CCSS Mathematics Assessment Task

How Many Triangles?

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operations in Base Ten

- Extend the counting sequence
- Understand place value

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT. 2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones – called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Student Materials:

- Assessment sheet
- Blank sheet of paper
- pencil

Teacher Materials:

- clock or timer

Directions (for teacher to administer assessment task):

- Pass out assessment sheet.
- Students will draw as many triangles as they can in one minute.
- Students will count the total number of triangles drawn by looping the triangles into groups of ten.
- Students will survey their classmates to find someone who:
  - -drew more triangles
  - -drew less triangles

Teacher Notes:

Prompt:

- You will draw as many triangles as you can in one minute.
- When I say, "begin" you will start.
- When I say, "stop" you will put your pencils down.

CCSS Mathematics Assessment Task

- Time students for one minute.
- You will now count how many triangles you drew by grouping the triangles in groups of ten.
- You will write your total on page 2.
- Now that you know how much you have, you need to find someone who drew more than you, drew less than you.

Correct or Model Answer:

- Answers will vary

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Count and write numerals up to 120. (1.NBT.1)	Student unable to count and write numerals.	Student able to count and write numerals with minor errors.	Student able to count and write numerals accurately.
Represent a bundle of tens. (1.NBT.2)	Student unable to represent a bundle of tens.	Student able to represent a bundle of tens with minor errors.	Student able to represent a bundle of tens accurately.
Represent a 2-digit number into tens and ones. (1.NBT.2)	Student unable to represent a 2-digit number into tens and ones.	Student able to represent a 2-digit number into tens and ones with minor errors.	Student able to represent a 2-digit number into tens and ones accurately.
Able to compare two two-digit numbers using the correct symbols (>, =, <) (1.NBT.3)	Student unable to use the symbols accurately (many errors).	Student able to use symbols accurately with a few errors.	Student able to use symbols accurately with no errors.

CCSS Mathematics Assessment Task

How Many Triangles?

Name:_____ Date:_____

I drew _____ triangles

_____ tens and _____ ones

My friend _____, drew **more** triangles than me. My friend drew _____ triangles.

Write the inequality to make the above statement true

_____ ☐ _____

My friend _____, drew **less** triangles than me. My friend drew _____ triangles.

Write the inequality to make the above statement true

_____ ☐ _____

CCSS Mathematics Assessment Task

Number Riddles

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value.
- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Distribute assessment to students.
- Tell students that they will read the riddle and write the correct answer to the riddle.
- You can demonstrate what to do with a practice riddle.
- Have students work on assessment independently.

Teacher Notes:

- Can be administered as an individual, small group or whole class assessment.
- For students who have difficulty reading, you may read the riddles for them.

Prompt:

- You will be figuring out number riddles.
- Read the riddle and figure out what the answer is.
- Let's practice: I am 4 tens and 8 ones.
- What is the answer?
- (Class will answer - "48")
- That's correct.
- That is what you will do on this assessment.
- Read the riddles and write your answer here (point to answer column).
- There is an empty blank on the bottom. That is for you to write your own riddle and don't

forget to write the answer to your riddle.
Correct or Model Answer: 1. 34 2. 71 3. 29 4. 50 5. 12 6. Answers will vary

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Understands that a number can be represented in multiple ways. (1.NBT.2, 1.NBT.1)	• None or few riddles are answered correctly. • Has difficulty or unable to write own riddle and provides a correct answer	• Most of the riddles are answered correctly. • *Able to write own riddle with minor error(s) and provides a correct answer.*	• All riddles are answered correctly • Able to write own riddle and provides a correct answer

CCSS Mathematics Assessment Task

Number Riddles

Name:_____ Date:_____

I am 3 tens and 4 ones.	What number am I?
I am 7 tens and 1 ones.	What number am I?
I am 2 tens and 9 ones.	What number am I?
I am 5 tens and 0 ones.	What number am I?
I am 1 tens and 2 ones.	What number am I?

CCSS Mathematics Assessment Task

Write your own riddle:	What number am I?

CCSS Mathematics Assessment Task

Number Riddles #2

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Distribute assessment to students.
- Tell students that they will read the riddle and write the correct answer to the riddle.
- You can demonstrate what to do with a practice riddle.
- Have students work on assessment independently.

Teacher Notes:

- Can be administered as an individual, small group or whole class assessment.
- For students who have difficulty reading, you may read the riddles for them.

Prompt:

- You will be figuring out number riddles.
- Read the riddle and figure out what the answer is.
- Let's practice: I am 4 tens and 8 ones. And add 10.

CCSS Mathematics Assessment Task

- What is the answer?
- (Class will answer - “58”)
- That’s correct.
- That is what you will do on this assessment.
- Read the riddles and write your answer here (point to answer column).
- There is an empty blank on the bottom. That is for you to write your own riddle and don’t forget to write the answer to your riddle.

Correct or Model Answer:

1. 72
2. 35
3. 73
4. 47
5. 32
6. Answers will vary

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Understands that a number can be represented in multiple ways. Use place value understanding and properties of operations to add and subtract (1.NBT.2, 1.NBT.5, 1.NBT.1)	• None or few riddles are answered correctly. • Has difficulty or unable to write own riddle and provides a correct answer	• Most of the riddles are answered correctly. • *Able to write own riddle with minor error(s) and provides a correct answer.*	• All riddles are answered correctly • Able to write own riddle and provides a correct answer

CCSS Mathematics Assessment Task

Number Riddles

Name:_____ Date:_____

I am 6 tens and 2 ones. Add 10.	What is the answer?
I am 4 tens and 5 ones. Subtract 10.	What is the answer?
I am 8 tens and 3 ones. Subtract 10.	What is the answer?
I am 3 tens and 7 ones. Add 10.	What is the answer?
I am 2 tens and 2 ones. Add 10.	What is the answer?

CCSS Mathematics Assessment Task

Write your own riddle:	What is the answer?

CCSS Mathematics Assessment Task

Number Riddles #3

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Distribute assessment to students.
- Tell students that they will read the riddle and write the correct answer to the riddle.
- You can demonstrate what to do with a practice riddle.
- Have students work on assessment independently.

Teacher Notes:

- Can be administered as an individual, small group or whole class assessment.
- For students who have difficulty reading, you may read the riddles for them.

Prompt:

- You will be figuring out number riddles.
- Read the riddle and figure out what the answer is.
- Let's practice: I am 4 tens and 8 ones. .

CCSS Mathematics Assessment Task

- What is the answer?
- (Class will answer - “48 ”)
- That’s correct.
- That is what you will do on this assessment.
- Read the riddles and write your answer here (point to answer column).
- The next part you need to do is to write riddles for the answers that are given.
- You will write three riddles. (Point to the spaces where the students will write the riddles.)

Correct or Model Answer:

1. 27
2. 91
3. 63
4. I am 4 tens and 0 ones.
5. I am 8 tens and 5 ones.
6. I am 3 tens and 4 ones.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Understands that a number can be represented in multiple ways. 1.NBT.2, 1.NBT.1	• None or few riddles are answered correctly. • Has difficulty or unable to write own riddle and provides a correct answer	• Most of the riddles are answered correctly. • *Able to write own riddle with minor error(s) and provides a correct answer.*	• All riddles are answered correctly • Able to write own riddle and provides a correct answer

CCSS Mathematics Assessment Task

Number Riddles #3

Name:_____ Date:_____

I am 2 tens and 7 ones.	What is the number?
I am 1 ten and 9 ones.	What is the number?
I am 6 tens and 3 ones.	What is the number?
I am 40.	What is the riddle?
I am 85.	What is the riddle?

CCSS Mathematics Assessment Task

I am 34.	What is the riddle?

CCSS Mathematics Assessment Task

Spin to Win

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- Recording sheet
- Giant Paper clip
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- You will need to demonstrate how to use a pencil and paper clip as a spinner.
- Students can play with a partner or individually.
- Make copies of recording sheet for entire class.

Teacher Notes:

- Numbers on the wheel can be changed according to the time of the year. Towards the end of the year, the numbers can be more such as 40, 50, etc.
- If students play with a partner, they can compare their spins (1.NBT.3). You can have students record the inequalities.

Prompt:

- We're going to play a game called, Spin to Win.
- You will use this paper clip as a spinner. Let me show you how you do that. (Demonstrate by placing the paper clip in the middle of the wheel. Place the pencil tip in on one of the ends of the paper clip and flick the paper clip so that it spins.)
- You are going to spin twice and record your spins on this recording sheet. (Show recording sheet.)
- Let's do a practice one together. (Spin the paper clip. Example: It lands on 30)
  What number did that paper clip stop on? *Students answer: 30*
- On the recording sheet, I am going to write 30. (Point to space.)
- I'm going to spin one more time. (Spin the paper clip. Example: It lands on 10)
  What number did the paper clip stop on? *Students answer: 10*

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- On the recording sheet, I'm going to write 10.
- I'm not done yet. Now I need to add 30 + 10. You will need to figure it out. There is space here to show how you solved it. (Point to the space.)

Correct or Model Answer:

Answers will vary.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Count and write numerals up to 120. (1.NBT.1)	Unable to count and write numerals.	Count and write numerals with minor errors.	Count and write numerals accurately.
Add a 2-digit number and a multiple of 10. (1.NBT.4)	Unable to add a 2-digit number and a multiple of 10.	Able to add a 2-digit number and a multiple of 10 with minor errors.	Able to add a 2-digit number and a multiple of 10 accurately.

CCSS Mathematics Assessment Task

Spin to Win Recording Sheet

Name:_____ Date:_____

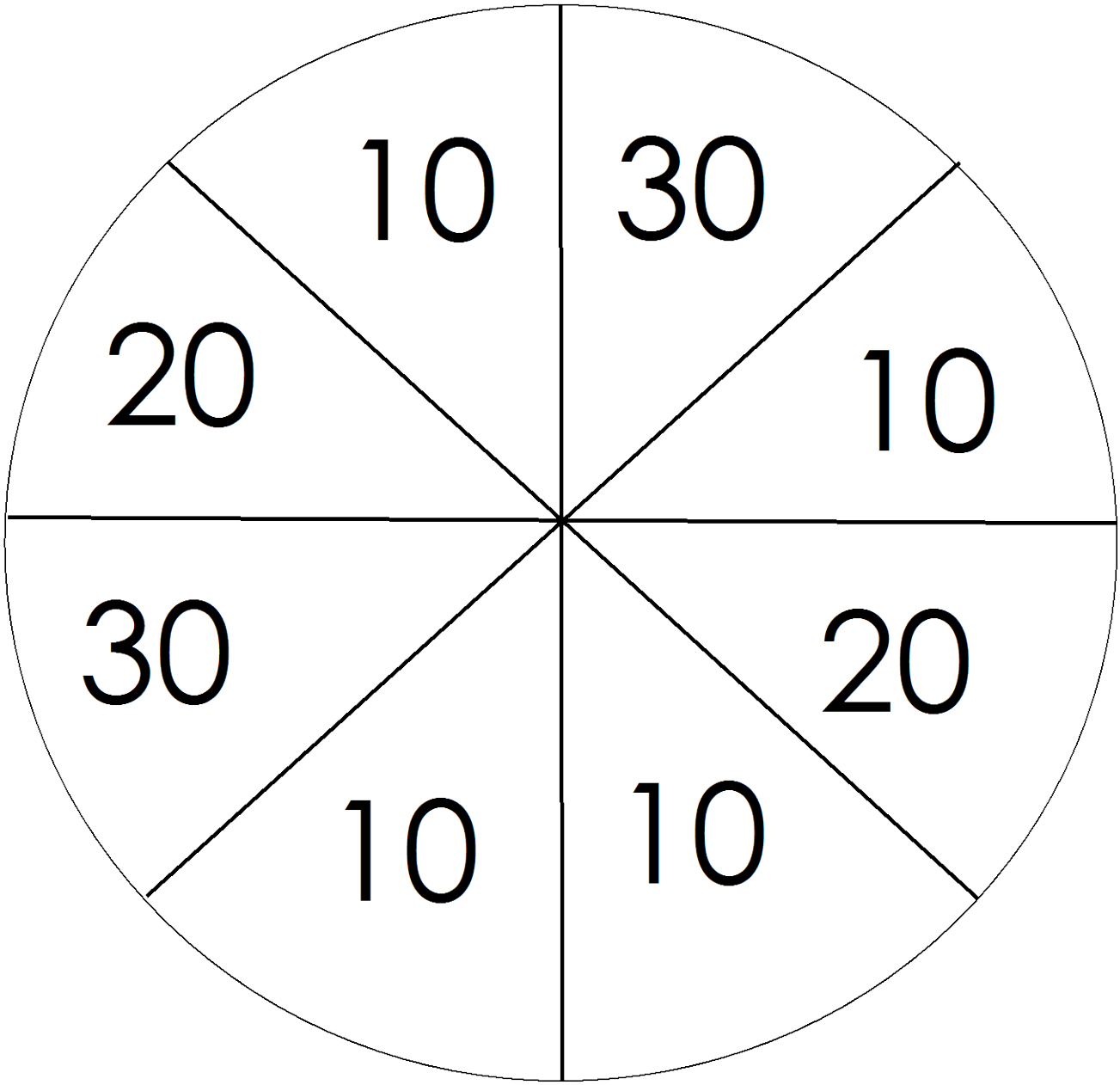
Spin #1	Spin #2	Total
Show how you added:		

Spin #1	Spin #2	Total
Show how you added:		

Spin #1	Spin #2	Total
Show how you added:		

Spin #1	Spin #2	Total
Show how you added:		

CCSS Mathematics Assessment Task



CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Number Patterns

Grade Level: 1

Mathematics Domain and Cluster:

- Extend the counting sequence.
- Use place value understanding and properties of operations to add and subtract.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make class copies of the assessment
- Explain to students the task.
- Have students complete independently.

Teacher Notes:

Although there is not specific patterning standard in grade 1, this assessment is supported by 1.NBT.1 and 1.NBT.5. This assessment also addresses Mathematical Practice 7 (Look for and make use of structure)

Prompt:

- You have been counting a lot this year and you've practiced counting in many different ways.
- You will show me your counting skills with this assessment.
- You need to read the number pattern and complete it.
- Under the pattern, tell me what the number pattern is.

Correct or Model Answer:

1. 25, 30, 35, 40 Number Pattern: +5 or counting by 5's
2. 70, 80, 90, 100 Number Pattern: +10 or counting by 10's
3. 12, 14, 16, 18 Number Pattern: +2 or counting by 2's
4. 63, 73, 83, 93 Number Pattern: +10 or counting by 10's

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Completed the number pattern. (1.NBT.5)	• Completed the number pattern with many errors or no answers at all.	• Completed the number pattern with some errors.	• Completed the number pattern with no errors.
Able to determine the number pattern. (1.NBT.5)	• Unable to identify the number pattern	• Partially correct in identifying the number pattern.	• Correctly identifies the number pattern.
Reads and writes numbers up to 120. (1.NBT.1)	• Unable to correctly write numbers up to 120.	• Writes numbers up to 120 with some errors (transposes numbers or reversals present).	• Writes numbers up to 120 with no errors.

CCSS Mathematics Assessment Task

Number Patterns

Name:_____ Date:_____

Complete the pattern.

1. 5, 10, 15, 20, _____, _____, _____, _____

   What kind of pattern is this? _____

2. 30, 40, 50, 60, _____, _____, _____, _____

   What kind of pattern is this? _____

3. 4, 6, 8, 10, _____, _____, _____, _____

   What kind of pattern is this? _____

4. 23, 33, 43, 53, _____, _____, _____, _____

   What kind of pattern is this? _____

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Completed the number pattern. (1.NBT.5)	• Completed the number pattern with many errors or no answers at all.	• Completed the number pattern with some errors.	• Completed the number pattern with no errors.
Able to determine the number pattern. (1.NBT.5)	• Unable to identify the number pattern	• Partially correct in identifying the number pattern.	• Correctly identifies the number pattern.
Reads and writes numbers up to 120. (1.NBT.1)	• Unable to correctly write numbers up to 120.	• Writes numbers up to 120 with some errors (transposes numbers or reversals).	• Writes numbers up to 120 with no errors.

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Fill in the Hundred Chart

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operation in Base Ten (NBT)

- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- pencil
- student assessment

Teacher Materials:

- none

Directions (for teacher to administer assessment task):

- This task can be administered whole class, small group or individually.)
- Have students work independently on task.

Teacher Notes:

- This assessment format can be used during different times of the year. The numbers can be adjusted according to what time of the year it is. For example: If testing for the first quarter, students can use a 50 grid to write up to 50. (See 50 Grid)
- Attached to this assessment is a 120 Grid.

Prompt:

- Handout assessment sheets to each student.
- Tell students: "Boys and girls, you need to write the numerals that are missing on this hundred chart."
- Point to the blanks on the assessment and tell them that this where they will write the missing numerals.

Correct or Model Answer:

- See attached answer sheet

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Student rote counts correct sequence (1.NBT.1)	• Unable to rote count correctly • Many errors in rote count	Some errors in counting.	Able to rote count correctly accurately with no errors.
Student writes the correct numeral in the sequence (1.NBT.1)	• Unable to write correct numerals • Many errors in writing numerals	Some errors in writing numerals.	Able to write correct numerals accurately with no errors.

CCSS Mathematics Assessment Task

Fill in the Hundred Chart

Name:_____ Date:_____

Fill in the missing numerals.

				5					
								19	
			24						
	32								
						47			
									60
		63							
					76				
81									
							98		

CCSS Mathematics Assessment Task

Answer Key

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	28	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

CCSS Mathematics Assessment Task

50 Grid

Name:_____

Date:_____

Fill in the missing numerals.

120 Grid

CCSS Mathematics Assessment Task

Name:_____

Date:_____

Fill in the missing numerals.

CCSS Mathematics Assessment Task

Fill in the Hundred Chart Race

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operation in Base Ten (NBT)

- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- pencil
- student assessment
- 1-6 die per pair

Teacher Materials:

- Use overhead projector or elmo if you want to demonstrate how to play the game.

Directions (for teacher to administer assessment task):

- Have students partner up. Partners can be assigned or free choice.
- Students need a pencil, assessment sheet and a die per pair.
- Students will compete with each other to determine who can fill out the 100 grid first.
- The roll of the die will determine how many numerals a student can write on his/her grid.
- You may have to demonstrate how to play the game.

Teacher Notes:

- This assessment format can be used during different times of the year. The numbers can be adjusted according to what time of the year it is. For example: If testing for the first quarter, students can use a 50 grid to write up to 50. (See 50 Grid)
- Attached to this assessment is a 120 Grid.
- Variations:
  -Instead of having student begin from one, you can have them begin from 50 or any other number.
  -Instead of recording counting forward, have students record counting backwards. Start at 50 and count down to zero.

Prompt:

- Boys and girls, you will be playing a game called, Fill the Hundred Chart Race.
- You will be playing with a partner. The first person to fill out the 100 chart, will be the winner.
- Let me show you how to play the game.
- Ask a student to be your partner.
- Teacher will roll the die. Report to class what the roll is. The roll is 5.
  Tell students that you will write the first five numbers. On your 100 chart, write 1, 2, 3, 4, 5.
- Have your student partner roll. The student rolls a 4. The student will write on his/her chart, 1,

2, 3, 4.

- Teacher will roll again. Teacher rolls 3. Teacher will write, 6, 7, 8.
- Have student roll and record.
- Ask students if they have any questions.
- Have students play the game. The first person to fill out the grid is the winner. Have the person who lost, complete the rest of the grid without rolling the die.

Correct or Model Answer:
Answers will vary depending on what grid you'll be using (1-50, 1-100, 1-120)

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Student rote counts correct sequence (1.NBT.1)	• Unable to rote count correctly • Many errors in rote count	Some errors in counting.	Able to rote count correctly accurately with no errors.
Student writes the correct numeral in the sequence (1.NBT.1)	• Unable to write correct numerals • Many errors in writing numerals	Some errors in writing numerals.	Able to write correct numerals accurately with no errors.

CCSS Mathematics Assessment Task

Fill the 100 Chart Race (1.NBT.1)

Name:_____ Date:_____

My partner's name:_____

CCSS Mathematics Assessment Task

50 Grid Race (1.NBT.1)

Name:_____
Date:_____

My partner's name:_____

CCSS Mathematics Assessment Task

120 Grid Race (1.NBT.1)

Name:_____

Date:_____

My partner's name:_____

CCSS Mathematics Assessment Task

Number Paths Assessment

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operation in Base Ten (NBT)

- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- pencil
- student assessment

Teacher Materials:

- none

Directions (for teacher to administer assessment task):
(This task can be administered whole class, small group or individually.)

- Have students work independently on task.
- This assessment format can be used during different times of the year. The numbers can be adjusted according to what time of the year it is. Example: If testing for the first quarter, the numbers used can be up to 50. You can also use the same format for skip counting sequences.

Prompt:

- Handout assessment sheets to each student (There are 2 pages to the assessment.)
- Tell students: "Boys and girls, you need to write the numerals that are missing on the number paths."
- Point to the blanks on the assessment and tell them that this where they will write the missing numerals.

Correct or Model Answer:

Page 1:
Column 1: 19, 20, 21, 22, 23
Column 2: 4, 3, 2, 1, 0
Column 3: 52, 51, 50, 49, 48
Column 4: 103, 104, 105, 106, 107

Page 2:
Column 1: 36, 37, 38, 39, 40
Column 2: 75, 74, 73, 72, 71
Column 3: 88, 89, 90, 91, 92
Column 4: 117, 116, 115, 114, 113

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Student rote counts correct sequence (1.NBT.1)	• Rote count incorrect • Many errors in rote count	One or two errors in counting.	Able to rote count correctly accurately with no errors.
Student writes the correct numeral in the sequence (1.NBT.1)	• Writes numerals incorrectly • Many errors in writing numerals	One or two errors in writing numerals.	Able to write correct numerals accurately with no errors.

CCSS Mathematics Assessment Task

Number Paths

Fill in the missing numerals.

16	7	55	100
17	6	54	101
18	5	53	102

CCSS Mathematics Assessment Task

Number Paths

Fill in the missing numerals.

33	78	85	120
34	77	86	119
35	76	87	118

CCSS Mathematics Assessment Task

Counting Interview

Grade Level: 1

Mathematics Domain and Cluster:

- Extends the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.1: <u>Count to 120</u>, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- none

Teacher Materials:

- Student Checklist
- Pencil
- Clipboard

Directions (for teacher to administer assessment task):
*This is an individual assessment to assess a student's counting skills.

Teacher Notes:

- This assessment is to check rote counting.
- There is an individual checklist but you can also make a class checklist if it is easier.
- For Counting Forward and Counting Back: You can choose any number that you want the student to begin with and end with.

Prompt:

- Count by 1's: Start with 1 and count as high as you can.
- Count by 2's: I want you to count by 2's. Start with 2.
- Count by 5's: I want you to count by 5's. Start with 5.
- Count by 10's: I want you to count by 10's. Start with 10
- Counting Forward: See prompt on checklist
- Counting Back: See prompt on checklist

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Count numbers up to 120. (1.NBT.1)	Unable to count by 1's, 2's, 5's, and 10's accurately or is able to count only 1 of the 4 ways. Unable to count forward or backwards from any given number or is only able to do 1	Able to count 2 or 3 out of 4 ways accurately.	Count by 1's, 2's, 5's, and 10's accurately. Counts forward and backwards from any given number.

CCSS Mathematics Assessment Task

	of the 2 ways.		

Rote Counting Interview

Student Name:

Counts	Record Count	Notes
Counts by 1's Date:_____ Date:_____ Date:_____ Date:_____	1 to _____	_____Hesitant _____Self-Corrects _____Confident
Counts by 2's Date:_____ Date:_____ Date:_____ Date:_____	2,	_____Hesitant _____Self-Corrects _____Confident
Counts by 5's Date:_____ Date:_____ Date:_____ Date:_____	5,	_____Hesitant _____Self-Corrects _____Confident
Counts by 10's Date:_____ Date:_____ Date:_____ Date:_____	10,	_____Hesitant _____Self-Corrects _____Confident
Counting Forward Begin with 28 and count until I tell you to stop Date:_____ Date:_____ Date:_____ Date:_____	28	_____Hesitant _____Self-Corrects _____Confident
Counting Back Begin at 52 and count back until I tell you to stop Date:_____ Date:_____ Date:_____ Date:_____	52	_____Hesitant _____Self-Corrects _____Confident

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Who is Right?

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value.
- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.2: <u>Understand that the two digits of a two-digit number represent amounts of tens and ones</u>.
    a. 10 can be thought of as a bundle of ten ones --called a "ten."
    b. The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.1: <u>Count to 120, starting at any number less than 120</u>. In this range, read and <u>write numerals and represent a number of objects with a written numeral</u>.

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Distribute copy of assessment to each student.
- Teacher to explain and read the think bubbles to class.
- Students to solve assessment independently.

Teacher Notes:

- For students who may have difficulty reading, you may want to administer in a small group so that you can reread think bubbles to students.

Prompt:

- Listen as I explain what you will do.
- Read the statement: Students in the class look at the number 53.
- Look at the three students. Above each student is a think bubble. Let me read what each student is thinking. Read along silently as I read aloud.
- Sam thinks 53 is 53 tens.
- Lilly thinks 53 is 5 ones and 3 tens.
- Brad thinks 53 is 5 tens and 3 ones.
- You need to answer the question, "Who is right?" Write the name of the student who you think is correct here (point to the explanation section) and explain how you know.
- In this box (point to the box), you will need to represent 53 using tens and ones.

CCSS Mathematics Assessment Task

Correct or Model Answer:

- Who is right? (Brad)
- Examples of explanations:
    - I know Brad has 53 because 53 is 5 tens and 3 ones. 5 tens is fifty and 3 ones makes it 53.
    - Brad has 53 because I drew 5 tens and 3 ones and counted 10, 20, 30, 40, 50, 51, 52, 53.

- Representations will vary.

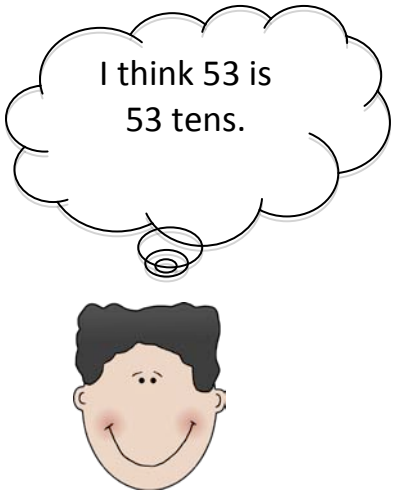
Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Represents the amount of tens and ones in a two-digit number. (1.NBT.2, 1.NBT.1)	Unable to represent the amount of tens and ones in a two-digit number.	Has some errors representing the amount of tens and ones in a two-digit number.	Correctly represents the amount of tens and ones in a two-digit number.
Communicates understanding of what the two digits of a two-digit number represents. (1.NBT.2)	Has no or limited understanding of problem.	Has partial understanding of problem.	Has complete understanding of problem.

CCSS Mathematics Assessment Task

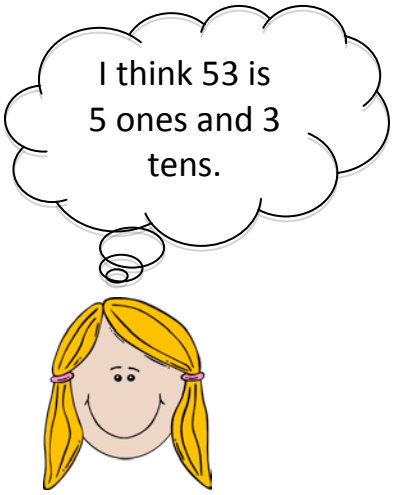
Who is Right?

Name:_____ Date:_____

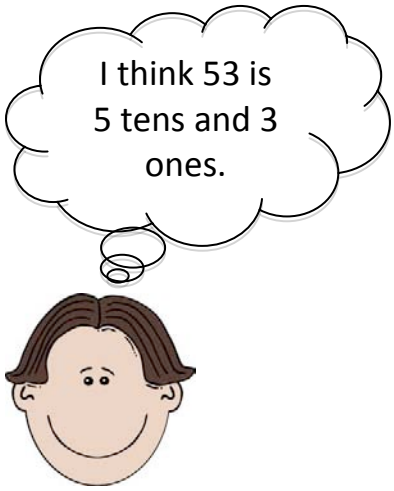
Students in a class look at the number 53.



Sam



Lilly



Brad

Who is right? Explain why:_____

_____

_____

_____

Represent the number 53 using tens and ones.

Show your representation in the box below:

CCSS Mathematics Assessment Task

Grid Pictures

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value
- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

- Grid paper cut into a 2 by 5 frame, 1 by 10 frame and single units
-

Directions (for teacher to administer assessment task):

- Make copies of assessment for whole class.
- Have a sheet of grid paper to show students. Have a group of 10 squares (2 by 5 & 1 by 10) and single squares to represent single units. (Grids are attached to this assessment.)
- Students will complete this assessment independently.

Teacher Notes:

Variations to the task:

- Have students create their own grid picture and determine how many squares were used. (See attached grids for this variation.)
- Tell students to make a grid picture by telling them a predetermined number. For example, "Please make a grid picture that is made from 65 squares. Remember use what you know about tens and ones."

- Have students make a bank of grid of pictures for you. Then students can choose 2 or 3 pictures to count and explain how they counted.

Adapted from *Understanding Numbers Place Value by Kathy Richardson, pp 22-23 (A Math Perspectives Publication, 2004)*

Prompt:

- Kevin loves to make pictures. He found some grid paper with squares on it. (Show students a sample)
- He cut the squares into groups of 10's and 1's. (Show the 2 by 5 frame, 1 by 10 frame and single units.)
- He used the groups of 10's and 1's to make various pictures.
- Help Kevin figure out how many squares he used for each picture.
- Use what know about tens and ones to help you count.
- Show how you counted **(added)** the squares.
- Show your work here and write your answer here. (Show the blank assessment and point to the designated areas to show their work.)

Correct or Model Answer:

Creepy Crawly: 82 squares

Examples of thinking:

- 10 + 10+ 10 + 10 + 10 +10 +10 + 10 +2 = 82
- I counted 8 tens and added 2 more and that makes 82
- 30 + 30 + 10 + 10 + 2 = 82

Lollipops: 32 squares

Examples of thinking:

- 10 + 10 + 6 + 6 = 32
- 10 + 10 + 10 + 2 = 32
- I counted 2 tens and that makes 20. I made another group of 10 from the two 6's. 6 and 4 more makes the 10. Then I have 2 left over. So 20 and 10 makes 30 and 2 more makes 32.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Shows understanding of using 10's and 1's. (1.NBT.2)	• Shows little or no evidence understanding of using 10's and 1's	• Show some evidence of understanding of using 10's and 1's	• Shows evidence of understanding of using 10's and 1's
Adds using a two-digit number and a multiple of 10. (1.NBT. 4)	• Shows little or no evidence of adding a two-	• Shows some evidence of adding a two-digit	• Shows evidence of adding a two-digit

	digit number and a multiple of 10 • Solution is inaccurate • Task incomplete	number and a multiple of 10 • Solution is partially accurate • Task is partially complete	number and a multiple of 10 • Solution is accurate • Task is complete
Uses a strategy to solve problem.	• Makes an attempt to use a strategy or show process • Does not show process	• Uses a strategy to solve problem with minor errors	• Uses a strategy to solve problem
Writes numerals up to 120. (1.NBT.1)	• Unable to writes numerals up to 120 or there are many transposition or reversal errors.	• Writes numerals up to 120 with some errors (reversals or transposes numbers)	• Writes numerals up to 120 with no errors.

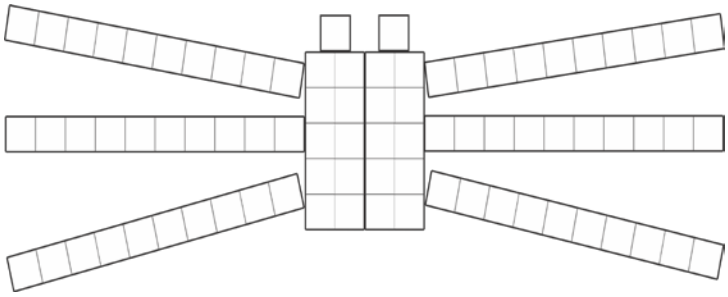
CCSS Mathematics Assessment Task

Grid Picture

Name:_____ Date:_____

The Creepy Crawly

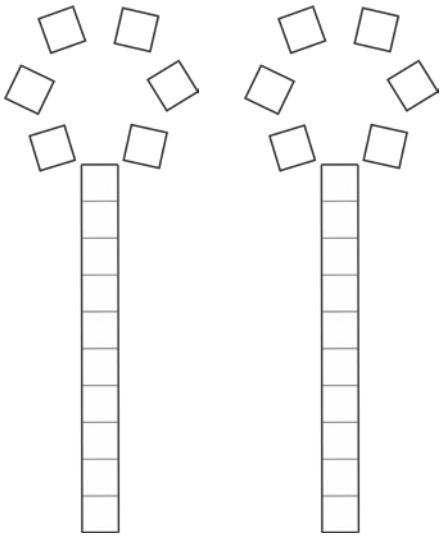
Show your thinking:



How many squares did he use? _____

Lollipops

Show your thinking:



How many squares did he use? _____

CCSS Mathematics Assessment Task

Who's the Winner?

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value.
- Extend the counting sequence.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.3: Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.
- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- Numeral cards (1 set per pair)
- Die (with the following symbols on it <,>, =) or the symbol cards
- Recording Sheet
- pencil

Teacher Materials:

- Prep numeral cards
- Prep die (Mark three sides of the die, write the "greater than" symbol and on the other three sides, write the "less than" symbol.

Directions (for teacher to administer assessment task):

- This "game" is similar to the card game, War.
- Students play with a partner.
- For best results, you should demonstrate how to play the game.

Teacher Notes:

- You will need to prep the numeral cards. You don't have to use all the cards from 0-99. You can have students play within a certain range such as 20 - 40, 50 - 70, etc.

Prompt:

- You will play with a partner.
- Write your partner's name on the recording sheet.
- You will need a deck of numeral cards and a die.
- Divide the cards evenly between you and your partner.
- Keep your stack of cards face down. (May need to demonstrate what that looks like and how to play this game.)
- I'm going to say, "1, 2, 3, flip." On the word, "flip" you will flip over a card.
- "1, 2, 3, flip." Both partners flip over a card.
- Now look at the two cards flipped over. (Example: Partner A has 36 Partner B has 48)
- Tell each other the name of your numeral card. (Example: Partner A - "I have thirty six."

Partner B - I have forty eight.

- Decide who will roll the die first.
- Partner A rolls the die. (Example: The roll is: <)
- Partner A will place the cards and the die to make an inequality.

36	<	48

- ONLY Partner A will record the inequality on the recording sheet, NOT Partner B.
- The winner of this first round is the person whose numeral card represents the inequality symbol. For example, if the "greater than" symbol is rolled, the person who has the greater numeral card wins. In this sample round, Partner B gets both cards because he/she has the numeral card 48, which is more than 36.
- Begin the game again. Each partner flips over a card. Follow the steps just like in the first round.
- Partner B will roll the die and place the cards to show the inequality.
- ONLY Partner B will record this inequality on their recording sheet, NOT Partner A.
- Determine who gets the cards from this round based on the inequality symbol.
- Continue playing until the recording sheet is all filled up.
- To determine the final winner. Each player counts up his/her cards. Roll the die. If the "greater than" symbol is shown, then the person with more cards wins. If the "less than" symbol is shown, then the person with less cards wins. If both players have the same amount and then it is a tie.
- Record the winning result on the bottom of the recording sheet by writing a sentence using the words, *more* or *less*.

  Some examples: I had more cards than my partner and I won the game.
  I had less cards than my partner and I still won the game.
  I had more cards than my partner and I lost the game.
  I had less cards than my partner and I lost the game.

Correct or Model Answer:

- Answers will vary.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Compare two two-digit numbers using the correct symbols (<,>) (1.NBT.3)	• Compared the two two-digit numbers with many errors. • Used the symbols incorrectly.	• Compared the two two-digit numbers with a few errors. • Used the symbols correctly with a few errors.	• Compared the two two-digit numbers with no errors. • Used the symbols with no errors.
Read numerals	• Many errors reading	• Read numerals with a	• Read numerals with

CCSS Mathematics Assessment Task

(1.NBT.1)	numerals	few errors.	no errors.

Who's the Winner? Recording Sheet

Name:_____ Date:_____

My partner's name:_____

Use the words, *more* or *less* in a sentence to describe the amount of cards you had at the end of the game.

_____

_____

CCSS Mathematics Assessment Task

Numeral Cards (0-9) Duplicate on cardstock for durability.

4	9
3	8
2	7
1	6

0	5

Numeral Cards (10-19) Duplicate on cardstock for durability.

14	19
13	18
12	17
11	16

10	15

Numeral Cards (20-29) Duplicate on cardstock for durability.

24	29
23	28
22	27
21	26

20	25

Numeral Cards (30-39) Duplicate on cardstock for durability.

34	39
33	38
32	37
31	36

30	35

Numeral Cards (40-49) Duplicate on cardstock for durability.

44	49
43	48
42	47
41	46

40	45

Numeral Cards (50-59) Duplicate on cardstock for durability.

54	59
53	58
52	57
51	56

50	55

Numeral Cards (60-69) Duplicate on cardstock for durability.

64	69
63	68
62	67
61	66

60	65

Numeral Cards (70-79) Duplicate on cardstock for durability.

74	79
73	78
72	77
71	76

70	75

Numeral Cards (80-89) Duplicate on cardstock for durability.

84	89
83	88
82	87
81	86

80	85

Numeral Cards (90-99) Duplicate on cardstock for durability.

94	99
93	98
92	97
91	96

CCSS Mathematics Assessment Task

90	95

Symbol Cards (to use instead of the die) 1 set per partner group. Duplicate on cardstock for durability.

V	∧
V	∧
V	∧
V	∧

$\vee$	$\wedge$

CCSS Mathematics Assessment Task

Comparing Numbers Assessment

Grade Level: 1

Mathematics Domain and Cluster: 1.NBT.3

Number and Operations in Base Ten

- Understand place value
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.3: <u>Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <</u>.
- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, <u>read and write numerals</u> and represent a number of objects with a written numeral.

Student Materials:

- pencil
- student assessment

Teacher Materials:

- none

Directions (for teacher to administer assessment task):

- Distribute assessment to each student.
- Say: There are 3 parts to the assessment. (Point to the different sections)
- Say: The first part, you need to compare the two numbers and write either the greater than, less than or equal to symbol.
- Say: The second part, you need to look at the symbol and write numerals on the blanks that will make it true.
- Say: On the final part, you will need to compare the two numbers and answer the question. The question says, "Is this true?" You need to write either "yes" or "no." Then I want you to explain your answer. Explain why you said, "yes" or why you said, "no."

This assessment can be given multiple times. You can change the numerals depending on what time of the year you will administer this assessment. For section 2, if you don't want two blanks, you can fill one of the blanks in and the student will only need to fill in one numeral. (Ex: _____ < 45)

Prompt:

- See assessment sheet.

CCSS Mathematics Assessment Task

Correct or Model Answer:

Part 1:

23 < 45	62 > 13	99 = 99
82 > 28	72 = 72	59 < 70

Part 2:

Answers will vary.

Part 3:

Is this true? Yes

Possible Reasons:

- There are 7 tens in 76 and 2 tens in 22. Seven tens is more than two tens.
- If you were counting by tens, 70 comes after 20.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Part 1 & 2: Able to compare two two-digit numbers using the correct symbols (>, =, <) (1.NBT.3)	Unable to use the symbols accurately (many errors).	Able to use symbols accurately with a few errors.	Able to use symbols accurately with no errors.
Part 3: Answers question and explains thinking. (1.NBT.3)	• Answers incorrectly. • Explanation shows lack of under-standing	• Answers correctly with minor errors. • Explanation shows partial understanding	• Answers correctly. • Explanation shows complete understanding.

CCSS Mathematics Assessment Task

Comparing Numbers Assessment

Name:_____ Date:_____

Compare.

Write >, =, < on the blank.

23 __ 45	62 __ 13	99 __ 99
82 __ 28	72 __ 72	59 __110

Write your own numbers to make it true. Use numbers from 0 - 99.

___ < ___ ___ = ___ ___ > ___

76 >22

Is this true? ____

Tell how you know.

_____

_____

_____

_____

_____

CCSS Mathematics Assessment Task

How Many Fingers?

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties to add and subtract.
- Extend the counting sequence.
- Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4 : Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT. 1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown to represent the problem.

Student Materials:

- Assessment sheet
- Pencil
- Use of manipulatives, if needed (unifix cubes, tiles, beans, counters, etc.).

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make enough copies of assessment for class.
- Read the story problem to students.
- Make available manipulatives for students to use.
- Students to solve problem independently.

Teacher Notes:

Prompt:

- You will solve this story problem.
- Listen carefully as I read it to you.
- You can use any of the manipulatives to help you solve the story problem.
- Show me how you solved the problem.
- Don’t forget to write your answer.

CCSS Mathematics Assessment Task

- If you need help reading the story problem, please see me.
- Let's begin.

Correct or Model Answer:

There would be 80 fingers for 8 people.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Shows understanding of the problem (1.OA.1)	Completely misinterprets problem or there is no attempt	Misinterprets minor part of the problem	Has complete understanding of the problem
Shows strategy used (1.NBT.4, 1.OA.1)	Used no strategy or used random strategies	Used a strategy that was partially useful	Used appropriate and efficient strategy
Solves problem (1.NBT.1, 1.OA.1)	No solution or wrong solution	Computational error or partially correct solution	• Correct solution • Solution correctly labeled

CCSS Mathematics Assessment Task

How Many Flowers?

Name:_____ Date:_____

Solve the problem. Show your thinking.

1 person has 10 fingers. How many fingers would there be for 8 people?

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

How Many Flowers?

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties to add and subtract.
- Extend the counting sequence.
- Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4 : Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT. 1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown to represent the problem.

Student Materials:

- Assessment
- Pencil
- Use of manipulatives, if needed (unifix cubes, tiles, beans, counters, etc.).

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make enough copies of assessment for class.
- Read the story problem to students.
- Make available manipulatives for students to use.
- Students to solve problem independently.

Teacher Notes:

Prompt:

- You will solve this story problem.
- Listen carefully as I read it to you.
- You can use any of the manipulatives to help you solve the story problem.
- Show me how you solved the problem.
- Don’t forget to write your answer.

CCSS Mathematics Assessment Task

- If you need help reading the story problem, please see me.
- Let's begin.

Correct or Model Answer:

Kate picked 50 flowers in five days.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Shows understanding of the problem (1.OA.1)	Completely misinterprets problem or there is no attempt	Misinterprets minor part of the problem	Has complete understanding of the problem
Shows strategy used (1.NBT.4, 1.OA.1)	Used no strategy or used random strategies	Used a strategy that was partially useful	Used appropriate and efficient strategy
Solves problem (1.NBT.1, 1.OA.1)	No solution or wrong solution	Computational error or partially correct solution	• Correct solution • Solution correctly labeled

CCSS Mathematics Assessment Task

How Many Flowers?

Name:_____ Date:_____

Solve the problem. Show your thinking.

Kate loves flowers. If she picked 10 flowers a day for 5 days, how many flowers will she have picked?

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Add it Up!

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- 1.NBT.3 (applicable if you have students compare their scores): Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.

Student Materials:

- Game sheet for each student
- 2 counters per student
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Xerox game sheet as a two-sided copy
- Counters (You may use colored counters, colored plastic tiles, pennies, etc.) - Anything that can be thrown and won't roll away.
- You may need to demonstrate how to play this game.

Teacher Notes:

- You can have students play in pairs so that they can compare their scores.
- You can have students throw three counters instead of just two.
- You can have students compare their two scores and write an inequality for it.
- Numbers on the game sheet can be changed.

Prompt:

- You're going to play a game called, "Add it Up."
- You will be throwing counters onto the game sheet and then adding up your score.
- Let me show you how to play
    - Place game sheet on floor
    - Grab two counters.
    - Stand over the game sheet and drop the counters. If a counter goes off the sheet, you

may drop it again.
- Look at where the counters land.
- With your pencil, place an “x” on the numbered squares.
- The numbered squares are your points.
- Add up your points and record your answer.
- Show how you got your answer.

- When you’re done, turn the sheet over and play the game one more time.

Correct or Model Answer:

Answers will vary depending on where the counters land.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Add a two-digit number and a multiple of 10. (1.NBT.4, 1.NBT.1))	Solution is inaccurate or no solution given.	Solution is partially correct.	Solution is accurate.
Solves using a strategy (1.NBT.4)	No strategy shown or explained.	Some parts of an appropriate strategy is shown or explained.	A complete, appropriate strategy is shown or explained.
*Optional: Compares two two-digit numbers. (1.NBT.3)	Unable to compare and write the correct inequality.		Compares and writes the correct inequality.

CCSS Mathematics Assessment Task

Add it Up!

Name:_____ Date:_____

10	0	10	20
10	30	20	10
40	10	10	0
10	10	10	50

CCSS Mathematics Assessment Task

My score
(Show your work)

CCSS Mathematics Assessment Task

Scoops

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT. 2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- Answer Sheet
- Pencil

Teacher Materials:

- Portion cups (or plastic scoops, small paper cups, etc.)
- Collection of small items (beans, macaroni, colored tiles, unifix cubes, buttons, counters, etc.)

Directions (for teacher to administer assessment task):

- This assessment would yield the most information if administered individually to students. However, it can be administered in small groups or whole class.
- You'll want to observe whether the students are able to make groups of 10 to count the collection. How accurate is the student when counting?
- You'll also want to observe the strategy used when the student combines the two scoopfuls for a total. What strategy does the student use to add?
- You will need to set up containers of beans for each table group.

Teacher Notes:

- The items that you'll use for students to count are based upon the magnitude of the numbers that you want the students to add. For example, during the beginning of the year, you may want to use unifix cubes. Students would be able to scoop less cubes, therefore, the counting and adding of the cubes would with small quantities. Towards the end of the year, you may

want to use beans. Students would scoop more and therefore, the quantities would be larger.

- Variation: Instead of the students using scoops, they could use their hand to grab.
- Variation: Students could also compare the quantities (1.NBT.3) and write an inequality to show the comparison.

Prompt:

- Boys and girls, you are going to show me how well you can count and add.
- You are going to use this small cup (show students) to scoop some beans.
- When you have scooped some beans, I want you to count how many beans there are.
- I want you to count the beans by using groups of 10. You will record the total of beans on your answer sheet. (Show the answer sheet.)
- When you are done with the scoop #1, you will scoop the beans one more time. You will do the same thing again. You will count and record how many beans you scooped.
- The last thing you have to do is to add the two scoops and tell how many there are altogether.
- Show me how you added, right here. (Point to the space on the answer sheet.)
- Are there any questions?

Correct or Model Answer:
Answers will vary.

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Point
Count and write numerals up to 120. (1.NBT.1)	Unable to count and write numerals.	Count and write numerals with minor errors.	Count and write numerals accurately.
Represent a bundle of tens. (1.NBT.2)	Unable to represent a bundle of tens.	Able to represent a bundle of tens with minor errors.	Able to represent a bundle of tens accurately.
Represent a 2-digit number into tens and ones. (1.NBT.2)	Unable to represent a 2-digit number into tens and ones.	Able to represent a 2-digit number into tens and ones with minor errors.	Able to represent a 2-digit number into tens and ones accurately.
Add two 2-digit numbers. (1.NBT.4)	Unable to add two 2-digit numbers.	Able to add two 2-digit numbers with minor errors.	Able to add two 2-digit numbers accurately.

CCSS Mathematics Assessment Task

Scoops

Name:_____ Date:_____

Scoop #1 How many? _____	_____ tens _____ ones

Scoop #2 How many? _____	_____ tens _____ ones

How many altogether?
Show your thinking.

_____ + _____ =

CCSS Mathematics Assessment Task

Counting Coins

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operations in Base 10

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- HCPS III: 1.4.2: Identify the value of coins and count coin combinations (using like coins to a dollar). (Please refer to the Gr. 1 Curriculum Framework for further explanation.)

- 1.NBT.4: <u>Add within 100</u>, including adding a two-digit number and a one-digit number, and <u>adding a two-digit number and a multiple of 10</u>, <u>using concrete models or drawings</u> and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.5: <u>Use place value understanding and properties of operations to add</u> and subtract. <u>Given a two-digit number, mentally find 10 more</u> or 10 less than the number, <u>without having to count</u>; explain the reasoning used.

- 1.NBT.1: <u>Count to 120</u>, starting at any range less than 120. In this range, <u>read and write numerals</u> and <u>represent a number of objects with a written numeral</u>.

Student Materials:

- Assessment sheet
- Pencil
- Scissors
- Glue

Teacher Materials:

Directions (for teacher to administer assessment task):

- Students count and record their counting of the coins.
- For the last two problems, students will cut out the paper coins and glue the coins to show that amount.
-

Teacher Notes:

- Before administering this task, students should be familiar with the value of coins.
- For students who are having difficulty, you can use real coins for them to count the amounts.

Prompt:

- You will count the value of the coins. Below each coin is a line for you to write how you counted.

- On the last two problems, you need to show me with the paper coins how much money that would be.
- Cut out the paper coins carefully and glue them down in this space. (Point to the space.)

Correct or Model Answer:

1. 10¢, 20¢, 30¢, 40¢
2. 10¢, 20¢, 30¢, 40¢, 50¢, 60¢
3. 25¢, 35¢
4. 25¢, 35¢, 45¢, 55¢, 65¢, 75¢
5. 8 dimes or 2 quarters and 3 dimes
6. 1 quarter and 2 dimes

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Add a two-digit number and a multiple of 10 1.NBT.4, 1.NBT.5	• Solution is inaccurate • Work is not labeled or incorrectly labeled (counting mistakes and incorrect use of cent sign)	• Solution is partially correct • Work partially labeled (counting is recorded with some errors and partial use of cent sign)	• Solution is accurate • Work clearly labeled (counting is recorded and correct use of cent sign)
Reads and writes numerals 1.NBT.1	Reads and writes numerals with many errors.	Reads and writes numerals with a few errors.	Reads and writes numerals correctly.

CCSS Mathematics Assessment Task

Counting Coins (1.NBT.4, 1.NBT. 5, 1.NBT.1)

Name:_____ Date:_____

Count and write the amount.




_____ _____ _____ _____






_____ _____ _____ _____ _____ _____


_____ _____

CCSS Mathematics Assessment Task

_____ _____ _____ _____ _____ _____

Counting Coins (Page 2)

Show 80¢
Show 35¢

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Going to the Store

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties of operations to add and subtract.
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make class copies of assessment
-

Teacher Notes:

- Students should be familiar with the values of coins.

Prompt:

- On this assessment, you are going to the store. Listen carefully as I read the instructions. (Read the prompt on the assessment sheet.)

Correct or Model Answer:

Answers will vary (some possibilities):

Part 1:

60¢: -6 pencils
-6 erasers
-2 pencils, 2 erasers, 1 pencil sharpener
-1 pencil sharpener, 1 box crayons, 1 pencil

-2 boxes of crayons
-3 pencils, 3 erasers

There are various ways for students to show how the items bought add up to 60¢.

Part 2:

Answer: I have 40¢ left.

There are various ways for students to show their answer.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Shows understanding of the problem	Completely misinterprets problem or there is no attempt	Misinterprets minor part of the problem	Has complete understanding of the problem
Shows strategy used (1.NBT.6, 1.NBT.4)	Used no strategy or used random strategies	Used a strategy that was partially useful	Used appropriate and efficient strategy
Solves problem (1.NBT.6, 1.NBT.4, 1.NBT.1)	No solution or wrong solution	Computational error or partially correct solution	• Correct solution Solution correctly labeled

CCSS Mathematics Assessment Task

Going to the Store

Name:_____ Date:_____

pencil 10¢	eraser 10¢	pencil sharpener 20¢	box of crayons 30¢

You have 60¢ to spend at the store. You spend it all. Tell what you bought and show how you know you spent 60¢.

I bought:

Show how you know you spent 60¢.

CCSS Mathematics Assessment Task

Going to the Store (page 2)

Name:_____ Date:_____

The next day you went back to the store with 80¢. You spend 40¢. How much money do you have left?

Show your thinking.

CCSS Mathematics Assessment Task

Farmer Brown

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operations in Base Ten

- Use place value understanding and properties to add and subtract
- Extend the counting sequence
- Understand place value

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.4 : Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

- 1.NBT. 1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- 1.NBT. 2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

- 1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Student Materials:

- Pencil
- Student assessment
- Manipulatives to use to solve (if needed) Ex: unifix cubes, link cubes, counters, etc.

Teacher Materials:

Directions (for teacher to administer assessment task):

- Read and explain the various parts to the task.

CCSS Mathematics Assessment Task

- Tell students to see the teacher if there are questions.

Teacher Notes:

- This assessment may take more than one math block to administer.

Prompt:

Part 1:

1. Help Farmer Brown count how many vegetables he picked from his two fields.
2. First, count how many carrots he picked from field A and answer the questions. When you count, you need to count by 10's and circle in groups of 10.

Part 2:

3. Then count how many ears of corn he picked from field B and answer the questions. When you count, you need to count by 10's and circle in groups of 10.

Part 3:

4. The next part is to answer the question, "How many vegetables did Farmer Brown pick altogether?" Show how you solved this problem.

Part 4:

5. Remember how many ears of corn Farmer Brown picked? Well, he picked 20 more. You will need to figure out how many he has now and explain how you figured it out.

Part 5:

6. For the last part, Farmer Brown now has 50 carrots. If some were rotten and he threw 10 carrots away, how many would he have now? You need to figure this out and show how you solved this problem.

Correct or Model Answer:

Part 1: 42 carrots 4 tens 2 ones

Part 2: 22 ears of corn 2 tens 2 ones

Part 3: 64 vegetables
*Various strategies will be used to solve

Part 4: 42 carrots (22 + 20 = 42)
*Various strategies will be used to solve

Part 5: 40 ears of corn (50 - 10 = 40)
*Various strategies will be used to solve

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Point
Count and write numerals up to 120. 1.NBT.1	Unable to count and write numerals.	Count and write numerals with minor errors.	Count and write numerals accurately.
Represent a bundle of tens. 1.NBT.2	Unable to represent a bundle of tens.	Able to represent a bundle of tens with minor errors.	Able to represent a bundle of tens accurately.

CCSS Mathematics Assessment Task

Represent a 2-digit number into tens and ones. 1.NBT.2	Unable to represent a 2-digit number into tens and ones.	Able to represent a 2-digit number into tens and ones with minor errors.	Able to represent a 2-digit number into tens and ones accurately.
Add two 2-digit numbers. 1.NBT.4	Unable to add two 2-digit numbers.	Able to add two 2-digit numbers with minor errors.	Able to add two 2-digit numbers accurately.
Add a 2-digit number and a multiple of 10. 1.NBT.4	Unable to add a 2-digit number and a multiple of 10.	Able to add a 2-digit number and a multiple of 10 with minor errors.	Able to add a 2-digit number and a multiple of 10 accurately.
Student able to subtract a multiple of 10 from a multiple of 10 in the range of 10-90 1.NBT.6	Unable to subtract a multiple of 10.	Able to subtract a multiple of 10 with minor errors.	Able to subtract a multiple of 10 accurately.

