“Which has more?” Task - Kinder Monitoring Sheet

<table>
<tr><td>Tags objects while counting:</td><td>Labels the objects with numbers:</td></tr>
<tr><td>Applies the Stable-Order (of number-names) Principle (says number names in order as they count):</td><td>Accurate count. Models the Cardinal Principle - shows that the last number named gives to a total number of objects:<table><tr><td>Circular Configuration</td><td>Linear Configuration</td></tr><tr><td></td><td></td></tr></table></td></tr>
<tr><td>Able to tell which set has more:</td><td>Shows evidence of the Order-Irrelevance Principle: Students understand that the order in which objects are counted has no effect on the total number of objects:</td></tr>
<tr><td>Has a strategy for keeping track of objects counted:</td><td>Uses manipulatives:</td></tr>
</table>

Eating Raisins Task - Grade 1 Monitoring Sheet

<table>
<tr>
<td>Use counters (Note: if used with a ten-frame or physical number bond)</td>
<td>Draws math sketch that matches the situation (Note: if labels sketch)</td>
</tr>
<tr>
<td>Uses a number line (Note: if uses a ruler as a number line)</td>
<td>Accurate count
<table>
<tr><th>Counts all</th><th>Counts on</th></tr>
<tr><td></td><td></td></tr>
</table>
Adds all the numbers:</td>
</tr>
<tr>
<td>Able to tell who has more:</td>
<td>Uses equations to match the situation:</td>
</tr>
<tr>
<td>Able to articulate that 9 + 2 is more than 7 + 2, because 2 is a constant, so you are just comparing 7 to 9.</td>
<td>Able to articulate that 9 + 2 is more than 7 + 2, because they compared the sums.</td>
</tr>
</table>

Tall Plants Task - Grade 2 Monitoring Sheet

Use manipulatives (Note: counters, base-ten blocks)	Draws math sketch that matches the situation (Note: if labels sketch)
Uses a number line (Note: if uses a meter stick as a number line): Uses bar model to show the situation:	Comprehends the story: Understands/Shows that Oscar has the taller plant:
Demonstrates Additive Reasoning by decomposing 9 into nested addends other than ones, e.g., 5 and 4	Shows an understanding of place value:
Compensation Strategy: Adds ten, subtracts 1	Uses equations to match the situation:
Counts on Strategy: Counts from 75 to 84 by ones	Just adds the numbers, but does not show an understanding of what the sum means given the context.

Ice Tea Task - Grade 3 Monitoring Sheet

Uses manipulatives to acts out the story using a sharing out model:	Draws math sketch that matches the situation (Note: if labels sketch)

Math Models

Equal Groups	**Number Line**	**Bar Model/Tape Diagram**	**Ratio Table**	**Array**

Strategies

Skip Counting	**Repeated Addition**	**Uses Multiplication (Inverse Operations) __ x 2 = 8**		

Misconception: Multiplies 2 x 8	Writes a multiplication equation:
Uses the division symbol:	

Task #1 Burgers - Grade 4 Monitoring Sheet

A baseball stadium sold some burgers. 2,806 were cheeseburgers. 1,679 burgers didn't have cheese. How many burgers did they sell in all?

Uses concrete materials/manipulatives:	Uses pictorial base-ten blocks (and uses labels):
Uses partial sums:	Uses unit form:
Uses an open number line:	Uses a bar model/tape diagram:
Regroups appropriately:	Shows place value understandings:
Has a clear statement of the answer:	Uses standard algorithm:
Other:	Other:

Task #1 Juice Boxes - Grade 5 Monitoring Sheet

Patty buys 4 juice boxes a month for lunch. One juice box costs $2.25. How much money does Patty spend on juice each month?

Uses concrete materials/manipulatives:	Makes a math sketch (and uses labels):
Uses a tape diagram/bar model:	Uses an area model:
Uses equal groups:	Uses a table:
Uses repeated addition:	Uses partial products:
Writes an equation:	Uses unit form:
Shows place value understanding:	Uses fractions: