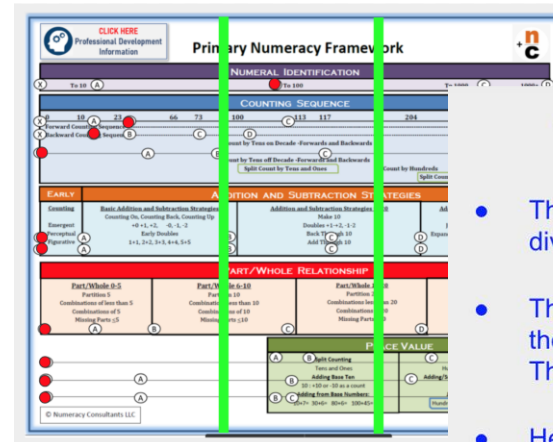
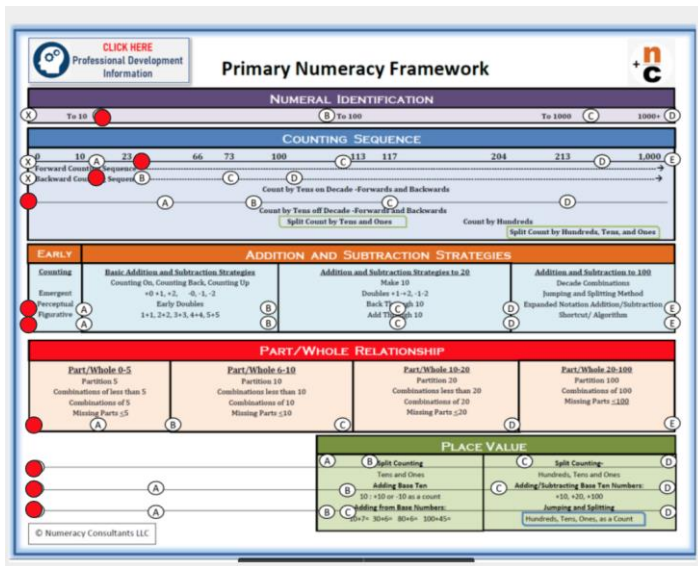
**John Wisely and Kristen Jordan Shamus** Detroit Free Press  
Published 10:20 a.m. ET Aug. 5, 2020 | Updated 7:27 p.m. ET Aug. 6, 2020

Virtual School  
September - February 2021  
February till June F2F

### Second Grade 2021 / 2022 School Year

**New School -**

*Has not had a full year of inperson school in his life.  
In January his Teacher asked for a closer look at his skills*



### What Level is He?

- The framework is loosely divided into thirds.
- The first third is Kindergarten, the middle third is First Grade, The last third is Second grade
- He is clearly performing in the kindergarten range according to the framework.

**map** Student Progress Report

GROWTH

**2020 Mathematics Student Achievement Norms**

Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall to Spring

Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

Math: M

200

150

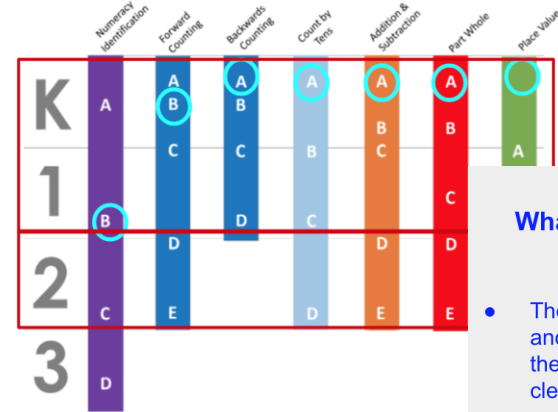
Student

Mathematics Operations & Measurement

Low

6

Term/Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI22	2	156-159-162			2-4-6
FA21	2	148-151-154			3-5-7



**What Grade Level is he Performing at?**

- The grade level chart is just another representation of the framework, but it has clearly defined grade levels on it.
- The framework can be very overwhelming and confusing for people who have not been trained. Use the leveled chart to explain to parents.

# Where to Start?

8

CLICK HERE Professional Development Information

## Primary Numeracy Framework

**NUMERAL IDENTIFICATION**

To 10 (A) To 100 (B)

**COUNTING SEQUENCE**

Forward Counting Sequence: 0, 10, 20, 66, 73, 100, 113, 117

Backward Counting Sequence: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

Count by Tens on Decade - Forwards and Backwards

Count by Tens off Decade - Forward and Backwards

Split Count by Tens and Ones

**EARLY ADDITION AND SUBTRACTION STRATEGIES**

Learning	Basic Addition and Subtraction Strategies	Addition and Subtraction Strategies to 20
Emergent	Counting On, Counting Back, Counting Up	Make 10
Emergent	+0, +1, +2, -0, -1, -2	Doubles +1, +2, -1, -2
Perceptual	Early Doubles	Back Up
Figurative	1+1, 2+2, 3+3, 4+4, 5+5	Add 10

**PART/WHOLE RELATIONSHIP**

Part/Whole 0-5	Part/Whole 6-10	Part/Whole 10-20
Partitions 5	Partitions 10	Partitions 20
Combinations of less than 5	Combinations less than 10	Combinations less than 10
Combinations of 5	Combinations of 10	Combinations of 20
Missing Parts <5	Missing Parts <10	Missing Parts <20

**PHAS**

A	B	C
Split Counting	Split Counting	Split Counting
Tens and Ones	Tens and Ones	Tens and Ones
Adding Base Ten	Adding Base Ten	Adding Base Ten
10 + 10 or 20 as a count	10 + 10 or 20 as a count	10 + 10 or 20 as a count
Adding Base Numbers	Adding Base Numbers	Adding Base Numbers
2+2= 3+3= 4+4= 5+5=	2+2= 3+3= 4+4= 5+5=	2+2= 3+3= 4+4= 5+5=

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## Where to Start?

- Focus on what the student **can do**, not what they can't do.
- You have the tools and resources to address this!
- Strength is counting to 23.
- When you starting working from the framework you work from top to bottom and left to right.
- Numeral ID is embedded into the counting materials.
- Taking the time to strengthen his counting will help develop his addition and subtraction as well.

9

**NUMEROLOGY CONSULTANTS**  
Guided Math Lesson Plan

Date: \_\_\_\_\_ Student/Paraprofessional: \_\_\_\_\_

<b>Counting</b> Forward Counting A B C D E Backward Counting A B C D Counting by Tens A B C D	<b>Addition and Subtraction</b> Addition A B C D Subtraction A B C D
<b>Part Whole</b> One    Two    Ten A B C D	<b>Numerical Identification</b> Numerical Identification A B C D
<b>Notes</b>	<b>Place Value</b> Right Counting A B C D Adding Base Ten A B C D Adding From Base Ten A B C D

Leveled Activity From Guide: \_\_\_\_\_  
 Worksheet: \_\_\_\_\_  
 Other: M T W Th F \_\_\_\_\_

### Lesson Plan

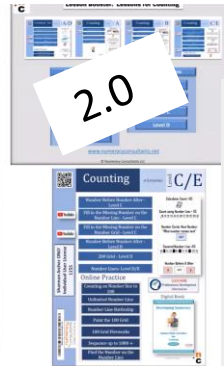
- Lesson plan is designed to help keep you organized and on point.
- Lesson Plan has all 5 Domains. You do not work on all 5 domains at once.
- Lesson Plan:
  - eLesson
  - Leveled Activity
  - Workbook
  - Other

**NUMEROLOGY CONSULTANTS**  
Guided Math Lesson Plan

Date: \_\_\_\_\_ Student/Paraprofessional: \_\_\_\_\_

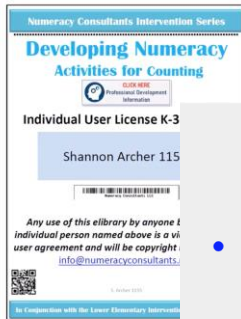
<b>Counting</b> Forward Counting A B C D E Backward Counting A B C D Counting by Tens A B C D	<b>Addition and Subtraction</b> Addition A B C D Subtraction A B C D
<b>Part Whole</b> One    Two    Ten A B C D	<b>Numerical Identification</b> Numerical Identification A B C D
<b>Notes</b>	<b>Place Value</b> Right Counting A B C D Adding Base Ten A B C D Adding From Base Ten A B C D

Leveled Activity From Guide: \_\_\_\_\_  
 Worksheet: \_\_\_\_\_  
 Other: M T W Th F \_\_\_\_\_



### eLessons 2.0 Introductory & 1.0 Supplemental

- The premade eLessons may not hit the exact ranges that you want to practice or may not give you enough practice that you need.
- Look ahead before you use the materials. You can always supplement with direct Leveled Activities.
- You can occasionally go off level to instruct. Backward counting will often lag forward counting and it is ok to have them do some backwards while working with forward even if it is above their tested range.



