

Grade One

First Quarter

Performance

Assessments

Performance Task: *Modeling Addition*

Learning Target: (1.03) Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

Materials: connecting cubes in 2 colors
(it would be nice to have 55 cubes of each color so models could be saved and not taken apart as students work through part 2 - otherwise use more colors - you'll need 110 cubes for students to build all combinations for 10 without reusing cubes)

Procedure:***Part 1***

- Place a small collection of cubes on the table.
- Ask the student to show you what it means to add to the cubes.
- Ask the student to tell you what he or she did.

Part 2

- Snap together 1 blue and 9 yellow connecting cubes (use any 2 colors in the combination of 1 and 9).
- Tell the child that this is one way to make 10.
- Ask the child to show different ways to make ten.
- Ask...

Can you think of another way? or

Is that all?

in order to encourage a more complete performance.

**Observe
and Note:**

- Can the student model and explain that addition means adding more?
- Does the student use terms like add, total, sum, and equals?
- Can the child model all the 2-addend combinations for 10?
- When making 10's, does the child also include things like $2 + 4 + 4$?
- Record student behavior below.

Student's Name _____ Date _____

Part 1

The student did the following when asked to show adding to the cubes:

The student said the following when asked to tell what he or she did:

Part 2

The student modeled the following combinations for sums of ten:
circle those modeled

$0 + 10$, $10 + 0$; $1 + 9$, $9 + 1$; $2 + 8$, $8 + 2$; $3 + 7$, $7 + 3$; $4 + 6$, $6 + 4$; $5 + 5$

The student modeled the following additional combinations: write those included, such as
 $1 + 1 + 8$

Performance Levels:

Level IV: The student modeled adding cubes and said something about making the number larger by adding more cubes when asked to tell what he or she did. He or she may have included words such as “add, total, sum, and equals” in this explanation. He or she modeled all 11 combinations of 10 (note: this would be 10 if the model you made was included in the set) and some additional combinations.

Level III: The student modeled adding cubes and said something about making the number larger by adding more cubes when asked to tell what he or she did. He or she modeled all 11 combinations of 10 (note: this would be 10 if the model you made was included in the set).

Level II: The student modeled adding more cubes but may have had difficulty telling what he or she did. He or she modeled between 5 and 10 of the combinations for 10.

Level I: The student may or may not have modeled adding more cubes. He or she modeled fewer than 5 of the combinations for 10.

Performance Task: Modeling Subtraction

Learning Target: (1.03) Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

Materials: counters
paper and pencil

Procedure: **Part 1 Subtraction as take-away:**

- Place 10 counters in front of the student.
- Ask him or her to take away some of the counters and tell how many are left.
- Ask the student to tell a story about what is taking place. Record the story.
- Ask the student to write a number sentence (equation) about the story.
- If the child seems to struggle with the task, have them repeat 2 – 3 times with other numbers to determine grasp of the concept.

Part 2 Decomposing numbers

- Place 8 – 10 counters in front of the student.
- Ask the student to decompose, or “break apart” the counters into 2 groups. (i.e. 10 counters can go into groups of 6 and 4).
- Ask the student to explain how they have divided the group.
- Ask the student to repeat by recombining the group and decomposing in another way.
- If the child seems to struggle with the task, have them repeat 2-3 times to determine grasp of the concept.

Observe and Note:

- Are students successful?
- Can they perform one type of subtraction and not others? For example, can they model subtraction as take away but not break apart numbers in two groups?
- Are they successful with certain numbers and not others? For example, can they perform with numbers up to 10 but not greater than 10?
- Attach student paper with equations from part 1.
- Record student behavior below:

Student's Name _____ Date _____

Part 1 Subtraction as Take-away:

Starting number: _____

Student removed _____ counters and said _____ were left. Told following story:

If needed:

Starting number: _____

Student removed _____ counters and said _____ were left. Told following story:

Starting number: _____

Student removed _____ counters and said _____ were left. Told following story:

Starting number: _____

Student removed _____ counters and said _____ were left. Told following story:

Student's Name _____ Date _____

Part 2 Decomposing Numbers:

Given _____ counters. Decomposed into _____ and _____.

Decomposed into _____ and _____.

Given _____ counters. Decomposed into _____ and _____.

Decomposed into _____ and _____.

If needed:*Given _____ counters. Decomposed into _____ and _____.**Decomposed into _____ and _____.**Given _____ counters. Decomposed into _____ and _____.**Decomposed into _____ and _____.****Performance Levels:***

Level IV: The student modeled subtracting cubes and said something about making the number smaller by removing cubes when asked to tell what he or she did. He or she may have included words such as “less, take away, difference, left over, and equals” in this explanation. In decomposing, student models a variety of “parts” for a given number. i.e. 10 into 7 and 3, 6 and four, five and five, etc.

Level III: The student modeled subtracting cubes and said something about making the number smaller by removing cubes when asked to tell what he or she did. In decomposing, student models more than one set of “parts” for a given number.

Level II: The student modeled removing cubes but may have had difficulty telling what he or she did. In decomposing, student models only one set of “parts” for a given number.

Level I: The student may or may not have modeled removing cubes. In decomposing, student cannot model “parts” for a given number.

Performance Task: *Estimating to 25***Learning Target:** (1.01f) Estimate quantities fewer than or equal to 100**Materials:**
recording sheet
a transparent bag with five identical items: counters, cubes, marbles, etc.
a transparent bag with between 10 and 25 identical items (same as first bag)**Procedure:****Part 1**

- Show student(s) the bag with five items and say, “ Here is a bag with five _____.”
- Next, show the student the bag with the larger number of items.
- Ask the student to estimate its contents, “If that bag had five _____, how many do you think are in this bag? What is your best estimate?”

Part 2

- Repeat on at least two other occasions with five and some number between 10 and 25.

Observe and Note:

- Can the student(s) make reasonable estimates? For this task the estimates should be within five more or less than the contents of the second bag.
- Do they examine the second bag and compare or just make a guess without any consideration?

Performance Levels:

Level III: The student’s estimate is within five more or less of the actual amount for two of three trials.

Level II: The student’s estimate is within five more or less of the actual amount for one of three trials.

Level I: The student’s estimate does not come within five more or less of the actual amount for any trial.