CCSS Mathematics Assessment Task

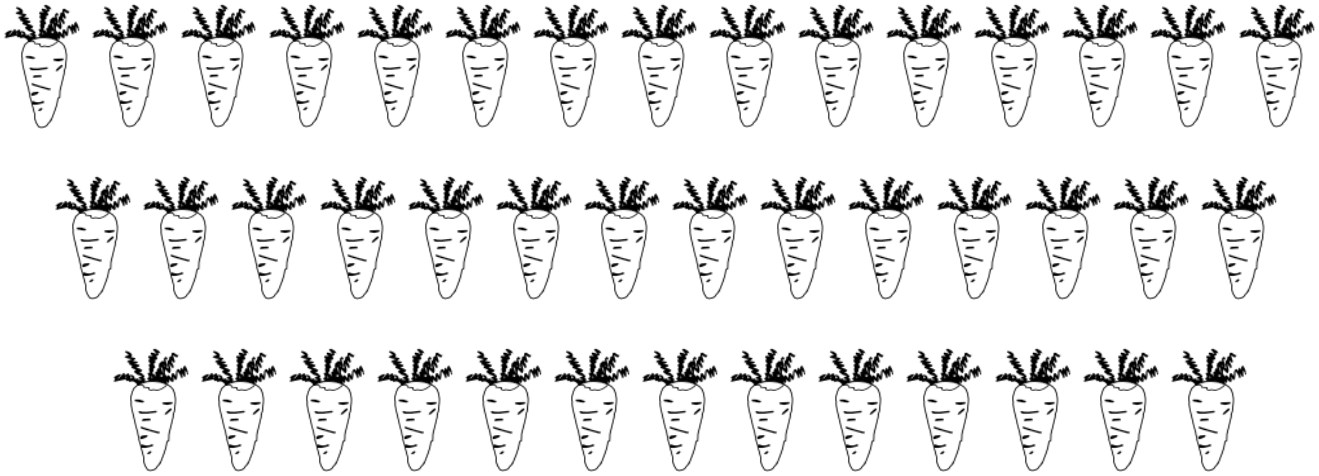
Farmer Brown Performance Task (1.NBT.4)

Name:_____ Date:_____

Help Farmer Brown count the vegetables he has picked from his two fields.

<u>Part 1</u>:

Count the carrots. Circle in groups of 10.

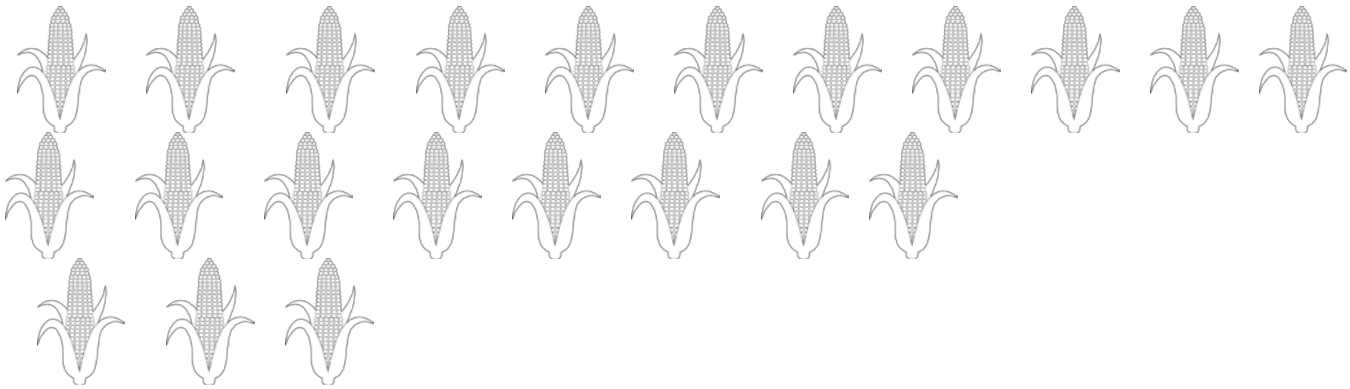


How many carrots did Farmer Brown pick? _____ carrots

How many tens and ones is that? _____tens _____ones

Part 2:

Count the ears of corn. Circle in groups of 10.



How many ears of corn did Farmer Brown pick?

_____ ears of corn

How many tens and ones is that? _____ tens _____ ones

Part 3:

How many vegetables did Farmer Brown pick altogether?
Show your thinking.

Part 4:

Farmer Brown has 22 ears of corn. If Farmer Brown picked 20 more ears of corn, how many ears of corn would he have?

_____

How did you figure it out?

Part 5:

Farmer Brown has 50 carrots. Oh, no! He found some rotten carrots. He threw away 10 carrots. How many does he have now? _____

How did you figure it out?

CCSS Mathematics Assessment Task

Finish the Puzzle

Grade Level: 1

Mathematics Domain and Cluster:

- Understand place value understanding and properties of operations to add and subtract.
- Understand place value
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

- 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- 1.NBT. 2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
    a. 10 can be thought of as a bundle of ten ones – called a "ten."
    b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    c. The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Student Materials:

- Assessment sheet
- Pencil

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make enough copies for class
- Prior to this assessment, it would be helpful if students had opportunities to work with the hundred chart. Do they understand what happens the number when you move forward 1 and backward 1? Do they understand what happens to the number when you move 1 row up and move 1 row down?

Teacher Notes:

- This "puzzle" is like a piece from a hundred chart. This might help some children understand the structure of the puzzle.
- Variation: Have the students create and solve their own puzzle. Blank template is provided. This portion of the assessment could be considered "Exceeds."

Prompt:

- Do you see this "puzzle" piece. What does it remind you of?
- This puzzle piece can be thought of a piece from a hundred chart.
- See the number in the middle of the puzzle?
- You need to figure out how much is 10 less than the number and write it here (point to -10 block).

- Then move down and figure out how much is 10 more than the number and write it here (point to +10 block).
- Then move to the left. What does it say there? (Students answer: -1)
- So now you need to figure out what is one less than the number.
- And the last block says what? (Students answer: +1)
- You're correct. Now you need to figure out how much is 1 more than the number.
- Any questions on what to do?
- Finish the rest of the puzzles all by yourselves.

Correct or Model Answer:

- See answer sheet

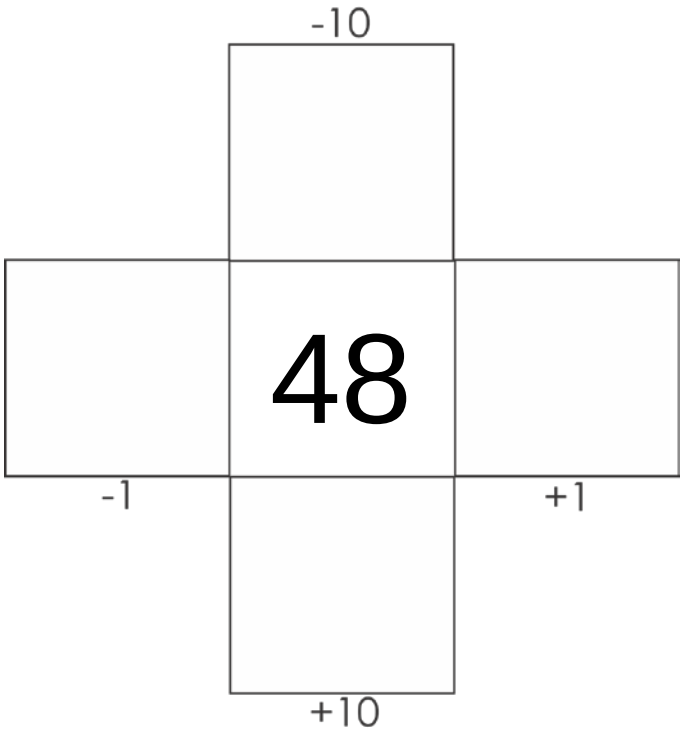
Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Count and write numerals up to 120. (1.NBT.1)	Count and write numerals with many errors.	Count and write numerals with minor errors.	Count and write numerals accurately.
Represents the amount of tens and ones in a two-digit number. (1.NBT.2, 1.NBT.1)	Unable to represent the amount of tens and ones in a two-digit number.	Represents the amount of tens and ones in a two-digit number with minor errors.	Represents the amount of tens and ones in a two-digit number correctly.
Adds +10/subtract -10 without counting. (1.NBT.5)	• Unable to add +10 without counting • Unable to subtract -10 without counting	• Correctly adds +10 without counting with minor errors • Correctly subtracts -10 without counting with minor errors.	• Correctly adds +10 without counting • Correctly subtracts -10 without counting

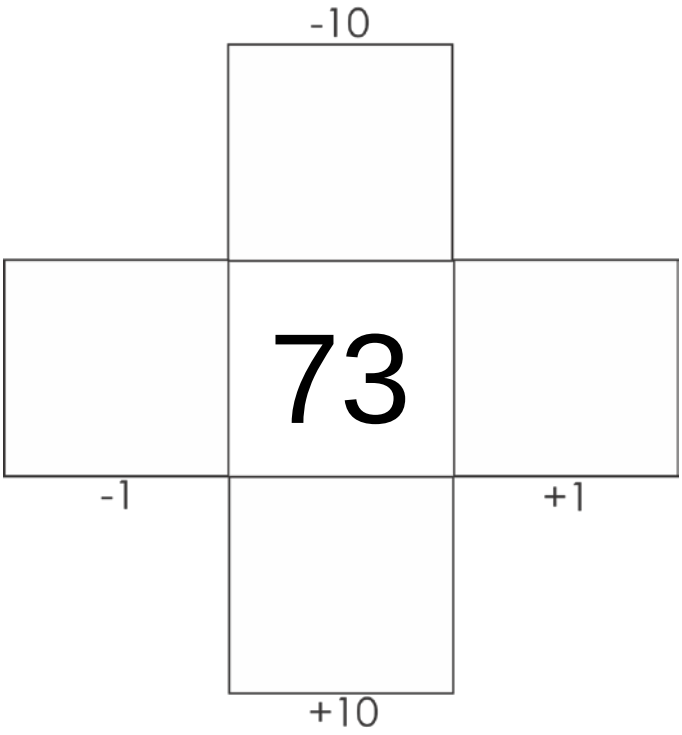
CCSS Mathematics Assessment Task

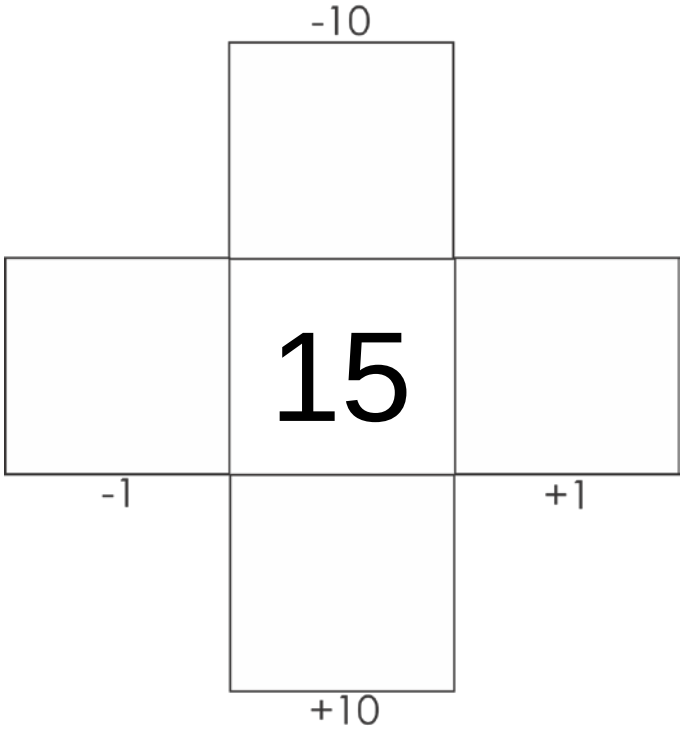
Complete the Puzzle (1.NBT.5, 1.NBT.2, 1.NBT.1)

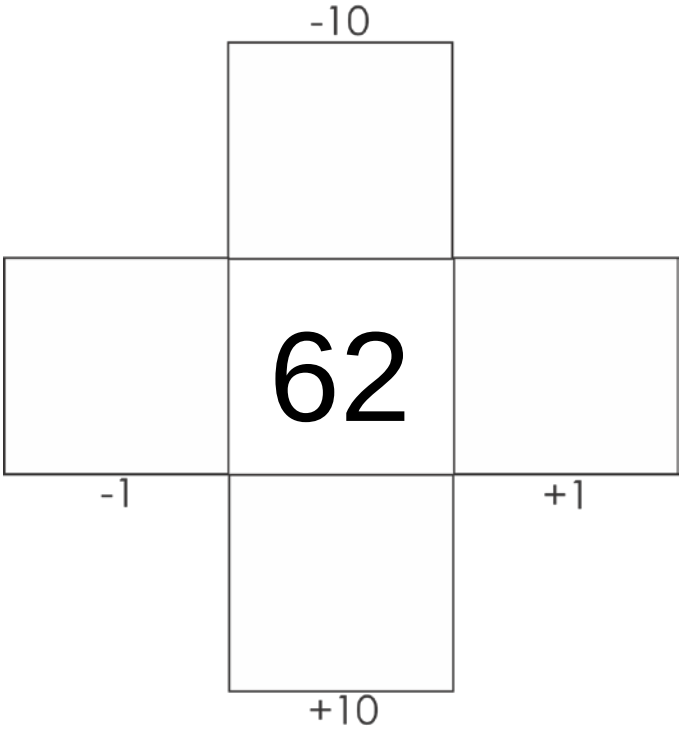
Name:_____ Date:_____

Finish the puzzle.







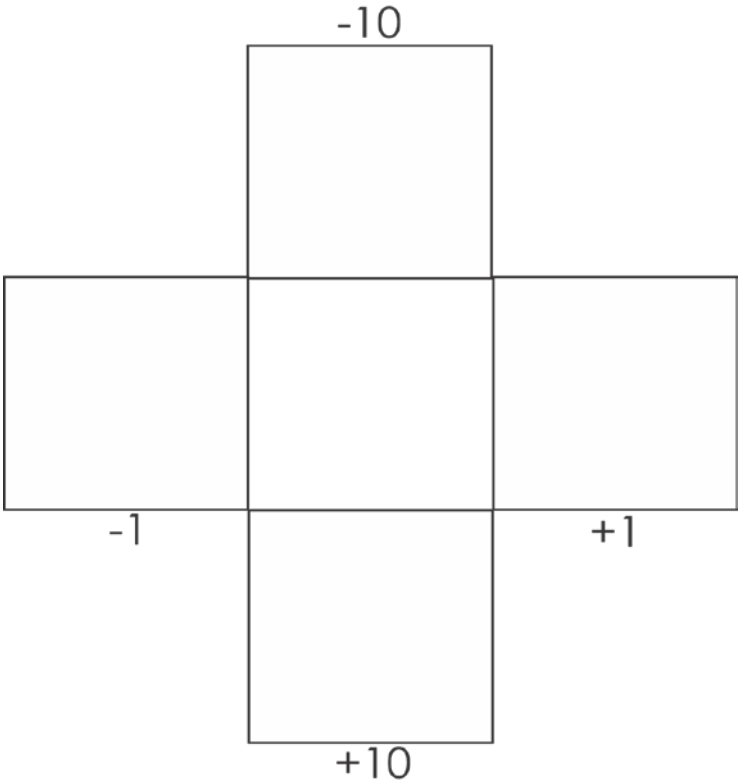


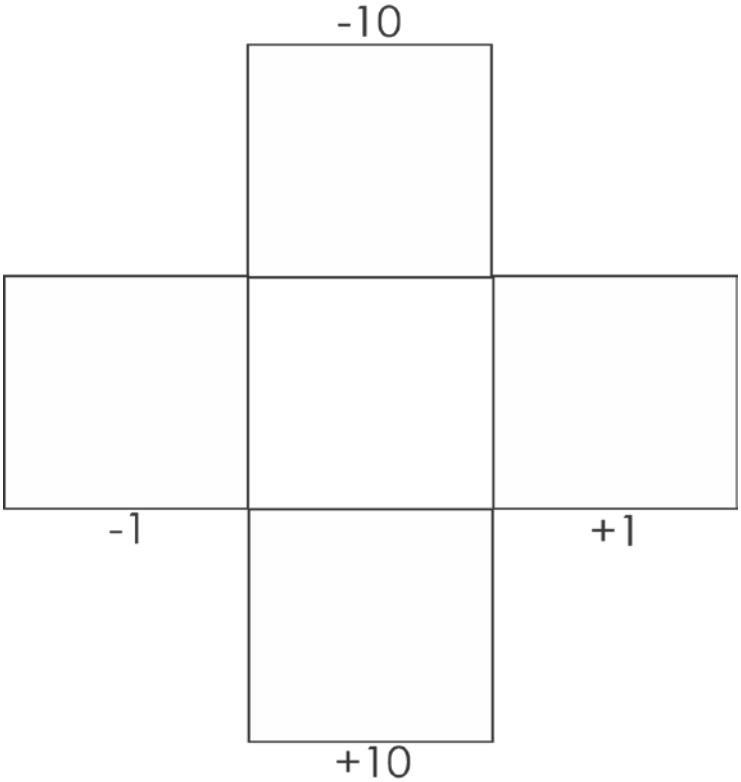
CCSS Mathematics Assessment Task

Create Your Own Complete the Puzzle

Name: _____ Date: _____

Create and solve your own puzzle.

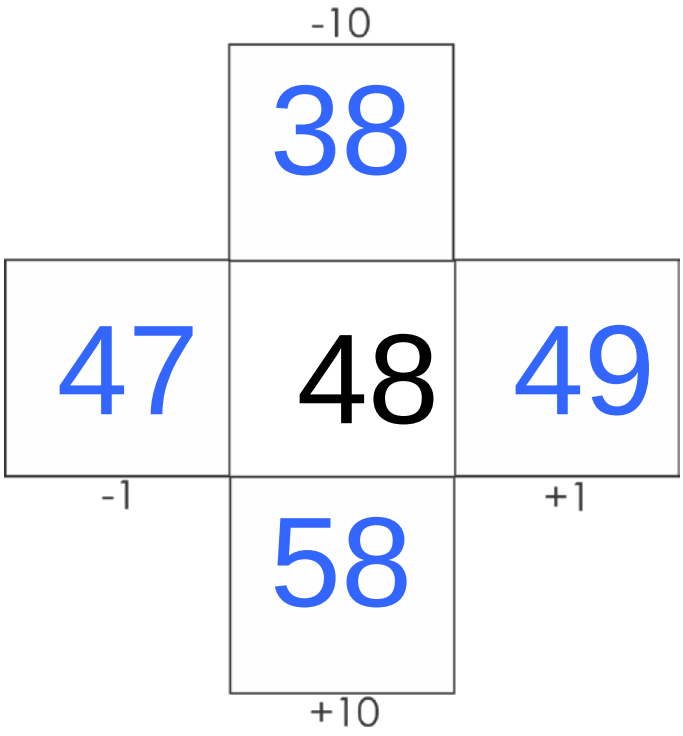


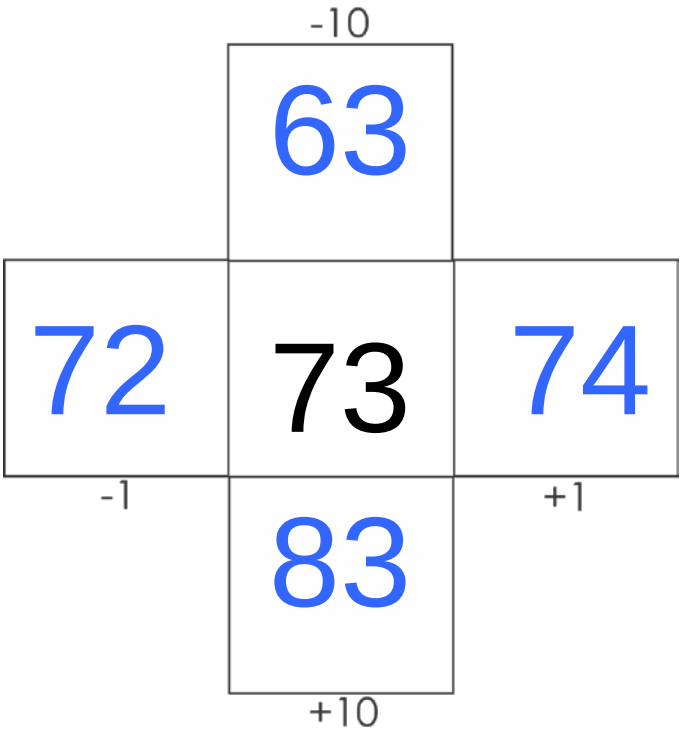


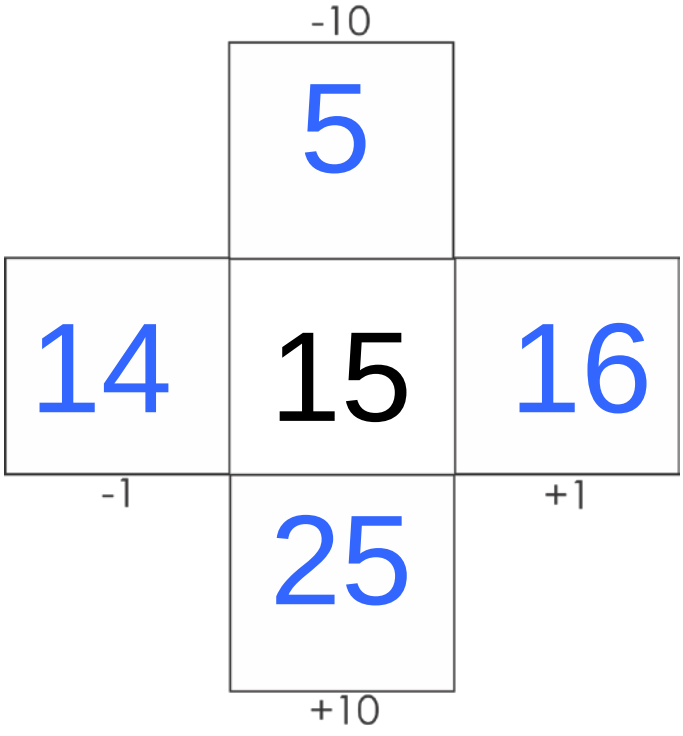
CCSS Mathematics Assessment Task

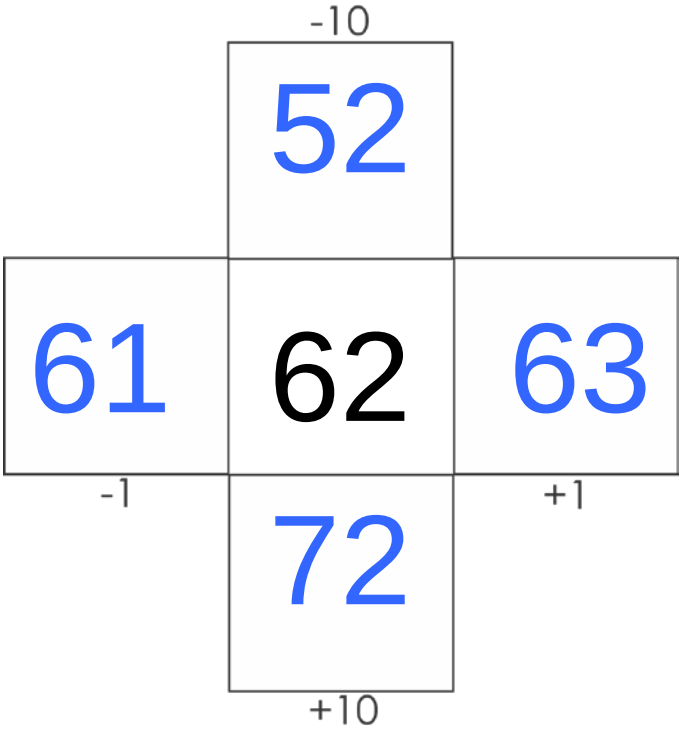
Answer Key

Finish the puzzle.









CCSS Mathematics Assessment Task

CCSS Mathematics Assessment Task

Four in a Row

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties of operations to add and subtract
- Understand place value
- Extend the counting sequence

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.5: <u>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count;</u> explain the reasoning used.

- 1.NBT. 2: <u>Understand that the two digits of a two-digit number represent amounts of tens and ones</u>. Understand the following as special cases:
    a. <u>10 can be thought of as a bundle of ten ones – called a "ten."</u>
    b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    c. <u>The numbers 10, 20, 30, 40, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</u>

- 1.NBT.1: <u>Count to 120, starting at any number less than 120</u>. In this range, <u>read and write numerals</u> and represent a number of objects with a written numeral.

Student Materials:

- Blank Grid Sheet (4 x 4)
- Pencil

Teacher Materials:

- Clue sheet
- Overhead projector or visual presenter (e.g. - Elmo) OPTIONAL

Directions (for teacher to administer assessment task):

- This assessment is similar to BINGO, except it is on a 4 x 4 grid. If you prefer, you can use a 5 x 5 grid.
- You will need to determine what numbers you want the students to record. You can use numbers from specific decades (e.g. 20-35, 30-45) or randomly selected numbers.
- You will need to write clues for those numbers.
- When you dictate the numbers (in random order), it is important to take note of who might have difficulty with this task. Having students just copy numbers from the board will not give you information on whether students know how to interpret and record the number.
- You either dictate the number (e.g - 29) OR say it in tens and ones (e.g. 2 tens, 9 ones)

Teacher Notes:

- This is primarily an auditory assessment. To aid the visual learners, you can show the clues using the overhead projector or visual presenter (e.g. -Elmo)
- The sample clues are JUST examples and do not represent an exhaustive list.

CCSS Mathematics Assessment Task

Prompt:

- Boys and girls, do you know how to play BINGO?
- What is the object of BINGO? (wait for responses)
- Well, we're going to play something similar to BINGO, except it's called Four in a Row.
- On this sheet (show recording grid sheet), you will be writing down the numbers that I say. You may write it in any empty block.
- Then I will give a clue and you will need to figure out what number that is and put an "X" over that number.
- When you have four "X's" in a row either vertically, horizontally or diagonally, you will shout (or raise your hand) "Four in a Row."
- Let's begin…
- The first number is 26. Write in any space on your sheet.
- Next number is 2 tens, 2 ones. Where will you write it? (Students should respond, "any space."
- Continue with the rest of the numbers until the entire grid is all filled.
- Let's start. Let's do the first one together.
  Teacher says: *I am 10 + 10*
- What number did you put an "X" on? (Students answer "20")
- Are there any questions?
- Okay, let's start.

Correct or Model Answer:

Answers will vary.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Writes numerals. (1.NBT.1, 1.NBT.2)	Unable to write numerals correctly or many errors writing numerals correctly.	A few errors writing numerals correctly.	All numerals written correctly.
Mentally adds or subtracts 10 to a two digit number. (1.NBT.5)	Unable to mentally add 10 without counting. Unable to subtract 10 without counting.	A few errors mentally adding 10 without counting. A few errors mentally subtracting 10 without counting.	No errors mentally adding 10 without counting. No errors mentally adding 10 without counting.

CCSS Mathematics Assessment Task

Four in a Row Clue Sheet

20	• Write 20 • Write 2 tens, 0 ones	• I am 10 + 10 • I am 10 more than 10 • 10 & add 10 • 1 ten and add 1 more ten • I am 30 - 10 • I am 10 less than 30 • 30 & subtract 10
21	• Write 21 • Write 2 tens, 1 one	• I am 11 + 10 • I am 10 more than 11 • 11 & add 10 • I am 31 - 10 • I am 10 less than 31 • 31 & subtract 10
22	• Write 22 • Write 2 tens, 2 ones	• I am 12 + 10 • I am 10 more than 12 • 12 & add 10 • I am 32 - 10 • I am 10 less than 32 • 32 & subtract 10
23	• Write 23 • Write 2 tens, 3 ones	• I am 13 + 10 • I am 10 more than 13 • 13 & add 10 • I am 33 - 10 • I am 10 less than 33 • 33 and subtract 10
24	• Write 24 • Write 2 tens, 3 ones	• I am 14 + 10 • I am 10 more than 14 • 14 & add 10 • I am 34 - 10 • I am 10 less than 34 • 34 and subtract 10
25	• Write 25 • Write 2 tens, 5 ones	• I am 15 + 10 • I am 10 more than 15 • 15 & add 10 • I am 35 - 10 • I am 10 less than 35 • 35 and subtract 10
26	• Write 26 • Write 2 tens, 6 ones	• I am 16 + 10 • I am 10 more than 16 • 16 & add 10 • I am 36 - 10 • I am 10 less than 36

		• 36 and subtract 10
27	• Write 27 • Write 2 tens, 7 ones	• I am 17 + 10 • I am 10 more than 17 • 17 & add 10 • I am 37 - 10 • I am 10 less than 37 • 37 and subtract 10
28	• Write 28 • Write 2 tens, 8 ones	• I am 18 + 10 • I am 10 more than 18 • 18 & add 10 • I am 38 - 10 • I am 10 less than 38 • 38 and subtract 10
29	• Write 29 • Write 2 tens, 9 ones	• I am 19 + 10 • I am 10 more than 19 • 19 & add 10 • I am 39 - 10 • I am 10 less than 39 • 39 and subtract 10
30	• Write 30 • Write 3 tens, 0 ones	• I am 20 + 10 • I am 10 more than 20 • 20 & add 10 • 2 tens and add 1 more ten • I am 40 - 10 • I am 10 less than 40 • 40 and subtract 10
31	• Write 31 • Write 3 tens, 1 ones	• I am 21 + 10 • I am 10 more than 21 • 21 & add 10 • I am 41 - 10 • I am 10 less than 41 • 41 and subtract 10
32	• Write 32 • Write 3 tens, 2 ones	• I am 22 + 10 • I am 10 more than 22 • 22 & add 10 • I am 42 - 10 • I am 10 less than 42 • 42 and subtract 10
33	• Write 33 • Write 3 tens, 3 ones	• I am 23 + 10 • I am 10 more than 23 • 23 & add 10 • I am 43 - 10 • I am 10 less than 43

		• 43 and subtract 10
34	• Write 34 • Write 3 tens, 4 ones	• I am 24 + 10 • I am 10 more than 24 • 24 & add 10 • I am 44 - 10 • I am 10 less than 44 • 44 and subtract 10
35	• Write 35 • Write 3 tens, 5 ones	• I am 25 + 10 • I am 10 more than 25 • 25 & add 10 • I am 45 - 10 • I am 10 less than 45 • 45 and subtract 10

CCSS Mathematics Assessment Task

Four in a Row Grid

Name:_____ Date:_____

ß

CCSS Mathematics Assessment Task

How Many? +10/-10

Grade Level: 1

Mathematics Domain and Cluster:
Number and Operations in Base Ten

- Extend the counting sequence.
- Use place value understanding and properties of operations to add and subtract.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.1: Count to 120, starting at any range less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Student Materials:

- +10/-10 dice (1 per student) OR +10/-10 game cards
- assessment sheet
- pencil

Teacher Materials:

- Blank dice (mark three sides of the dice with +10 and the other three sides with -10) OR copy on cardstock the +10/-10 game cards. One sheet per student.

Directions (for teacher to administer assessment task):

1. You will dictate seven 2-digit numbers. Students will write the numerals on the blank line.
2. Each student will roll the die and record whether the roll was a +10 or -10.
3. Student will then compute the answer.
4. For example:

44 +10 = 54

Number Dictated | Record roll of die | Total

*You may have to demonstrate what to do.

Variation:

1. Instead of dictating the numerals, you can have the students use numeral cards to create the 2-digit numbers. Cut apart the cards (tens and ones). Put the tens cards in one pile and the ones cards in another pile. Students flip over one card from the tens pile and one card from the ones pile. For example, if the student flipped over the numeral "20"from the tens pile and the numeral "4" from the ones pile, the student will record "24" on the worksheet. '

   For the +10/-10, you can use the cards instead of using the die.

CCSS Mathematics Assessment Task

Prompt:

1. Listen carefully and I will tell you a numeral to write on the blank line.
2. Number 1, write the numeral 27
3. Number 2, write the numeral 59
4. Number 3, write the numeral 43
5. Number 4, write the numeral 18
6. Number 5, write the numeral 66
7. Number 6, write the numeral 35
8. Number 7, write the numeral 70
9. Now you will roll the "plus ten" and "minus ten" die and record the roll.
10. When you have recorded the roll, you will then figure out the answer to the number sentence.
11. You may have to do a demonstration of what needs to be done.
12. Have students do task independently.
13. To find out how the student mentally adds/subtracts 10, you will need to interview child.
    Ask: How did you figure out this problem? (Point to one of their addition problems)
    On back of the assessment sheet, record their response.
    Ask: How did you figure out this problem? (Point to one of their subtraction problems)
    On back of he assessment sheet, record their response.

Correct or Model Answer:

1. Answers will vary depending on what numerals are dictated.
2. Answers will vary depending on their roll.

Examples of oral responses:

- 55 + 10 = 65: I know that 10 more from 50 is 60 and I added the 5 ones and that gives me 65
- 55 + 10 = 65: I know 55 has 5 tens and I added 1 more ten and now I have 6 tens and that gives me 65

*55 + 10 = 65: If student says, "I added 1 more to the 5." You will need to ask clarifying questions to determine whether the reasoning used is based on a place value strategy.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Records the dictated numeral (1.NBT.1)	Writes the incorrect numeral	Writes the correct numeral with a few errors.	Writes all the correct numerals.
Mentally adds/subtracts 10 (1.NBT.5)	Unable to mentally add 10 Unable to mentally subtract 10	Mentally adds 10 with a few errors. Mentally subtracts 10 with a few errors.	Mentally adds 10 correctly. Mentally subtracts 10 correctly.
Explains the reasoning used to mentally add/subtract 10 (1.NBT.5)	Unable to explain reasoning in adding/subtracting 10	Explanation is somewhat clear in mentally adding/subtracting 10	Explanation is reasonable and clear in mentally adding/subtracting 10

CCSS Mathematics Assessment Task

How Many? +10/-10

Name:_____ Date:_____

1.	_____ □ _____ =
2.	_____ □ _____ =
3.	_____ □ _____ =
4.	_____ □ _____ =
5.	_____ □ _____ =
6.	_____ □ _____ =
7.	_____ □ _____ =

CCSS Mathematics Assessment Task

One sheet per student. Copy on cardstock for durability.

10	20	30
40	50	60
70	80	90

CCSS Mathematics Assessment Task

One sheet per student. Copy on cardstock. Use a different colored cardstock from the 10-90 cards.

1	2	3
4	5	6
7	8	9

CCSS Mathematics Assessment Task

One sheet per student. Copy on cardstock for durability. Use a different colored cardstock from the 10-90 cards and 1-9 cards.

+10	+10	+10
+10	+10	-10
-10	-10	-10

CCSS Mathematics Assessment Task

How Many Pencils?

Grade Level: 1

Mathematics Domain and Cluster:

- Use place value understanding and properties to add and subtract.
- Extend the counting sequence.
- Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

- 1.NBT.6: <u>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</u>

- 1.NBT. 1: <u>Count to 120</u>, starting at any number less than 120. In this range, <u>read and write numerals and represent a number of objects with a written numeral</u>.

- 1.OA.1: <u>Use addition and subtraction</u> within 20 <u>to solve word problems involving situations of adding to</u>, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., <u>by using objects, drawings, and equations with a symbol for the unknown to represent the problem.</u>

Student Materials:

- Assessment
- Pencil
- Use of manipulatives, if needed (unifix cubes, tiles, beans, counters, etc.).

Teacher Materials:

Directions (for teacher to administer assessment task):

- Make enough copies of assessment for class.
- Read the story problem to students.
- Make available manipulatives for students to use.
- Students to solve problem independently.

Teacher Notes:

Prompt:

- You will solve this story problem.
- Listen carefully as I read it to you.
- You can use any of the manipulatives to help you solve the story problem.
- Show me how you solved the problem.
- Don’t forget to write your answer.
- If you need help reading the story problem, please see me.
- Let’s begin.

CCSS Mathematics Assessment Task

Correct or Model Answer: Sara had 40 pencils left.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Shows understanding of the problem (1.OA.1)	Completely misinterprets problem or there is no attempt	Misinterprets minor part of the problem	Has complete understanding of the problem
Shows strategy used (1.NBT.6, 1.OA.1)	Used no strategy or used random strategies	Used a strategy that was partially useful	Used appropriate and efficient strategy
Solves problem (1.NBT.6, 1.NBT.1)	No solution or wrong solution	Computational error or partially correct solution	• Correct solution • Solution correctly labeled

CCSS Mathematics Assessment Task

How Many Pencils?

Name:_____ Date:_____

Solve the problem. Show your thinking.

Sara decorated 70 pencils for the school fair. She sold 30 pencils. How many pencils did she still have?

CCSS Mathematics Assessment Task

Let's Share Markers

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Materials:

1. Assessment Sheet: Let's Share Makers
2. Pencil
3. Math Tools: possible tools to prepare for students to use
    a. 12 markers
    b. counters

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Prepare Assessment Materials: Let's Share Markers

Prompt:

1. **Say: We are going to help solve a problem. Tayler is having a hard time keeping track of her markers. Let's figure out where her markers are.**
2. Reach the directions. Then read each question. Give students time in between questions to figure out the problem.

Correct or Model Answer:

1. Result unknown: Tayler had 7 markers left.
    a. Possible equation 12 – 5 = ?
2. Change Unknown: Tayler gave 5 markers to her friend
    a. Possible equation 12 - ? = 7
3. Start Unknow: Tayler had 12 markers to start with.
    a. Possible equation ? – 5 = 7

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Use addition and subtraction within 20 to solve word problems involving situations of taking from, taking apart, and comparing, with unknowns in all positions. (1.OA.1)	Student may or may not be able to determine unknown amount in problem, even with assistance.	Student able to determine unknown amount in problem, with minor inaccuracies.	Student able to determine unknown amount with accuracy.
Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)	Student may not be able to show their thinking using objects, drawings and equation with a symbol for the unknown number.	Student may be able to represent thinking by using objects, or drawings, and may or may not be able to show equation with a symbol for the unknown number.	Student able to represent thinking by using objects, drawings and equation with a symbol for the unknown number.

Teacher Note:

1. This task includes the three different problem types using the Take From context: result unknown, change unknown, and Start Unknown. Students need exposure and practice with all three types of problems.
2. Result unknown and change unknown are fairly easy for most students since they can be acted out.
3. Start unknown problems are the most difficult of the three for most students because they involve thinking about a situation in reverse.