## Workbook

- There are never specific problems designated for counting backwards. You determine which to use.
- Some workbook pages are long and they do not have to finish the entire page.
- You can use a workbook page as many times as you need. Is not a “one and done” resource.



## Online Activities

- Many “games” can be found on our website.
- These can be used for your lessons.
- The “games” should be monitored and done with the students. Do not just assign and walk away.

**Guided Math Lesson Plan**

**Forward and Backward Counting Sequence Activities**

**Counting**

**Addition and Subtraction**

**Part Whole**

**Numerical Identification**

**Place Value**

**Notes**

**New Materials**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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
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
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**Leveled Activities**

- Leveled Activities are the most efficient way to deliver instruction because you have control over all questions, prompts, and materials.
- Though we are working on forward and backwards counting, we are going to intentionally do some things that will help develop addition and subtraction.
- Mystery number before and number after can help a student develop +1 and -1 thinking.
- Using multiple mystery numbers can help develop counting on and counting back starting from a random number.

**EARLY ADDITION AND SUBTRACTION STRATEGIES**

<b>Counting</b>	<b>Basic Addition and Subtraction Strategies</b>	<b>Addition and Subtraction Strategies to 20</b>	<b>Addition and Subtraction to 100</b>
Counting On, Counting Back, Counting Up	Counting On, Counting Back, Counting Up	Make 10	Decade Combinations
Emergent	+0, +1, +2, -0, -1, -2	Double: +1+2, +2+2	Jumping and Splitting Method
Perceptual	Early Doubles	Back Through 10	Expanded Notation Add
Figurative	1+1, 2+2, 3+3, 4+4, 5+5	Add Through 10	Shortcuts/ Alg

**Perceptual Counter**

**Figurative Counter**

**Progression of Addition**

- Oral counting overlaps with addition and subtraction.
- Early "Counting" develops one to one correspondence.
- 3 Types of Counters: Emergent, Perceptual, Figurative
- Counting Sets: Will count two separate sets, will not combine.
- Combining Sets: Will count both sets as one.
- Combining sets (early number bonds) is the beginning of developing part/whole.
- Partitioning can be developed early on when students are in the counting one to one stage.



## Assumption:

My students are adding or ready to add.

### Addition Check List

- Can the student count one to one objects up to 20 ? (Numeracy Screener)
- Can the student count forwards and backwards to 23?
- Can the student do number before and number after (eLesson and workbook)?
- Can the student start counting at different numbers within in 0-23?
- Can the student do one or two counts before or after?

### Progression of Addition

- Addition Checklist
- When transitioning to addition, know if the practice uses concrete visuals or abstract digits.
- When transitioning from concrete to abstract, be aware of how the student is solving the problems.
- Remember, it is good to use manipulatives. Most students will need manipulatives early on.
- However, manipulatives become problematic when they become the only strategy, instead of a being used as a tool to develop understanding.

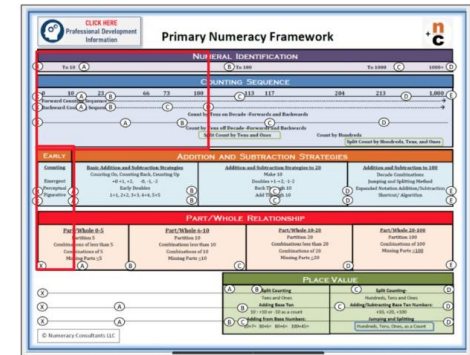
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Slide 16

### Instruction for Vonnie

- Focus on making his counting as strong as possible to help prepare him for addition and subtraction.
- Until we start directly working on addition and subtraction we will not know if the improvements in counting transferred over or not.
- According to his assessment results, we need to be prepared to start counting and combining sets.
- This could progress very quickly or not.
- Trust the process!!

Slide 17



**Addition and Subtraction Activities**

**Level A** (Single sets to 10) (Representations of Numbers)

**1. Counting Cookies**  
"3 cookies are removed. How many left?"  
Number Card with Cookie Area  
Basket Counting  
"1 are in the basket, how many more?"

**Level B** (Counting on / Counting back) (Representations of Numbers)

**2. Counting Cookies**  
"4 cookies, 2 cookies, how many more?"  
Number Card for 2 more  
Basket Counting  
"1 are in the basket, how many more?"

**Level C** (Counting on / Counting back) (Representations of Numbers)

**3. Counting Cookies**  
"4 cookies, 2 cookies, how many more?"  
Number Card for 2 more  
Basket Counting  
"1 are in the basket, how many more?"

**Level D** (Abstract Strategies: Addition) (Abstract)

**4. Counting Cookies**  
"4 cookies, 2 cookies, how many more?"  
Number Card for 2 more  
Basket Counting  
"1 are in the basket, how many more?"

**Level E** (Abstract Strategies: Subtraction)

**5. Counting Cookies**  
"4 cookies, 2 cookies, how many more?"  
Number Card for 2 more  
Basket Counting  
"1 are in the basket, how many more?"

## Instruction for Vonnie

- Counting sets and screening sets
- Working on counting on and counting back.
- Writing simple equations to match pictures.
- Part / Whole is a scaffold of addition and subtraction, it is not meant to be separate, but developed alongside with addition and subtraction.
- Mix in some part / whole as well ( make 5 one way, then make 5 a different way...)

### Separation/Take-Away Subtraction:

- Imagine you have 10 cookies and eat 3. Subtraction here helps find the **remaining** amount: 10 cookies - 3 cookies = 7 cookies left.
- This is the most common understanding of subtraction.
- We focus on a starting quantity (minuend) from which we remove a part (subtrahend) to find the remaining amount (difference).

### Comparison Subtraction:

- This focuses on the **difference** between two quantities.
- Imagine you have 10 cookies and your friend has 5. How many more cookies do you have? Here, subtraction helps compare: 10 cookies - 5 cookies = 5 cookies more.
- We look at two separate amounts and find the distance between them.

### Choosing without Context:

- If a subtraction problem is presented without context (like a word problem), it's generally assumed to be **separation/take-away** subtraction.
- This is because it's the more fundamental concept and applies to many real-life situations.

For example, if you see the equation:  $8 - 3 = ?$ , it's safe to assume you're starting with 8 and removing 3 but it also could be looked as as comparison how many more is 8 than 3, it depends on how you describe the relationship when working with the isolated problems.

When working with problems in isolation, it is fine to describe both methods, particularly because once students get to comparison subtraction, the "how many more", the language suggests the opposite of the operation needed and students can have experiences prior.

EARLY	ADDITION AND SUBTRACTION STRATEGIES		
Counting	Basic Addition and Subtraction Strategies Counting On, Counting Back, Counting Up 0+1, 1+0, 2+0, 0+2	Addition and Subtraction Strategies to 20 Make 10 0+10, 10+0, 1+9, 9+1, 0	Addition and Subtraction to 100 Decade Combinations Tens and Ones Strategies
Expanded	Early Addition 1+1, 2+1, 3+1, 4+1	<b>PART/WHOLE RELATIONSHIP</b> Part/Whole 1+1 Part/Whole 1+2 Part/Whole 1+3 Part/Whole 1+4 Part/Whole 1+5 Part/Whole 1+6 Part/Whole 1+7 Part/Whole 1+8 Part/Whole 1+9 Part/Whole 1+10	Expanded Addition/Subtraction Strategy Application Part/Whole 10+10 Part/Whole 20+10 Part/Whole 30+10 Part/Whole 40+10 Part/Whole 50+10 Part/Whole 60+10 Part/Whole 70+10 Part/Whole 80+10 Part/Whole 90+10 Part/Whole 100+10
Manipulatives	Part/Whole 1+1 Part/Whole 1+2 Part/Whole 1+3 Part/Whole 1+4 Part/Whole 1+5 Part/Whole 1+6 Part/Whole 1+7 Part/Whole 1+8 Part/Whole 1+9 Part/Whole 1+10	Part/Whole 10+10 Part/Whole 20+10 Part/Whole 30+10 Part/Whole 40+10 Part/Whole 50+10 Part/Whole 60+10 Part/Whole 70+10 Part/Whole 80+10 Part/Whole 90+10 Part/Whole 100+10	Part/Whole 100+10 Part/Whole 200+10 Part/Whole 300+10 Part/Whole 400+10 Part/Whole 500+10 Part/Whole 600+10 Part/Whole 700+10 Part/Whole 800+10 Part/Whole 900+10 Part/Whole 1000+10

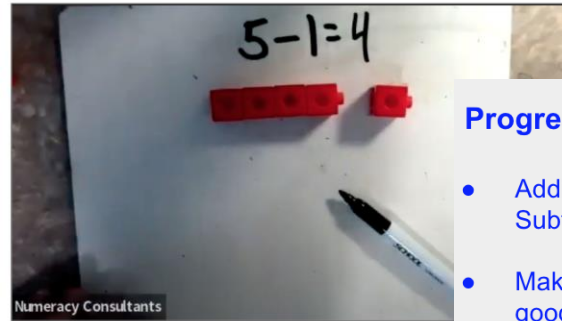
○○○○○  
 5  
 32

$3 + \underline{\quad} = 5$       $9 - 7$   
 $\underline{\quad} + 5 = 8$   
 $7 + \underline{\quad} = 10$

### Progression of Subtraction

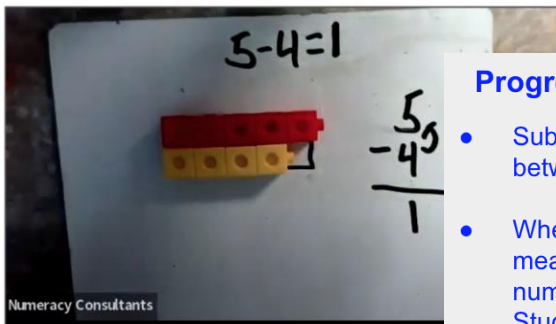
- Understanding of part/whole is critical to advance in subtraction strategies.
- Subtraction is finding the difference between two numbers. The difference is the quantity between two numbers.
- If a student does not have part/whole understanding in place, their strategies for subtraction will be very limited and focused on lower concrete strategies.
- The gap between addition and subtraction is very common. Level C addition Level A subtraction is one of the most common level combinations.

20



### Progression of Subtraction

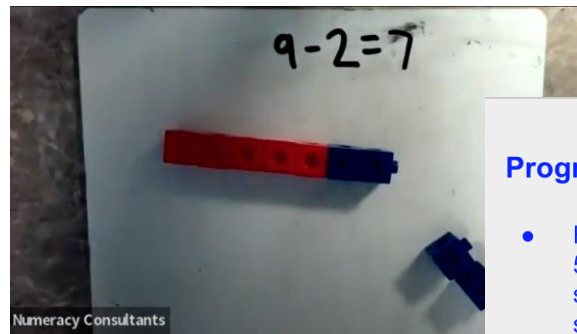
- Addition 5 → Part Whole 5 → Subtraction 5
- Make and take away is a good initial strategy to teach subtraction. You are going to have less than what you started with.
- Make and take away is not supposed to be the only strategy a student is exposed to. Students can get trapped into this strategy.
- If a student is not ready or exposed to other strategies, they will use their fingers to substitute for concrete manipulatives.



### Progression of Subtraction

- Subtraction is the difference between two numbers.
- When using the comparison measurement model, both numbers are represented. Students will be able to visually see the “difference” between the two models.
- Counting back is one strategy that can be used to find the difference.
- Students need to learn to “trust” the backward count.
- Counting up is another strategy to find the difference.
- There are different ways to find the difference between two numbers. With each problem students will have a decision to make on how to do this.

22



### Progression of Subtraction

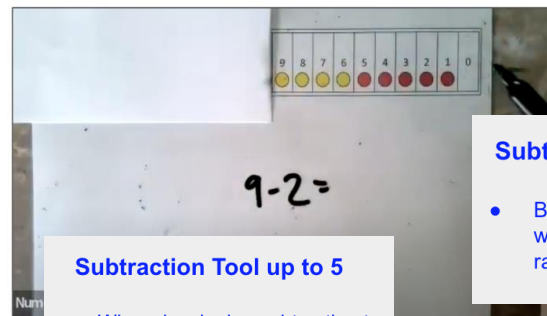
- For subtraction greater than 5, all of the concepts and strategies learned from subtraction up to 5 still apply.
- Students will build upon previous strategies they have used.
- Both counting back or counting up (connecting to addition) are two strategies that will work.
- These strategies cannot be “taught or memorized.” They have to be developed.

$$9 + 7 =$$

### Addition / Subtraction to 20

- More advanced addition strategies require skill sets from other domains.
- The make ten strategy requires multiple skills from part/whole and place value in order to efficiently use the strategy.
- The doubles strategy requires several skills from part/whole.
- For subtraction problems up to 20, connect to early skills and then connect to addition strategies, like making ten or working through ten, that will help them become more efficient and fluent.

