Progress Check | Add Within 20

About the Progress Check Tool

The Progress Check Tool is an assessment that can be used before, during, or after providing direct instruction. It is intended to collect data about students' proficiency with adding within 20 and is not designed to be graded. The Progress Check Tool has problems that are sequenced from simple to complex. Problems 1 and 2 involve the strategy of using a number path to count on to add, and problems 3–5 progress through the skills for making ten to add. Students use these strategies of counting on and making ten for adding within 20.

Using the Progress Check Tool to Inform Instruction

When making instructional decisions based on the data collected with the Progress Check Tool, consider the following questions:

- Can the student count on from the larger part to find the total? | Objective 1
- Can the student represent counting on by using the number path? | Objectives 1 and 2
- Can the student correctly decompose the smaller part? | Objectives 2–4
- Can the student write a three-part number sentence and show how to make ten? | Objectives 3 and 4
- Can the student use 10+ facts to find the total? | Objectives 3 and 4

> **Teacher Note**
> Consider acknowledging and praising students' achievements. Share the results of the Progress Check Tool with students and celebrate their progress.

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Progression Towards Proficiency Rubric

Progress Check Tool Item(s)	Item 1 Objective 1	Item 2 Objective 2	Item 3 Objectives 3 and 4	Item 4 Objectives 3 and 4	Item 5 Objective 3
Not Yet Proficient	The student may show evidence of beginning to understand counting on from the larger part to find a total but makes more than one calculation error that leads to an incorrect answer.	The student may show evidence of beginning to understand counting on to make ten but makes more than one calculation error that leads to an incorrect answer.	The student may show evidence of beginning to understand breaking apart a number to make ten but makes more than one calculation error that leads to an incorrect answer.	The student may show evidence of beginning to understand 10 + *n* but makes more than one calculation error that leads to an incorrect answer.	The student may show evidence of beginning to understand making ten to add within 20 but makes more than one calculation error that leads to an incorrect answer.
Partially Proficient	The student correctly demonstrates solid reasoning but makes one calculation error that leads to an incorrect answer, or the student demonstrates some reasoning and has the correct answer.	The student correctly demonstrates solid reasoning but makes one calculation error that leads to an incorrect answer, or the student demonstrates some reasoning and has the correct answer.	The student correctly demonstrates solid reasoning but makes one calculation error that leads to an incorrect answer, or the student demonstrates some reasoning and has the correct answer.	The student correctly demonstrates solid reasoning but makes one calculation error that leads to an incorrect answer, or the student demonstrates some reasoning and has the correct answer.	The student correctly demonstrates solid reasoning but makes one calculation error that leads to an incorrect answer, or the student demonstrates some reasoning and has the correct answer.
Proficient	The student correctly • answers 7 as the larger part; • hops from 7 to 11 on the number path; and • answers 11 as the total.	The student correctly • answers 2 and 3 more; • shows and labels the hops; and • answers 13 as the total.	The student correctly • breaks apart 6 into two parts and • identifies a way to make ten with one of the parts.	The student correctly • answers 15 as the total and • writes a 10+ fact.	The student correctly • breaks apart 7 into 1 and 6; • writes 16 as the sum; and • writes 9 + 1 + 6 = 16.

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Assessment Questions

Use the suggested language or support students in their home language to assess students' understanding of math content. If a student is unable to answer the first few questions, end the assessment and retry after more instruction.

Materials

- Place value cards (or create cards on cardstock for numbers 1–10 and the + symbol)
- Progress Check Tool Student Pages

1

Use the place value cards for 4, 7, and + to show the expression 4 + 7.

4	+	7

Which part is larger, 4 or 7?

Place the Progress Check Tool Student Page in front of the student.

Show hops on the first number path to add 4 and 7, starting from the larger part.

What is the total?

2

Use the place value cards for 8, 5, and + to show the expression 8 + 5.

8	+	5

Show the number path in problem 2 on the Student Page.

Start at 8.

How many more to get to 10? Show and label the hop.

We want to add 5 to 8. How many more to add 5? Show and label the hop.

What is the total?

Teacher Note

If students are unable to determine how many more to add 5, consider asking them to draw a number bond to find out how many more hops are needed after getting to 10.

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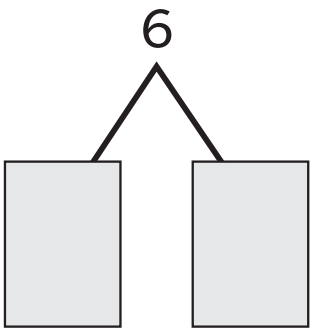
3 Show the number bond with 6 as the total on the Student Page.



Show a way to break apart 6.

Circle one of the parts.

What is its partner to make ten?

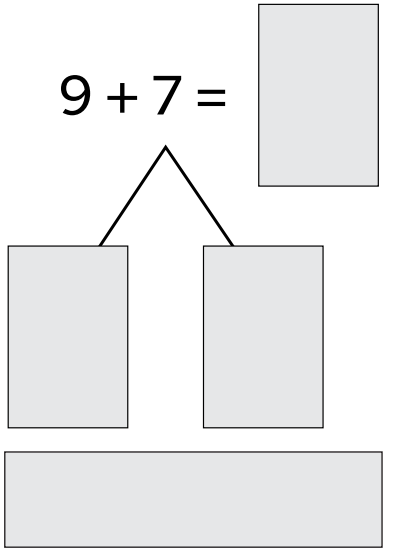
4 Show the place value cards for 10 and 5.

What is the total of these two cards?

Show the blank number sentence on the Student Page.

Write another 10+ fact you know.

5 Show problem 5 on the Student Page.



Make ten to add.

Then write a three-part number sentence.

Circle the two parts in the number sentence that make ten.

Teacher Note

To decide whether students need support with this skill, consider asking them to find 9 + 7 with no additional prompts or answer boxes. If they hesitate or are unsure how to start, offer the prompts.

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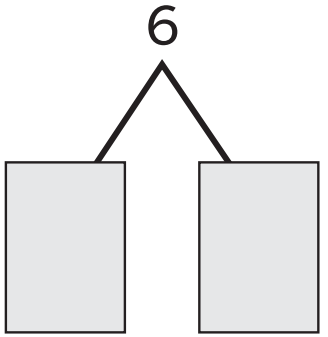
1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

3



4

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5