CCSS Mathematics Assessment Task

Name_____Date_____

Let's Share Markers

Solve the problems. Use numbers, pictures and/or words to share your thinking.

1. Tayler had 12 markers. She gave 5 to a friend. How many did she have left?

2. Tayler had 12 markers. She gave some to a friend. Now she has 7 left. How many markers did she give to her friend?

3. Tayler had some markers. She gave 5 to a friend. Then she had 7 left. How many markers did she have to start with?

CCSS Mathematics Assessment Task

Making Leis

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.1: <u>Use addition and subtraction within 20 to solve word problems involving situations of</u> adding to, <u>taking from</u>, putting together, <u>taking apart</u>, <u>and comparing, with unknowns in all positions</u>, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Materials:

1. Student Assessment Sheet
2. Pencils
3. Math Tools
   a. Provide tools that have been introduced and utilized in class to solve problems. Example of tools: connecting cubes, counters, number line

Teacher Materials:
1. Student Assessment Sheet – problem is printed on assessment sheet

Directions (for teacher to administer assessment task):

1. Prepare materials:
   a. Assessment Sheet for each student.
   b. Math Tools that students will be allowed to use to help them solve problem
2. Read problem to students.

Correct or Model Answer:

1. Model Answer using counters
   I drew 16 counters. 7 leis are made so I colored seven of the counters. Then I counted how many were left. 9 counters were left so I found out that Jordan needs to make 9 more leis

1 2 3 4 5 6 7 1 2 3 4 5 6 7 8 9

Leis Made

7 + ____= 16 or 16 – 7 = ___.
7 + __9__= 16 16 – 7 = __9__.

2. Model Answer using number line

   Student counts backwards for each lei made. So he/she counts 7 spaces backwards from 16 and ends at 9. Then writes an equation to represent problem.

7 6 5 4 3 2 1

1x2x3x4x5x6x7x8x9x!0BxB!1x!2Bx!3Bx!4Bx!5Bx!6Nx!7x

CCSS Mathematics Assessment Task

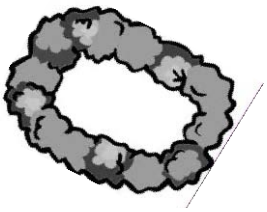
16 – 7 = 9 or 7 + 9 = 16 Student should also answer the question they solved.
Eg. Jordan needs to make 9 more leis

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (1.OA.1)	Student may or may not be able to determine unknown amount of objects needed even with assistance.	Student able to determine unknown amount of objects needed with minor inaccuracies.	Student able to determine unknown amount of objects needed with accuracy.
Student uses objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)	Student may not be able to show their thinking using objects, drawings and equation with a symbol for the unknown number.	Student may be able to represent thinking by using objects, or drawings, and may or may not be able to show equation with a symbol for the unknown number.	Student able to represent thinking by using objects, drawings and equation with a symbol for the unknown number.

CCSS Mathematics Assessment Task

Name _____Date_____

Making Leis for Graduation



Jordan is making leis to give away at graduation. She has already made 7 leis. She needs to make 16 all together so she can give one to each of her friends. How many more leis does she need to make?

Show how you solved this problem, using pictures, numbers and words.

CCSS Mathematics Assessment Task

Shopping for School Supplies

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.1: <u>Use addition and subtraction within 20 to solve word problems involving situations of adding to,</u> taking from<u>, putting together,</u> taking apart<u>, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Assessment Task: Shopping for School Supplies
2. Pencil
3. Math Tools:
    a. Number line
    b. Counters

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Prepare materials for assessment: Shopping for School Supplies

Prompt:

1. **Say: Time to help someone with a math problem. Today we are going to help Mia figure out how much money she took to the store.**
2. Teacher to read the directions and problem for "Shopping for School Supplies" to the students.
3. Before the students begin the problem, **Say: Don't forget to include a number sentence to show you solved this problem.**

Correct or Model Answer:

1. Students who are familiar with tape diagrams might solve this problem by first drawing a picture.

MNN ?
uip
4 5 7

Next they will share how they solved their problem by describing their diagram.
Eg. " Mia spent $4 for paper + $5 on a pen and then she had $7 left over, so she had $4 + 5 + 7 = 9 + 7 = $16 to start with.

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, putting together, and comparing, with unknowns in all positions. (1.OA.1)	Student may or may not be able to determine unknown amount in problem, even with assistance.	Student able to determine unknown amount in problem, with minor inaccuracies.	Student able to determine unknown amount with accuracy.
Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)	Student may not be able to show their thinking using objects, drawings and equation with a symbol for the unknown number.	Student may be able to represent thinking by using objects, or drawings, and may or may not be able to show equation with a symbol for the unknown number.	Student able to represent thinking by using objects, drawings and equation with a symbol for the unknown number.

CCSS Mathematics Assessment Task

Name_____Date_____

Shopping for School Supplies

Solve the problems. Use numbers, pictures and/or words to share your thinking.

Mia takes some money to the store to buy school supplies. She buys a package of paper for $4 and a pen for $5. After she buys these supplies, she has $7 left. How much money did Mia bring to the store?

Include a number sentence when you share how you solved this problem.

CCSS Mathematics Assessment Task

Students in the Class

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.1: <u>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Student Assessment Task : Students in the class
2. Pencil
3. Math Tools:
    a. Prepare/set up materials that you will allow students to utilize when solving problems

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Prepare copies of assessment task.
2. Prepare manipulatives that you will allow students to use when solving this problem.

Prompt:

1. **Say: We are going to pretend that we are visiting a classroom and helping a teacher figure out how many boys and girls are in the class.**
2. Read the directions aloud to the students.
3. **Say: I will read each question to you as you are working on the problems.**
4. **Say: Remember to include picture, words and a number sentence that matches how you solved each problem.**

Correct or Model Answer:

1. Total Unknown: 17 children were in the classroom
    a. Possible number sentences:
        i. 9 + 8 = ____.
        ii. 8 + 9 = ____.
        iii. ? = 8 + 9
        iv. ? = 9 + 8

2. Addend Unknown: There are 8 boys
    a. Possible number sentences
        i. 17 = 9 + ?
        ii. 17 = ? + 9
        iii. 9 + ? = 17
        iv. ? + 9 = 17
        v. 17 – 9 = ?

CCSS Mathematics Assessment Task

3. Addened Unknown: There are 9 girls
    a. Possible number sentences
        i. 17 = ? + 8
        ii. 17 = 8 + ?
        iii. 8 + ? = 17
        iv. ? + 8 = 17
        v. 17 – 8 =

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (1.OA.1)	Student may or may not be able to determine unknown amount in problem, even with assistance.	Student able to determine unknown amount in problem, with minor inaccuracies.	Student able to determine unknown amount with accuracy.
Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)	Student may not be able to show their thinking using objects, drawings and equation with a symbol for the unknown number.	Student may be able to represent thinking by using objects, or drawings, and may or may not be able to show equation with a symbol for the unknown number.	Student able to represent thinking by using objects, drawings and equation with a symbol for the unknown number.

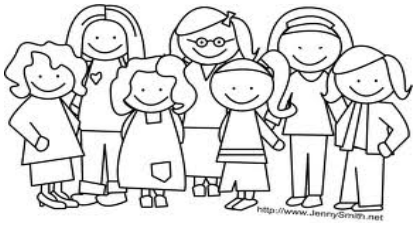
Teacher Commentary:

1. Students may use addition or subtraction to solve these problems
2. The use of “in all” or “altogether” makes result unknown problems significantly easier for students. Students need experiences with problems both with and without such cues.

CCSS Mathematics Assessment Task

Name_____Date_____

Students in the Classroom



Solve the problems. Use pictures, numbers and words to show your thinking. Include a number sentence to show how you solved each problem.

1. 8 boys and 9 girls were in class. How many children were in the class in all?

2. 17 children were in the class. 9 were girls and the rest were boys. How many boys were in the class?

3. 17 children were in the class. There were some girls and 9 boys. How many girls were in the class?

CCSS Mathematics Assessment Task

Children on the Bunk Bed

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.1: <u>Use addition and subtraction within 20 to solve word problems involving situations of adding to,</u> taking from<u>, putting together,</u> taking apart<u>, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Assessment Task Handout: Children on the Bunk Bed?
2. Pencil
3. Math Manipulatives:
    a. Counters
    b. Numeral cards 5 – 12

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Prepare assessment task handout: Children on the Bunk Bed?
2. Gather materials for task
    a. Counters
    b. Numeral cards (cards attached – you may copy onto cardstock, cut and laminate

Prompt:

1. **Say: Who has a bunk bed at home?**
2. **Say: In today's problem, it has something to do with a bunk bed and some children.**
3. **Say: What do you think the problem might be?**
4. Elicit responses.
5. **Say: Here's what we will do to begin the problem. Turn over a numeral card and use it to complete this number story.**
6. Read number story. Show an example of how they draw a card and include that number in the number story.
7. Read task:
    a. Record as many different solutions to the problem as you can using pictures, numbers or words

CCSS Mathematics Assessment Task

Correct or Model Answer:
Answer will vary depending on the total number that each child starts with.
Model Answer if a child draws a 12.
A student could show their thinking by creating an organized list of number sentences

Top Bunk		Bottom Bunk		
12	+	0	=	12
11	+	1	=	12
10	+	2	=	12
9	+	3	=	12
8	+	4	=	12
7	+	5	=	12
6	+	6	=	12
5	+	7	=	12
4	+	8	=	12
3	+	9	=	12
2	+	10	=	12
1	+	11	=	12
0	+	12	=	12

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (1.OA.1)	Student may or may not be able to determine unknown amount in problem, even with assistance.	Student able to determine unknown amount in problem, with minor inaccuracies.	Student able to determine unknown amount with accuracy.
Uses objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.1)	Student may not be able to show their thinking using objects, drawings and equation with a symbol for the unknown number.	Student may be able to represent thinking by using objects, or drawings, and may or may not be able to show equation with a symbol for the unknown number.	Student able to represent thinking by using objects, drawings and equation with a symbol for the unknown number.

Teacher Note: You may also use this particular problem to assess Mathematical Practice #7 (Look for and Make Use of Structure) and #8 (Look for and express regularity in repeated reasoning). Do the students notice a pattern when doing this problem? After finding a couple of answers to this problem, did they use that information and generate other solutions?

CCSS Mathematics Assessment Task

Name_____Date_____

Children on the Bunk Bed

Solve this problem.

_____ Children sat on a bunk bed. Some sat on the top bunk and some sat on the bottom bunk. How many sat on the top bunk? How many sat on the bottom bunk?

Record as many different solutions to the problem as you can, using pictures, numbers or words.

CCSS Mathematics Assessment Task

Story Problem: Close to 20 Card Game

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</u>, <u>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Pencil
2. Assessment Sheet
3. Math tools – Use tools that students are familiar with and have used to solve problems.
    a. E.g., Number line, hundreds chart, ten frames
4. Extra blank pages for students who need more space to show their thinking.

Teacher Materials:

1. Math tools that students have used in class.
2. Prepare: "Story Problem: Close to 20 Card Game?" Task sheet

Directions (for teacher to administer assessment task):

1. Distribute recording sheet
2. Prepare math tools for students to use to solve problem
3. Read problem to students. Remind students to solve the problem and show their work.

Prompt:

1. Read problem:
    a. *Story Problem: Close to 20 Card Game?*
       -Problem is stated on assessment
2. **Say: You may use these math tools to help you solve this problem.**

Correct or Model Answer:

Mike should pick 9 + 6 + 4 = 9 + 10=19 to get closest to 20 because
9+6+2= 11+6=17
6+2+4= 10+2 = 12
2 + 4 + 9 = 11 + 4 = 15
All the other combinations are less than 19.

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to solve a word problem that requires addition of three whole numbers even with assistance.	Student able to solve a word problem that requires the addition of three whole numbers with minor inaccuracies. (e.g., may have transposed amounts incorrectly).	Student able to accurately solve a word problem that requires the addition of three whole numbers
Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)	Student may not be able to show their work, and write an equation with a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with or without a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with a symbol for the unknown number to represent the problem.

CCSS Mathematics Assessment Task

Name _____ Date_____

Story Problem: Close to 20 Card Game

9	6	2	4

Mike was playing a game called Close to 20. He needs to pick 3 number cards and add them to get 20 or closest to 20. Which 3 cards should Mike pick to win? Use picture, numbers and or words to explain your thinking. Include a number sentence when explaining your thinking.

CCSS Mathematics Assessment Task

Cookies in Cookie Jars

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</u>, <u>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Pencil
2. Assessment Sheet
3. Math tools – Use tools that students are familiar with and have used to solve problems.
    a. eg. Number line, hundreds chart, ten frames
4. Extra blank pages for students who need more space to show their thinking.

Teacher Materials:

1. Math tools that students have used in class.
2. Prepare: "Cookies in Cookie Jars?" Task sheet

Directions (for teacher to administer assessment task):

1. Distribute recording sheet
2. Prepare math tools for students to use to solve problem
3. Read problem to students. Remind students to solve the problem and show their work.

Prompt:

1. Read the problem to the students:
    a. *Cookies in the Cookie Jars?*
       -Problem is stated on assessment
2. *"You may use these math tools to help you solve this problem."*

Correct or Model Answer:

a. 12 in large, 0 in medium, 0 in small
b. 11 in large, 1 in medium, 0 in small
c. 10, 2, 0
d. 10, 1, 1
e. 9, 3, 0
f. 9, 2, 1,
g. 8, 4, 0
h. 8, 3, 1
i. 8, 2, 2
j. 7, 5, 0
k. 7, 4, 1
l. 7, 3, 2
m. 6, 6, 0
n. 6, 5, 1
o. 6, 4, 2
p. 6, 3, 3
q. 5, 5, 2

CCSS Mathematics Assessment Task

If students and teachers decide not to allow any empty cookie jars or equal number of cookies then there are only 6 possibilities.
If students and teachers decide not to allow empty cookie jars but allow equal amounts then there are 10 possibilities.

Check to see if student is able to link explanation of all possible answers have been found with a pattern they observed. One possible way to show their thinking is if they showed their thinking in an organized list of combinations.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to solve a word problem that requires addition of three whole numbers even with assistance.	Student able to solve a word problem that requires the addition of three whole numbers with minor inaccuracies. (e.g., may have transposed amounts incorrectly).	Student able to accurately solve a word problem that requires the addition of three whole numbers
Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)	Student may not be able to show their work, and write an equation with a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with or without a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with a symbol for the unknown number to represent the problem.

Teacher Note:

1. This assessment task can be though of as a sequel to K.OA.3, which asks student to consider all the decompositions of a number into two addends.
2. Some students may have trouble reading this assessment task, it will help if the teacher reads the prompt carefully. Some students may interpret “most” to mean “strickly greater than”.

CCSS Mathematics Assessment Task

Name _____ Date_____

Cookies in Cookie Jars

Dylan has 12 cookies and three cookie jars - One large jar, one medium-sized jar and one small jar.
He puts 7 cookies in the large jar, 3 cookies in the medium jar and 2 cookies in the small jar.

1. Can you find another way to put the cookies in the cookie jar so that there are the most in the large cookie jar and the least in the small cookie jar?
   Solve this problem. Show your work in pictures, numbers and words.

2. Try to find as many ways as you can put the cookies in the cookie jars with the most in the large cookie jar and the least in the smallest jar. When you think you have found all the different combinations, explain how you know that all combinations have been found.

CCSS Mathematics Assessment Task

Fruit Salad

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Student Assessment Sheet: Which Fruits Should I Pick?
2. Pencil

Teacher Materials:

1. Make copies of student assessment sheet: Which Fruits should I Pick?
2. Example of Manipulatives/Math tools: (math tools should be manipulatives students have used in their math class)
    a. Examples: unifix cubes, base ten blocks, counters, number line, hundreds chart

Directions (for teacher to administer assessment task):

1. Make copies of assessment and prepare math tools that students will be allowed to use during assessment.
2. Read the problem to the students.
3. Read the directions/what is expected for students to do.

Prompt:

1. **Say: Alyssa would like to make a fruit salad. She would like to choose a total of 15 fruits from the produce department at the market to make her salad. So one pineapple would be one fruit, one strawberry would be one fruit.**
2. **Say: Look at the group of fruits, circle the groups that Alyssa could pick from the market.**
3. **Say: Write the number sentence/equation that matches the groups you chose for Alyssa, then tell why you chose those groups.**

Correct or Model Answer:
Possible Solutions:
6 strawberries + 7 apples + 2 pears = 15 fruits
3 bananas + 4 oranges + 7 apples + 1 pineapple = 15 fruits
6 strawberries + 6 strawberries + 3 bananas = 15 fruits
4 oranges + 4 oranges + 7 apples = 15 fruits
2 pears + 2 pears + 6 strawberries + 4 oranges + 1 pineapple = 15 fruits

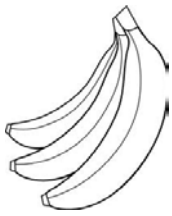
CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to determine which groups of fruits to circle to end with a sum of 15 fruits even with assistance.	Student able to determine which groups of fruits to circle to end with a sum of 15 fruits with minor inaccuracies. (e.g., may have transpose amounts incorrectly).	Student able to determine which groups of fruits to circle to end with a sum of 15 fruits with accuracy.
Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)	Student may not be able to show their work, and write an equation with a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with or without a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with a symbol for the unknown number to represent the problem.

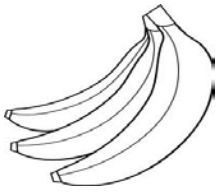
CCSS Mathematics Assessment Task

Name _____Date _____

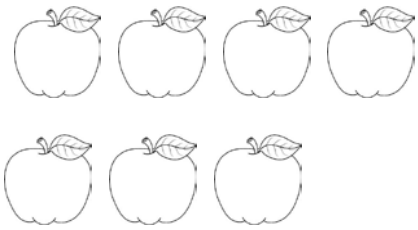
Which Groups of Fruits Should Alyssa Pick?



3 bananas



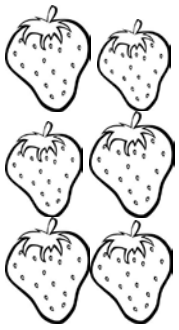
3 bananas



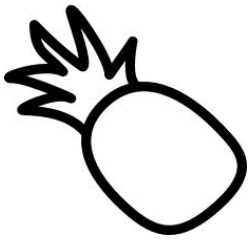
7 apples

2 pears

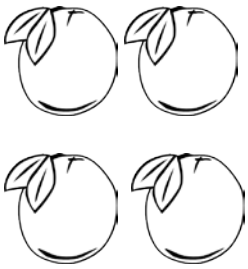
6 strawberries



6 strawberries



1 pineapple



4 oranges

Alyssa would like to make a fruit salad. She would like to choose a total of 15 fruits from the market to make her salad.

- Look at the groups of fruits, <u>circle the groups</u> that Alyssa could pick from the market.