EARLY			
ADDITION AND SUBTRACTION STRATEGIES			
<b>Counting</b>	<b>Basic Addition and Subtraction Strategies</b>	<b>Addition and Subtraction Strategies to 20</b>	<b>Addition and Subtraction Strategies to 20</b>
Counting On Emergent Personal Fingerboard	Counting On Counting Back Counting Up +0, +1, +2, ..., +6, +5, +2 Doubles +1, +2, +3, +4, +5	Make 10 Doubles +1 +2, +2 +2 Back Through 10 Add Through 10	Jumping Expanded Notation Shoe
PART/WHOLE RELATIONSHIP			
<b>Early/Whole 0-5</b>	<b>7</b>	<b>Part/Whole 6-10</b>	<b>Part/Whole 10-20</b>
Partitions 5 Combinations of less than 5 Combinations of 5 Missing Parts 5	Partitions 10 Combinations less than 10 Combinations of 10 Missing Parts 10	Partitions 20 Combinations less than 20 Combinations of 20 Missing Parts 20	Partitions 20 Combinations less than 20 Combinations of 20 Missing Parts 20
	1 6	9 + <u>  </u> = 10	
PLACE VALUE			
Split Counting Tens and Ones Adding Base Ten 10 + 10 or 10 as a count Adding from Base Numbers: 10 + 1, 10 + 2, 10 + 3, 10 + 4	10 + 6 = 16	Split Counting Tens and Ones Big Base Ten Numbers: 20, +100 umping and Splitting Hundreds, Tens, Ones, and a Count	



### Subtraction Tool up to 10

- Build upon what you worked on with 5 but stretch the number range to 10.

### Subtraction Tool up to 5

- When developing subtraction to 5, go through the progression of scaffolds.
- Use the tool so they can trust the count.
- The counting up strategy is very hard to develop for some students. It will take time and many students who struggle will not completely understand the strategy when you are done working on 5 and that is okay.
- Subtraction is a marathon, not a sprint. It is going to take time, sometimes lots of time!!

### Subtraction Tool up to 20

- The goal is for a student to efficiently solve problems up to 20.
- Counting up or connect to addition and transition to building off of the make ten strategy that they learned for addition.
- Multiple skills from other domains must be in place for them to understand how to use this strategy.

# Progress Monitoring

Observational Tasks and Documentation

# True or False

You can only use the Primary Numeracy Assessment for progress monitoring.

<b>Levels Document</b>	<b>Forward Counting</b>	<b>Numbering Counting</b>	<b>Place Value</b>
	Level A: Counts to 20	Level A: Identifies Numbers to 10	100 Counting
	Level B: Counts to 22	Level B: Identifies Numbers to 100	Level A: Split counts by ones
	Level C: Counts to 113	Level C: Identifies Numbers to 100,000	Level C: Split counts, ones, tens
Level D: Counts to 1,000		Level D: Split counts, ones, tens	
<b>Backwards Counting</b>	<b>Addition and Subtraction</b>	<b>Place Value</b>	
Level A: Counts back from 10	Level A: Addition: Counts on Inconcrete	Place Value: Adding from Base Ten	
Level B: Counts back from 23	Level B: Addition: Counts on	Level A: Non-facile strategies	
Level C: Counts back from 73	Level C: Subtraction: Counts back	Level B: 10 more 10 less	
Level D: Counts back from 104	Level D: Addition: Memory / Flexible Facts	Level C: 10 more 10 less	
<b>Counting by Tens</b>	<b>Part Whole</b>	Level D: 100 more 100 less	
Level A: Counts by Tens off Decade to 10	Level A: Non-Facile Strategy for 5	Place Value: Adding from Base Ten	
Level B: Counts by Tens off Decade to 66	Level B: Facile Strategy for 5	Level A: Add from a Base Ten	
Level C: Counts by Tens off Decade to 117	Level C: Facile Strategy for 10	Level C: Add from a Decade if	
Level D: Counts by Tens off Decade to 208	Level D: Facile Strategy for 20	Level D: Add from a Hundred	
	Level E: Non-Assessed Strategies to 100		

