

Grade One

Additional

Performance Tasks

Performance Task: *Basic Facts*

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: pencil and paper or Blackline Master
list of facts

Procedure:

- Tell students to number their papers from 1- 20 or distribute copies of the Blackline Master.
- Tell them to write the *answers only* to the facts as you call them out.
- You call out the facts from the list below.
Pause between every two facts for a reasonable time - only long enough for students to write their answers.
It is important to move quickly so students must use their memories of the facts rather than “figuring them out.”

Note: This could be done with the entire class or with smaller groupings.

One way to determine a “reasonable wait time” is to ask students to write the digits 0 through 9 over and over as fast as they can while you time them for 30 seconds. Count the number of digits a student was able to write in 30 seconds. Divide that number into 30. The answer will give you an absolute minimum amount of time to wait between calling out facts. For example, imagine a student writes 15 digits in 30 seconds. Then $30 \div 15 = 2$, thus you would wait at least two seconds between number facts. Add another second or two to allow the answer to “travel down the student’s arm to his or her hand from the brain.”

Facts List: (greater than 10 this quarter)

- | | | | |
|---------------------------------|---------------------------------|----------------------------------|----------------------------------|
| 1) $5 + 8 = \underline{\quad}$ | 6) $11 + 4 = \underline{\quad}$ | 11) $5 + 7 = \underline{\quad}$ | 16) $6 + 8 = \underline{\quad}$ |
| 2) $4 + 8 = \underline{\quad}$ | 7) $7 + 8 = \underline{\quad}$ | 12) $9 + 6 = \underline{\quad}$ | 17) $7 + 9 = \underline{\quad}$ |
| 3) $17 - 8 = \underline{\quad}$ | 8) $12 - 3 = \underline{\quad}$ | 13) $13 - 4 = \underline{\quad}$ | 18) $15 - 7 = \underline{\quad}$ |
| 4) $15 - 9 = \underline{\quad}$ | 9) $14 - 5 = \underline{\quad}$ | 14) $11 - 6 = \underline{\quad}$ | 19) $11 - 2 = \underline{\quad}$ |
| 5) $12 - 4 = \underline{\quad}$ | 10) $8 + 6 = \underline{\quad}$ | 15) $11 - 3 = \underline{\quad}$ | 20) $13 - 7 = \underline{\quad}$ |

**Observe
and Note:**

- Attach student paper.
- Record student performance below or use alternate recording approach.

Student's Name _____ Date _____

The student wrote _____ (number) answers correctly.

The student had no/some/great difficulty keeping up with the pace.

Performance levels:

Level III: The student writes 20 correct answers and has no difficulty keeping up with the pace.

Level II: The student writes between 10 and 20 correct answers and may experience some difficulty keeping up with the pace.

Level I: The student writes 10 or less correct answers and has difficulty keeping up with the pace, exhibits frustration with the pace.

Blackline for *Basic Facts*

Name _____ Date _____

Your teacher will call out basic facts. Write only the answers.

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

8. _____

18. _____

9. _____

19. _____

10. _____

20. _____

Performance Task: 3-D Figures

Learning Target: (3.02) Identify, build, and name cylinders, cones, and rectangular prisms.

Materials: collection of figures (recycled food containers or commercial shapes)
pencil paper or Blackline Master
materials for making 3-dimensional shapes such as clay and toothpicks, straws and pipe cleaners, tinker toys, polydrons, or other building manipulatives aluminum foil, paper or card stock and tape for curved shapes

Procedure:***Part 1***

- Distribute paper or copies of Blackline Master.
- Hold up one of the figures.
- Ask students to name and describe the figure. If possible, have them write their ideas on paper, or scribe for those who need help, or use a tape recorder for oral responses.

Part 2

- Choose one of the figures.
- Ask students to make this figure using the building materials.

- Repeat Parts 1 and 2 using a different figure.

Note: This could be done with the entire class or with smaller groupings. Students might want to use the aluminum foil to make a sphere by wadding and rolling it into a ball. They may also have other strategies. The sphere and the cube are review items from Kindergarten.

**Observe
and Note:**

- Attach student paper.
- Write notes about student-made figures - or consider taking pictures.
- Record student performance below or use alternate class recording sheet.

Use the table to check off performance. A check indicates the student was able to correctly name, describe and make the shapes.

Student's Name _____ Date _____

Shape	names part 1	describes part 1	makes part 2	additional comments
cone				
rectangular prism				
cylinder				
sphere				
cube				

Performance levels:

Level IV: The student uses vocabulary such as sides, right angles, acute angles, obtuse angles, vertices, parallel, faces, edges and congruent or equal when describing shapes. The student demonstrates more advanced concepts such as - a cube is a special case of a rectangular prism; all cubes are rectangular prisms but not all rectangular prisms are cubes.

Level III: The student is able to name, describe and make all five shapes.

Level II: The student is able to name, describe, and make four shapes

Level I: The student is unable to name, describe or make three or fewer shapes.