- Write the number sentence/equation that matches the groups of fruit Alyssa could pick.

  _____

- Then tell why you chose those groups.

  _____

  _____

CCSS Mathematics Assessment Task

How Many of Each?

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</u>, <u>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Pencil
2. Assessment Sheet
3. Math tools – Use tools that students are familiar with and have used to solve problems.
    a. eg. Number line, hundreds chart, ten frames

Teacher Materials:

1. Math tools that students have used in class.
2. Prepare: "How Many Fruits in All?" Task sheet

Directions (for teacher to administer assessment task):

1. Distribute recording sheet
2. Prepare math tools for students to use to solve problem
3. Read problem to students. Remind students to solve the problem and show their work.

Prompt:

1. Read problem to the students:
    a. **Say: How many fruits in all?**
    b. **Say: Solve the problem. Don't forget to show your work. Use words, pictures and numbers to show your thinking.**
    There are 18 children eating fruits. Some are eating apples, some are eating oranges, and some are eating grapes. How many of each could there be? How many apples, How many oranges, how many grapes?
2. **Say: You may use these math tools to help you solve this problem.** Point to the number line, hundreds chart and ten frames that are made available to them.
3. **Say: If you use math tools to help you solve this problem. Please include how you use these tools when you explain your thinking or strategies.**
4. **Say: Is another solution possible? Show your thinking.**

Correct or Model Answer:

Sample answers if student selects 6 children eating apples, 8 children eating oranges and 4 children eating grapes

1. Number line – 6 + 8 + 4 =
    a. Student A: First I jumped to 6, then I jumped 8 more to 14. Then I jumped 4 more and landed on 18.
    b. Student B: First I jumped to 6, then I jumped to 4 more to 10. Then I jumped to 8 and landed on 18.
2. Hundreds chart – student able to start with one number, then move correct spaces to represent next number, then move correct spaces to represent 3rd number and end up on the correct answer.

3. Making Tens Strategy:
    a. I started with 6 and added 4 to make a ten. Then I added 8 to ten to get 18.
4. Counting On Strategy:
    a. I started with 8 then I counted up 6 to get 14. Then I counted up 4 more to get 18.
5. Writing equation- student should write a symbol for the unknown. So it may look like:
    a. 6 + 8 + 4 = r
    b. 6 + 8 + 4 =]]]]]]]
    c. 6 + 8 + 4 = ?

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to solve a word problem that requires addition of three whole numbers even with assistance.	Student is able to solve a word problem that requires the addition of three whole numbers with minor inaccuracies. (e.g., may have transpose amounts incorrectly).	Student is able to accurately solve a word problem that requires the addition of three whole numbers
Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)	Student may not be able to show their work, and write an equation with a symbol for the unknown number to represent the problem.	Student is able to show their work, and write an equation with or without a symbol for the unknown number to represent the problem.	Student is able to show their work, and write an equation with a symbol for the unknown number to represent the problem.

CCSS Mathematics Assessment Task

Name _____ Date_____

How Many of Each?

Solve the problem.

There are 18 children eating fruits.
Some children are eating apples.
Some children are eating oranges.
Some children are eating grapes.
How many children could be eating apples, oranges or grapes?

a. Solve the problem. Show your work using pictures, numbers or words.

b. Is another solution possible? Show your thinking.

CCSS Mathematics Assessment Task

Picking Oranges

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</u>, <u>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Pencil
2. Assessment Sheet
3. Have following materials available for students - Number line, hundreds chart

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Distribute recording sheet
2. Prepare math tools for students to use to solve problem
3. Read problem to students. Remind students to solve the problem and show their work.

Prompt:

Say: Here are some story problems with missing part. You should solve the problem. Show your work.

Say: Here is the problem. Justin picked some oranges. He picked 5 oranges from one tree. He then picked 7 oranges from anther tree, then he picked 3 oranges from another tree. How many oranges did Justin pick?

Correct or Model Answer:

1. Making tens. (eg., 5 + 7 + 3 = 5 + 10 = 15.)

2. Hundreds chart – student able to start with one number, then move correct spaces to represent next number, then move correct spaces to represent 3rd number and end up on the correct answer.

3. Counting on and counting on again (e.g. 5 + 7 + 3 = ? and thinks, “5, 6, 7,8,9,10,11,12, that’s 7 more, 13,14,15 that’s 3 more so 5 + 7 + 3 = 15.”)

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems with three addends with sums less than 20. (1.OA.2)	Student may or may not be able to determine total amount with assistance.	Student able to determine total amount with minor inaccuracies.	Student able to determine total amount accurately.

CCSS Mathematics Assessment Task

Name _____ Date_____

Assessment: Story Problems with Missing Parts

Solve the problem. Show your work.

Justin picked some oranges.
He picked 5 oranges from one tree.
He picked 7 oranges from another tree.
He picked 3 oranges from another tree.
How many oranges did Justin pick?

CCSS Mathematics Assessment Task

Three Letter Addends

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Materials:

1. Student Assessment Task: Three Letter Addends?
2. Pencil
3. Math Tools: Provide tools that students have used to solve problems
4. You may want to gather scrabble letter tiles or create your own pieces by printing tiles on card stock and laminating and cut up paper tiles.

Teacher Materials:

1. Materials to keep track of student observation.

Directions (for teacher to administer assessment task):

1. Prepare materials: Make copies of assessment task – Three Letter Addends?
2. You may need to demonstrate where to find numbers for each word and
3. Remind students to include a number sentence for each word

Prompt:

1. **Say: Today we need to figure out who won a spelling game.** (You may need to give students background information about the game Scrabble.)
2. **Say: We need to find out who spelled the word with the greatest sum. The player who spelled the word with the greatest sum is the winner.**
3. Read directions on assessment task.
4. Show students where they can find how much each letter is worth.

Correct or Model Answer:

1. Student should solve the problem by adding the numbers on each tile.
2. They should include an equation to show how they calculated the sum for each word.
3. They should then answer the question: "Which word has the greatest sum or points?"
4. Also student will answer the question: "Which word has the smallest sum?"

Note: Answer will vary depending on words each child spells.

CCSS Mathematics Assessment Task

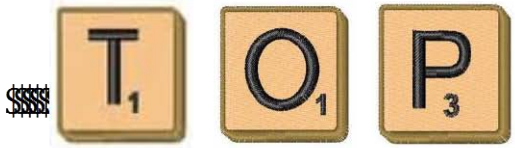
Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to solve a word problem that requires addition of three whole numbers even with assistance.	Student able to solve a word problem that requires the addition of three whole numbers with minor inaccuracies. (e.g., may have transposed amounts incorrectly).	Student able to accurately solve a word problem that requires the addition of three whole numbers
Using objects, drawings, and equations to represent the problem. (1.OA.1)	Student may not be able to show their work, and write an equation to represent the problem.	Student able to show their work, and write an equation to represent the problem.	Student able to show their work, and write an equation to represent the problem.

CCSS Mathematics Assessment Task

Name _____Date_____

Three Letter Addends

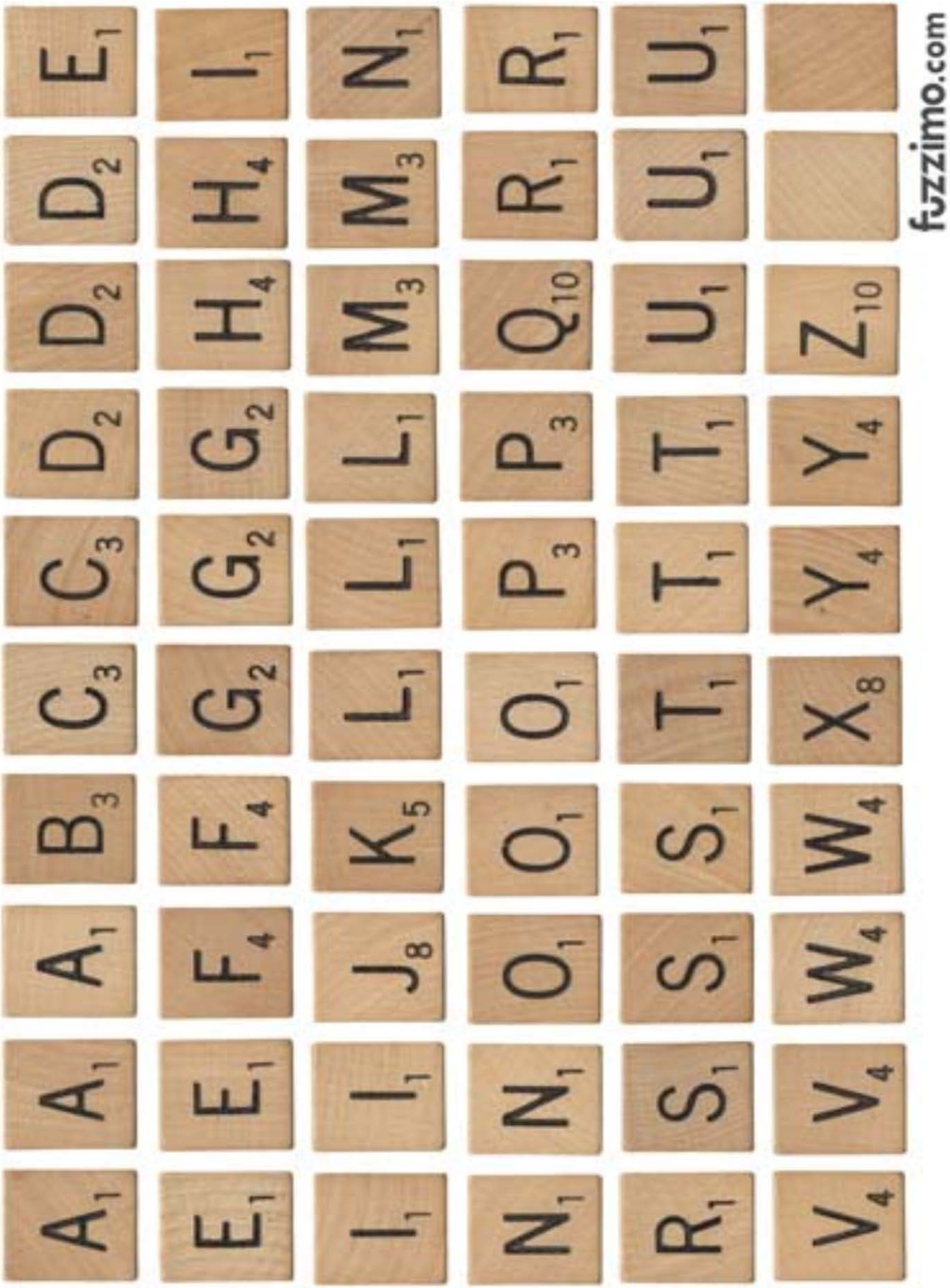
1. How many three letter words can you make using the letter tiles?
2. Find the sum of each word by adding up the numbers on each tile.



Three Letter Words	Find the Sum

3. Which word has the greatest sum? Explain your thinking.

4. Which word has the smallest sum? Explain your thinking.


A1 A1 A1 A1 E1
E1 E1 E1 E1 I1
I1 I1 J8 K5 L1 L1 L1 M3 M3 N1
N1 N1 O1 O1 O1 P3 P3 Q10 R1 R1
R1 S1 S1 S1 T1 T1 T1 U1 U1 U1
V4 V4 W4 W4 X8 Y4 Y4 Z10
B3 C3 C3 D2 D2 D2 D2 H4 H4 D2
F4 F4 G2 G2 G2 G2 H4 E1
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CCSS Mathematics Assessment Task

Who Won?

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.2: <u>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</u>, <u>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>

Student Materials:

1. Student Assessment Task: Who Won the Game?
2. Pencil
3. Math Tools: Provide tools that students have used to solve problems
4. You may want to gather scrabble letter tiles or create your own pieces by printing tiles on card stock and laminating and cut up paper tiles.

Teacher Materials:

1. Materials to keep track of student observation.

Directions (for teacher to administer assessment task):

1. Prepare materials: Make copies of assessment task – Who Won?
2. You may need to demonstrate where to find numbers for each word and
3. Remind students to include a number sentence for each word

Prompt:

1. **Say: Today, you will be helping me find out who won a spelling game.** (You may need to give students background information about the game Scrabble.)
2. **Say: We need to find out who spelled the word with the greatest sum. The player who spelled the word with the greatest sum is the winner.**
3. Read directions on assessment task.
4. Show students where they can find how much each letter is worth.

Correct or Model Answer:

1. Student should solve the problem by adding the numbers on each tile.
2. They should include an equation to show how they calculated the sum for each word.
3. They should then answer the question: "Who spelled the word with the greatest sum or points?" They should then explain how the person with the most points is the winner because they compared the sums of each word to determine who spelled the word with the greatest sum. They should conclude that Ryan spelled a word that has a total of 6, Cody spelled a word with a total of 7, and Kira spelled a word with a total of 15. They should then explain that when you look at all the scores, Kira had a word with the most points.

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (1.OA.2)	Student may or may not be able to solve a word problem that requires addition of three whole numbers even with assistance.	Student able to solve a word problem that requires the addition of three whole numbers with minor inaccuracies. (e.g., may have transpose amounts incorrectly).	Student able to accurately solve a word problem that requires the addition of three whole numbers
Using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.2)	Student may not be able to show their work, and write an equation with a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with or without a symbol for the unknown number to represent the problem.	Student able to show their work, and write an equation with a symbol for the unknown number to represent the problem.

Name ____Date________________________

Who Won?

! "#$%&()*&$+)&*$+&.#&/0$*"+1&23#$440 5&6$37&/.#2(+&2/.00)&$&(#) 5&
8"+)&97.&2:; &<&$37&(#)&4*&$))"+1&/&97.&:; 4.#2&+&$37&9'0 5&

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- (#) 25

Write a number sentence to show how solved each score.

Ryan	Cody	Kira
		

Who spelled the word with the greatest sum? Explain your thinking.

CCSS Mathematics Assessment Task

More Than One Way ?

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: if 8 + 3 = 11 is known, than 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)

Student Materials:

1. Math Tools : objects/counters
2. Pencil
3. Record Sheet

Teacher Materials:

1. Observation sheet
2. Pencil or pen to be used to record observations
3. Create a similar problem but do not exceed 20

Directions (for teacher to administer assessment task):

1. Read prompt to student(s)
2. Observe how student solves problem. Does the child realize that 6 and 4 can be grouped first into 10 then add the leftover 2?

Prompt:

1. **Say: Today we're going to work on a problem.**
2. **Say: Max solved the following problem. 6 + 2 + 4 = 12. First he added 6 + 2 and got eight. The he counted up 4 more and got an answer of 12. Is there a different way to solve this problem?**

Correct or Model Answer:
Student should complete this task using objects, drawings, equations and symbols.
Observe if student is able to see that 6 and 4 can be grouped first into 10 and then add the leftover 2.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Apply properties of operations as strategies to add and subtract. (1.OA.3)	Student does not apply properties of operations as a strategy to add and subtract when solving problem.	Student applies properties of operations as a strategy to add and subtract when solving problem with minor inaccuracies.	Student accurately applies properties of operations as a strategy to add and subtract when solving problem.

CCSS Mathematics Assessment Task

Name_____Date_____

More than One Way?

Max solved the following problem. 6 + 2 + 4 = 12.
First he added 6 + 2 and got eight. The he counted up 4 more and got an answer of 12.

Is there a different way to solve this problem?
Show how you would solve 6 + 2 + 4 =

CCSS Mathematics Assessment Task

Observation Recording Sheet – More Than One Way

1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: if 8 + 3 = 11 is known, than 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)

Student Name	0 Points	1 Point	2 Points

CCSS Mathematics Assessment Task

How Many Hiding?

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.

Student Materials:

1. Work mat – e.g., piece of construction paper or laminate a piece of construction paper to use mat with this and other activities
2. 2 color counters
3. 1 cup per 2 students
4. Pencil
5. Student Assessment sheet: "How Many Hiding"

Teacher Materials:

1. Notebook or create a record sheet to document student observations
2. Pencil or pen

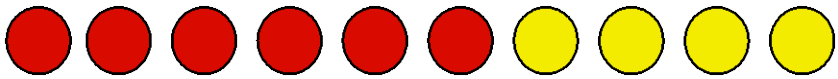
Directions (for teacher to administer assessment task):

1. Prepare student materials
   a. Copy assessment task
   b. Prepare counters – (10) 2-sided color counters in a cup. One cup for every 2 students
   c. Work Mat
   d. Piece of paper to cover counters
2. Read prompt to students

Prompt:

1. **Say: We are going to do a mystery game today. It is called How Many Hiding?**
2. **Say: There are 10 2-color counters in the cup.**
3. **Say: Gently drop them onto your work mat.** (demonstrate how to gently drop counters)
4. **Say: Your partner will sort the counters you have dropped by color.** (demonstrate)

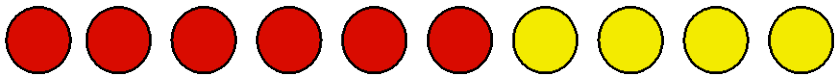
   Example:



5. **Say: Then your partner will cover up the yellow counters.**
6. **Say: So you know you have 10 counters and you see 6 red counters. How many yellow counters are covered? Write number sentences that show all the different combinations.**
7. **Say: Then you will switch jobs with your partner. Now it's your turn to hide the counters for your partner.**
8. Explain that they will repeat this activity 3 more times
9. **Say: After you have done this activity 4 times, 2 times each, choose one of the three problems and explain how you came up with the number sentences for the counters.**
10. Remind students that we practice good character by being honest when we play.

CCSS Mathematics Assessment Task

Correct or Model Answer:
Answers will vary depending on how color counters fall on their mat.



10 – 6 = ?

10 – 6 = 4
6 + ? = 10
6 + 4 = 10

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Understand subtraction as an unknown-addend problem. (1.OA.4)	Student may or may not be able to determine unknown amount of counters/objects even with assistance.	Student able to determine unknown amount of counters/objects with minor inaccuracies.	Student able to determine unknown amount of counters/objects.
Understand subtraction as an unknown-addend problem by recording it symbolically. (1.OA.4)	Student is not able to record the addition and subtraction problem symbolically.	Student is able to record either the addition OR the subtraction problem symbolically.	Student is able to correctly record both the addition and subtraction problem symbolically.

Teacher Note:

1. Students should relate how addition and subtraction are related. They can think about parts and whole to show how addition and subtraction are related.

CCSS Mathematics Assessment Task

Name_____Date_____

How Many Hiding?

1. Drop counters on your work mat
2. Your partner will sort them by color then cover one color
3. Record your sort
4. Write all possible number sentences. Show your thinking.
5. Choose one set and prepare to share your thinking with your teacher.