## Progress Monitoring / Observational Tasks

- Assessment provides a progress monitoring tool.
- Only using the assessment, limits when and what you can observe.
- The Levels Document is a centralized document designed to be used as a quick reference and provides a description of each level.
- Counting Skills are orally prompted by you.
- For Numeral ID, you need a number card or a white board.
- Eyeballs = “look for additional materials that are provided for observational tasks.”
- Observational task is you observing a student do a task.

## Eyeballs ∞ (Additional Materials Provided)

- Cards are leveled to show what strategy you are attempting to observe.
- Addition and Subtraction is not about getting the right answer, but about the strategy they used to solve the problem.
- Part / Whole:
  - LEVEL B - 5
  - LEVEL C - 10
  - LEVEL D - 20
- Place Value cards are not about the correct answer, but did they use place value concepts to correctly solve the problem.

### Levels Document

**Addition and Subtraction**


Level A- Addition: Drops back to 1 or represents  
 Level A- Subtraction: Drops back to 1 or represents

Level B- Addition: Counts on Inaccurate  
 Level B- Subtraction: Counts back Inaccurate

Level C- Addition: Counts on  
 Level C- Subtraction: Counts back

Level D- Addition: Memory / Flexible Facile  
 Level D- Subtraction: Memory / Flexible Facile

$4 + 2 =$	$6 + 2 =$	$7 + 2 =$	$5 + 3 =$
$6 - 2 =$	$7 - 2 =$	$9 - 3 =$	$8 - 3 =$
$9 + 8 =$	$9 + 7 =$	$8 + 7 =$	$8 + 5 =$
$15 - 9 =$	$13 - 8 =$	$14 - 9 =$	$12 - 7 =$




31

### Levels Document

**Part Whole**

Level A- Non Facile Strategy for 5  
 Level B- Facile Strategy for 5  
 Level C- Facile Strategy for 10  
 Level D- Facile Strategy for 20  
 Level E- Not Assesed Strategies to 100

$4 + \square = 5$	$3 + \square = 5$	$\square + 2 = 5$	$5 + \square = 5$
$7 + \square = 10$	$6 + \square = 10$	$\square + 8 = 10$	$5 + \square = 10$
$17 + \square = 20$	$15 + \square = 20$	$14 + \square = 20$	$12 + \square = 20$



32



### Levels Document

**Place Value** (1)

1000 Counting  
 Level A: Split counts by ones and tens with visual  
 Level B: Split counts by ones and tens without visual  
 Level C: Split counts, ones, tens, hundreds with visual  
 Level D: Split counts, ones, tens, hundreds without visual

Place Value - Adding Base Ten (1)  
 Level A: Use blocks or drawings  
 Level B: 10 more 10 less  
 Level C: 10 more 10 less  
 Level D: 100 more 100 less

Place Value - Adding Base Ten (2)  
 Level A: Use blocks or drawings  
 Level B: Add from a ten to (100)  
 Level C: Add from a ten to (100)  
 Level D: Add from a hundred

### Observational Data

Name: Aiden Grade: 2<sup>nd</sup> Teacher: Smtih

Number ID	A	B	C	D
A - 8/4/21	✓	✓		
D - 8/26/21	✓	✓	✓	✓
D - 10/28/21				✓

Forward Counting	A	B	C	D	E
A - 8/4/21	✓	✓	✓		
D - 8/18/21				✓	✓
D - 9/16/21					✓

Backwards Counting	A	B	C	D

Counting by Tens	A	B	C	D

Addition	A	B	C	D

Subtraction	A	B	C	D

Part / Whole	A	B	C	D

Partitioning	A	B	C	D

Place Value - Split Counting  
 Place Value - Adding to  
 Place Value - Adding to Base 10  
 D.N.

### Observational Data Sheet

- The data sheet can be used in place of the progress monitoring tool from the assessment.
- Observational tasks can be blended with the assessment data to document progress.
- You can easily incorporate progress monitoring into your lessons.
- Must plan ahead and know what you are going to observe and document.