Teacher Expectations

1. Read the assessment to students ONE time (if a student has a DA you may read it more then once)

2. Remind students that they are to work on the sheet for 15 minutes (set a timer)

3. Have students record their name on the back of the sheet so when you are marking them you do not know whose is whose

4. When students hand their work in do not ask them to fix any errors (as difficult as this is it is important)

5. If students are struggling tell them to flip their paper over and draw a picture
In the box below show the number 15 in as many ways as you can.

You may use pictures, numbers, words, symbols and manipulatives.
**Teacher Assessment**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student shows the number 15 in four or more ways. With the whole of the total being 15 each time.</td>
</tr>
<tr>
<td>3</td>
<td>Student shows the number in four or more ways. The whole of the total in one is not 15.</td>
</tr>
<tr>
<td>2</td>
<td>Student shows the number in less then four ways. The whole of the total in two or more is not 15.</td>
</tr>
<tr>
<td>1</td>
<td>Student is unable to show the number in any way.</td>
</tr>
</tbody>
</table>

If you notice:

- A student is a 4 however only uses one method (ie: number expressions) to represent the number, a guided math group to show other ways may be necessary.

- A student is a 4 and represents using many representations enriched math for partitioning may be needed

- A student is a 3 they may need a guided math group to recheck their work

- A student is a 2 a guided math group to work on errors that are present may be needed

- A student is consistently a 1 they may require extra support in the area of partitioning.