Round 1

Number Sentence: _____

Explain _____

_____

Round 2

Number Sentence _____

Explain _____

_____

Round 3

Number Sentence _____

Explain _____

_____

Round 4

Number Sentence: _____

Explain _____

_____

CCSS Mathematics Assessment Task

Pizza Story with Missing Parts

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.4: <u>Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.</u>

Student Materials:

1. Student Assessment Sheet
2. Pencil
3. Materials available: (Allow students to utilize math tools that they have used in class)
    a. 2 Colored - Counters
    b. Ten Frame
    c. Option/idea: make manipulatives in the shape of pizza slices and pepperoni manipulatives

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Make copies of assessment
2. Prepare math tools/manipulatives that students are familiar with and will be able to use during assessment.
    a. Eg. counters, number lines, connecting cubes
3. Distribute assessment
4. Read directions/ prompt to students

Prompt:

1. **Say: Today, we will work on a pizza problem.** ***At our class party someone brought some pizza. There are 16 slices of pizza left, some are slices of cheese and some are pepperoni. If 7 slices are cheese slices, how many are pepperoni?***
2. Read the directions given on assessment.

Correct or Model Answer:
1. Students should understand that this problem can be seen in two ways: 16 – 7 = ____ or 7 + ___= 16
2. Students should show strategy used to solve the problem. Model Answer:

a. Counting objects

One student could have used take away to solve this problem.

They could have started with the total of 16 slices of pizza – 7 slices of Cheese pizza = ? slices of pepperoni

ffff 16 total slices ffd take away 7 slices,

then I counted 9 left so 16 – 7 = 9 slices of pepperoni pizza

Another student could have solved this problem by combing 7 slices of cheese + ? slices of pepperoni = 16 slices of pepperoni and cheese pizza. Since I know that 16 is the total and 7 and 9 are parts for the number 16, I know that 7 + 9 = 16.

Yes, two people can solve this problem in different ways but

b. Creating drawings.

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

16 slices of pizza

W W W W W W W W W W W W W W W W W

1 2 3 4 5 6 7 8 9

Cheese slices Pepperoni Slices

16 – 7 = 9 slices of pepperoni pizza

I drew 16 slices of pizza and I took away 7 slices of pizza and I had 9 slices of pizza left. There are 9 slices of pepperoni pizza.

If I know that 16 – 7 = 9 then I know that 7 + 9 = 16 9 slices of pepperoni pizza

Yes, two students can have different number sentences and end up with the same answer. I know that I can show a take away problem as a combination problem if I use the same three numbers.

c. Using number lines

7 6 5 4 3 2 1

CCSS Mathematics Assessment Task

1x2x3x4x5x6x7x8x9x!0Nx!1Nx!2Nx!3Nx!4Nx!5Nx!6Nx!7

Note: Students can use a number line to solve this problem and explain their thinking using a similar explanation as in the examples above.

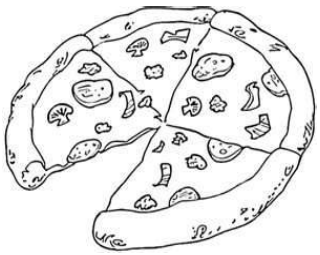
Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Understand subtraction as an unknown-addend problem by representing it with objects or drawings. (1.OA.4)	Student may or may not be able to determine unknown amount of counters/objects even with assistance.	Student able to determine unknown amount of counters/objects with minor inaccuracies.	Student able to determine unknown amount of counters/objects.
Understand subtraction as an unknown-addend problem by recording it symbolically. (1.OA.4)	Student is not able to record the addition and subtraction problem symbolically.	Student is able to record either the addition OR the subtraction problem symbolically.	Student is able to correctly record both the addition and subtraction problem symbolically.

Teacher Note: When representing the equation symbolically, the student may write the problem in one of these forms:

16 - 7 = __
__ = 16 – 7
7 + __ = 16
16 = 7 + __

Name_____Date_____

Story Problems with Missing Parts



There are 16 slices of pizza in the box, some are cheese slices and some are pepperoni slices.
If 7 slices are cheese, how many slices are pepperoni?

Two students solved this problem in different ways. One student solved this problem by showing an addition number sentence and another student solved this problem showing a subtraction number sentence. They both had the same answer. Is this possible?
Show your thinking using numbers, pictures and words.

CCSS Mathematics Assessment Task

Number Sentence Match

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Add and subtract within 20.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.5: <u>Relate counting to addition and subtraction</u> (e.g., by counting on 2 to add 2).

Student Materials:

1. Student Assessment Task Handout
2. Pencil
3. Math Tools: (eg)
    a. Counters or Connecting Cubes

Teacher Materials:

Directions (for teacher to administer assessment task):

1. Prepare materials for assessment task.
    a. Make copies of assessment task – one per student
    b. Have counters and connecting cubes or other manipulatives that your students have used to help them solve math problems.

Prompt:

1. **Say: Today we will be looking at a picture of a number and fingers and come up with a number sentence that matches the picture.**
2. Teacher may have to provide an example to ensure that students understand task.
3. Read the prompt provided.

Correct or Model Answer:
Answer will vary from student to student.
Looking for students who are able to connect counting with addition and subtraction.

9

9…10, 11. 12

9 + 3 = 12 I started at 9 and counted on three more and ended on 12 that is the same as 9 + 3 = 12

OR

9…8, 7, 6

9 – 3 = 6

I started at 9 and counted backwards and ended on 6 that is the same as 9 - 3 = 6

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Uses counting strategies to add or subtract. (1.OA.5)	Student is unable to count on from a given number from any given 2-digit number within 100.	Student able to count on from any 2-digit number within 100 with minor inaccuracies (e.g., minor errors when using the counting sequence).	Student is able to count on from any given 2-digit number within 100.
Relate counting to addition and subtraction by using a number sentence. (1.OA.5)	Student not able to write a number sentence that relates to the picture even with assistance.	Student able to write a number sentence that relates to the picture with minor inaccuracies.	Student able to write a number sentence that relates to the picture with accuracy.

Note: Part 1 of the rubric can be used if the student is or is not able to represent the problem using a number sentence. If the student is unable to write the number sentence (part 2 of the rubric), ask the student to solve the problems orally and score part 1 accordingly.

CCSS Mathematics Assessment Task

Name_____Date_____

Number Sentence Match

What number sentence could match the pictures below?
Write a number sentence to match the picture. Show your thinking using numbers and words.

! 

_____

" # 

_____

$ 

CCSS Mathematics Assessment Task

Is It True or False?

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.8: Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

Student Materials:

1. Pencil
2. Copy of assessment

Teacher Materials:

None

Directions (for teacher to administer assessment task):

1. Distribute assessment
2. Read directions from student assessment sheet.

Prompt:

1. **Say: This is that Is It True or False? Assessment**
2. **Say: Prompt 1:** ***Circle the word to show whether the equation/number sentence is true or false*****.** (Give the students time to work on these questions.)
3. **Say: Prompt 2:** ***Look at all the equations. Choose one equation. Circle the equation. Explain in words why this equation is true or false.*** (Give students time to work on these problems.)
4. **Say: Prompt 3:** ***Write a number in the blank space that makes the equation/number sentence true.***

Correct or Model Answer:

Part 1:

1. True
2. False
3. True
4. False
5. True

Part 2:

Sample student response: This number sentence is true because 7 is the same as 8-1 because 8 take away one is 7 so, 7 is the same as 7.

Part 3:

6. 9

7. 4
8. 3
9. 2
10. 8

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Part 1 – Items #1 to 5 Determine if equations involving addition and subtraction are true or false. (1.OA.7)	Answers 0-2 of the problems correctly.	Able to answer 3-4 of the problems correctly.	Able to answer all problems correctly.
Part 2 - Understand the meaning of the equal sign. (1.OA.7)	Unable to explain the meaning of why the equation is equal or unequal.		Able to explain why the equation if equal or unequal.
Part 3 – Items #6 to 10 Determine the unknown number in an addition or subtraction equation relating three whole numbers. (1.OA.8)	Answers 0-2 problems correctly	Able to answer 3-5 of the problems correctly.	Able to answer all problems correctly.

CCSS Mathematics Assessment Task

Name_____Date_____

Is It True or False?

Part 1: Circle the word to show whether the equation or number sentence is true or false.

1. 7 = 8 – 1 True False

2. 1 + 1 + 3 = 7 True False

3. 12 + 2 – 2 = 12 True False

4. 9 + 3 = 10 True False

5. 5 + 3 = 10 – 2 True False

Part 2: Circle one equation above and explain why it's true or false.

_____

_____

_____

_____

Part 3: Write a number that makes the equation true.

6. 7 + 3 = _____

7. 14 = 10 + _____

8. 9 = _____ - 6

9. ____ + 5 = 11

10. 8 = _____

11. 12 - _____ = 4

CCSS Mathematics Assessment Task

Equal Concentration

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.7: <u>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false</u>. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

Student Materials:

1. Number Phrase Cards (Option: Copy on cardstock laminate and cut cards)

Teacher Materials:

1. Equal/Not Equal Student record sheet to take anecdotal records of student responses.
2. Pencil/pen
3. Prepare student materials.

Directions (for teacher to administer assessment task):

1. Read directions/prompt to child.
2. Record student responses during assessment task.

Prompt:

1. Explain the game called Equal Concentration
2. Explain how to play the game:
   a. **Say: Turn all the cards face down in 6 rows with 4 cards in each row.**
   b. **Say: Turn over two number phrase cards and decide whether the sums of each card match is equal.**
   c. **Say: If the sums do not match turn the two cards back over. (similar to game: concentration) If the sums match then finish the following sentence to explain your thinking for each pair:**
      "These cards have the same sum because…" OR
      "These cards do not match because…"
3. **Say: Continue until all the cards are matched up.**

Correct or Model Answer:

Sample explanations:

a. 1 + 0 and 9-0 " I think cards do not match because when you add zero to 1 you get 1. When you take away zero from nine you have nine. 1 and 9 do not match, so I need to turn the cards back over again.
b. 3 + 3 and 8-2 " I think these cards are the same because when you add three more to three you get 6. I can start at 3 and count up 3 more to get six. 3, 4, 5, 6. When you have 8 and you count backwards two spaces you get 6. 6 and 6 are the same so these cards match."

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Determine if equations involving addition and subtraction are true or false. (1.OA.7)	Student was not able to determine if sums of two cards were the same or different.	Student is able to correctly determine if some of the equations of the two cards were same or different.	Student is able to correctly determine if all equations of the two cards were same or different.
Understand the meaning of the equal sign. (1.OA.7)	Student was not able to explain why equations were same or different.	Student is able to correctly explain why some of the equations were same or different.	Student is able to correctly explain why all of the equations were same or different.

CCSS Mathematics Assessment Task

1+0	1-0	2+0
1+1	2+1	4+1
2+2	6-2	3+2
5+0	3+3	8-2
6+1	8-1	4+4
10-2	9-0	4+5
10-1	6+3	5+5
8+2	6+4	7+3

CCSS Mathematics Assessment Task

Student Name_____ Date_____

Equation on Card	(√) = Correctly determine if statement is true or false (-) = Was not able to determine if state was true or false	Notes: Explanation of why equation is the same or different.
Ex. Card 1: 2 + 2 Card 2: 6 - 2	√	"The two cards are the same because 2+2 is 4 and 6-2 is 4. 4 and 4 are the same."

CCSS Mathematics Assessment Task

True or False

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.7: <u>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false</u>. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

Student Materials:

1. True or False Board (Option: Copy on cardstock and laminate)
2. Equation Cards (Option: Copy on cardstock laminate and cut cards)

Teacher Materials:

1. Student record sheet to take anecdotal records of student when students explain their thinking.
2. Pencil/pen
3. Prepare student materials.

Directions (for teacher to administer assessment task):

1. Read directions/prompt to child.
2. Record student responses during assessment task.

Prompt:

1. Explain how to play this game.
    a. **Say: Turn over an equation card and decide whether the number sentence is true or false.**
    b. **Say: Place the card on the correct side of the board.**
2. **Say: Then, you will finish the following sentence to explain your thinking for each equation:**
    a. **Say: This is an example of my thinking...**
        a. **Say: "This number sentence is false because…" OR**
        b. **Say: "This number sentence is true because…"**
3. **Say: You will continue to place cards on the true and false board until all the cards are placed on the board.**

Correct or Model Answer:

Sample explanations:

a. 1 + 0 = 2 " I think this number sentence is false because when you add zero to a number it will always be the same number. So 1 + 0 = 1"
b. 3 + 3 = 6 " I think this number sentence is true because when you add three more to three you get 6. I can start at 3 and count up 3 more to get six. 3, 4, 5, 6.

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Determine if equations involving addition and subtraction are true or false. (1.OA.7)	Student was not able to determine if any of the equations were true or false.	Student is able to correctly determine if some of the equations are true or false.	Student is able to correctly determine if all equations are true or false.
Understand the meaning of the equal sign. (1.OA.7)	Student was not able to explain why equations were true or false.	Student is able to correctly explain why some of the equations are true or false.	Student is able to correctly explain why all of the equations are true or false.

Variation:

1. Have students glue down equation cards and have them select 5 true equations and 5 false equations. Then have them explain which makes each equation true or false.

Note: This is the simplest of the three assessments. This assessment includes questions that only show the equal sign toward the end of the equation. The other 2 assessments have more of a variety and will show if the student is able to understand the meaning of the equal sign. By having the different assessments, the teacher can see if the students knows the equal sign as "the answer" (at the end of the equation) or understands that the equal sign means "the same on both sides."

True or False Board

True	False

CCSS Mathematics Assessment Task

1+0=2	7-3=4	2+4=7
9+1=1	3+5=8	5+2=7
3+3=6	4-2=2	3-1=3
6-2=4	9-2=7	4+4=9
4+1=5	8-3=6	0+2=0
2+2=4	7+1=6	6-1=5
9-5=4	2+1=3	6+3=9
8-2=7	5-3=2	4+4=8

CCSS Mathematics Assessment Task

Student Observation Sheet for True or False Equation Performance Task

Student Name_____ Date_____

Equation on Card	(√) = Correctly determine if statement is true or false (-) = Was not able to determine if state was true or false	Notes: Explanation of why statement is true or false.
Ex. 3+3=0	√	"False because 3+3 is the same as six not zero."

CCSS Mathematics Assessment Task

Find the Missing Number

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.8: Determine the unknown number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

Student Materials:

1. "Find the Missing Number" Sheet (Option: Copy on Cardstock and laminate.)
2. Number cards (0-10)
3. Dry erase marker if you decide to laminate cards. Pencil if you will have student record answer in the empty spaces.

Teacher Materials:

1. Pencil/Pen
2. Prepare student materials
3. Chart or paper or post – its to take notes of student thinking.

Directions (for teacher to administer assessment task):

1. Prepare student materials.
2. Make copies of "Find the Missing Number" Student Observation Sheet
3. Make observations while student is engaged in task. Record student response while student explains thinking.

Prompt:

1. Say: **Select a "Find the Missing Number" Board**
2. Say: **Place the number cards facedown in a row above board.**
3. Say: **Turn over a card. Check to see whether you can use that number to complete a number sentence.**
4. Say: **If you can use the number keep the card and write the number in the correct space on your board. Then explain why you can keep the number by saying:**
    a. **Example: "I can use _____ because…"**
5. Say: **If you cannot use the number place it back facedown above the board.**
6. Say: **Keep going until you have filled in all your missing numbers.**

Correct or Model Answer:
Board A:

1. I can use 1 because I know that 9 is one less than 10 so the missing number is 1. This equation should look like this: 10-9=1
2. I can use 8 because I can count up from 2 to get to 10. So I can start from 2 and count up, 3, 4, 5, 6, 7, 8, 9, 10 and end on 10. So that would be 8 numbers away. This equation should look

like this: 2 + 8 = 10.

3. I can use 3 because I know the total so I can count backwards from 5 to get to 2. So I can start from 5 and go backwards, 4, 3, 2, that's 3 numbers away. This equation should look like this: 3 + 2 = 5
4. I can use 9 because I can start from 6 and count up 3 numbers. So 6, …7, 8,9. So 6 + 3 is the same as 9. This equation should look like this: 6 + 3 = 9.
5. I can use 5 because I know that 5 plus 4 more is 9. This equation should look like this: 9-5=4.

Board B and Board C will should have similar responses as above. Equations are different therefore answers will differ from board to board.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Determine the unknown number in an addition or subtraction equation relating three whole numbers. (1.OA.8)	Unable to determine the unknown number in any problems correctly.	Able to determine the unknown number in most problems correctly.	Able to determine the unknown number in all problems correctly.

Find the Missing Number - Board A

$$10 - 9 = \square$$

$$2 + \square = 10$$

$$\square + 2 = 5$$

$$4 + 3 = \square$$

$$9 - \square = 4$$

Find the Missing Number - Board B

$8 + 2 = \square$

$2 + \square = 7$

$4 + 5 = \square$

$6 + 3 = \square$

$10 - \square = 4$

Find the Missing Number - Board C

$5 - 2 = \square$

$6 + \square = 10$

$\square + 2 = 8$

$7 + 3 = \square$

$8 - \square = 4$

CCSS Mathematics Assessment Task

0	1	3	4
5	6	7	8
9	10		

*Number Cards:

1. Cards need to be cut. You could also laminate cards.

CCSS Mathematics Assessment Task

Make Me True

Grade Level: 1

Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Work with addition and subtraction equations.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

1.OA.8: <u>Determine the unknown number in an addition or subtraction equation relating three whole numbers.</u> For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

Student Materials:

1. Student Assessment Sheet
2. Pencil
3. Math Tools: (as needed and if introduced/used in your math lessons)
    a. Counters
    b. Unifix cubes
    c. Number line

Directions (for teacher to administer assessment task):

1. Distribute assessment
2. Read the prompt
3. Circulate and have individual students think – through the problems.

Prompt:

1. Write a number that makes the equation true.
2. Pick one equation and write a story that represents the equation.

Correct or Model Answer:

Part 1:

1. Student fill out blanks with a number that makes the equation true.

    Example:

    1. 8
    2. 8
    3. 4
    4. 3
    5. 13
    6. 12
    7. 7
    8. 6
    9. 9
    10. 2

Part 2:
Sample:
"My mom bought me 6 candy bars and my grandma bought me 6 candy bars. How many candy bars do I have now?"

CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Determine the unknown number in an addition or subtraction equation relating three whole numbers. (1.OA.8)	Unable to determine the unknown number in any problems correctly.	Able to determine the unknown number in most problems correctly.	Able to determine the unknown number in all problems correctly.

Teacher Notes:

Problem Extension:

1. Part 2 is an extension to this task. Can be used to assess if student is able to apply what he knows about standard in a story problem.

CCSS Mathematics Assessment Task

Name _____Date_____

Assessment: *Make Me True*

Part 1: Write a number that makes the equation true.

1. 6 + 3 = _____

2. 18 = 10 + _____

3. 10 = _____ + 3

4. 6 - 2 = _____

5. 7 = 15 - _____

6. _____ + 6 = 11

7. 10 + _____= 17

8. _____= 12 - 6

9. _____ - 9 = 4

10. 5 = _____ - 3

Part 2: Story Problem Task (Extension)

Pick one equation and create a story problem that represents the equation.