Blackline for 3-D Figures

Name _____ Date _____

Part 1

Your teacher will show you a figure.

Write the name of that figure and describe it below.

The figure is a _____.

Tell everything you know about this figure.

Part 2

Now your teacher will ask you to make a figure.

Performance Task: *Scoops*

Learning Target: (1.01e) Build understanding of place value (ones, tens).
(1.02) Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

Materials: pencil and paper
collections of small objects like beans, macaroni, counters
scoops of various sizes such as small paper cups, table spoons
small paper cups for grouping objects into 10's and 100's

Procedure:

- Gather four students around the collection of objects.

Part 1

- Ask each student to scoop up some of the objects from one of the collections using a scoop or hand and dump the collection onto a piece of paper.
 - Ask students to count the objects by 2's.
 - Have students record the total number.
-
- Repeat this task asking students to count by 5's and 10's

Part 2

- Ask each student to use a larger scoop and scoop up some of the objects from one of the collections.
- Have them dump the collection onto a piece of paper.
- Have students group these objects into ones and tens and record in standard form. Point out the small paper cups in case students want to use them for storing groups of 10.

- Observe and Note:**
- Does the student organize objects while counting so he or she knows which have already been counted?
 - Attach student paper.
 - Record student performance below.

The student is able/unable to count by 2's.

The student is able/unable to count by 5's.

The student is able/unable to count by 10's.

The student is able/unable to group objects into ones and tens, and write the number.

Performance levels:

Part 1 : Learning Target 1.01e

Level III: The student counts objects by 2's, 5's, and 10's.

Level II: The student counts objects by at least two, but not all, of the ways listed.

Level I: The student counts objects by one or none of the ways mentioned.

Part 2: Learning Target 1.02

Level III: The student groups objects into ones and tens and records in standard form.

Level II: The student groups objects into ones and tens with difficulty; has difficulty recording in standard form.

Level I: The student does not group objects into ones and tens or does not record in standard form.

Performance Task: *Random Facts*

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: pencil and paper
two sets of cards or number tiles numbered 0-9 in a bag

Procedure:

- Tell students to number their papers 1-10 and be ready to write the answers to the facts as you call them out.
- Draw two cards or tiles from the bag.
- Announce the fact generated. For example, if you draw 5 and 8, you could say...
5 plus 8 or 8 minus 5.
- Be sure to write what you say in order to correct student work later.
- Repeat the process and move quickly so students must use their memories of the facts rather than “figuring them out.”
- By not returning the numbers to the bag, you will generate 10 facts.

• Repeat this task many times.

• When students are ready for higher numbers, add 10 to one of the numbers you pull from the bag and say a subtraction fact.
For example, if you draw 5 and 8, you could say...
15 minus 8, or 18 minus 5.

Observe and Note:

- Collect student papers and record results on class checklist, calendar, grid, matrix or profile - see “Record-Keeping Ideas”.

Performance Levels:

Level III: The student writes all 10 facts correctly and has no difficulty keeping up with the pace.

Level II: The student writes between 5 and 10 correct answers and may experience some difficulty keeping up with the pace.

Level I: The student writes less than 5 correct answers and has difficulty keeping up with the pace, exhibits frustration.

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

- Show student(s) the bag with 20 items and say, “ Here is a bag with twenty _____.”
- Next, show the student the bag with the larger number of items.
- Ask the student to estimate its contents, “If that bag had twenty _____, how many do you think are in this bag? What is your best estimate?”

Part 2

- Repeat on at least two other occasions with ten and some number between 25 and 100.

Observe and Note:

- Can the student(s) make reasonable estimates? For this task the estimates should be within ten 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 IV: The student’s estimate is within ten more or less of the actual amount for all three trials.

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

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

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

Performance Task: *Sorting Stuff***Learning Target:** (5.01) Sort and classify objects by two attributes.**Materials:** paper and pencil
collections of small objects (junk boxes) or attribute blocks**Procedure:**

- Gather a small group of students around a collection of objects, or several collections.
- Ask each student to take a handful from one of the collections.
- Say...
 - Look at your collection and think of ways you can sort the objects.
 - Sort the objects according to your rules.
 - Be ready to write or tell me your sorting rules.
- Ask students to write about their sorting rules on paper or record for them as they explain their rules to you.
- Consider repeating this procedure several times in order to gather further samples of a student's understanding. Ask...
 - Is there a different or another way you can sort these objects?
 - Or, use a different set of objects.

Observe and Note:

- Attach student paper.
- Record student performance below.

Student's Name _____ Date _____

The student was able/unable to sort by attributes.

The student sorted by _____ (number) attributes.

The student was able/unable to describe rules used. Attached paper includes description(s).

Performance levels:Level III: The student is able to sort by one or more attributes and describe rules used.Level II: The student is able to sort by one attribute but has difficulty describing rules used.
Or the student can state a rule but cannot sort the objects according to the rule.Level I: The student is unable to sort by one attribute or state a sorting rule.

