

Grade One

Second Quarter

Performance

Assessments

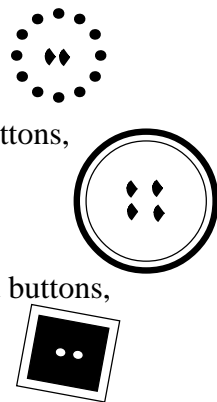
Performance Task: *Attribute Sorting***Learning Target:** (5.01) Sort and classify objects by two attributes.**Materials:** collections of junk boxes or other objects like buttons, shells, keys

- Procedure:**
- Ask the student to take several objects from one of the collections.
 - Have the student tell how the objects are alike.
 - Questions such as . . .
 - “What else can you tell me?” or
 - “Are there any other ways you can think of?”may prompt expanded responses.
 - Then ask how the objects are different.
 - Repeat at least 3 more times asking the student to choose different objects.

Note: You may want to choose the objects for 1 or 2 of these trials.

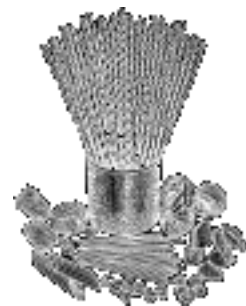
A useful **button** collection might contain:

- 3 large round buttons,
- 3 small round buttons,
- 3 square or rectangular buttons,
- 3 two-hole buttons,
- 3 four-hole buttons,
- 3 shank buttons,
- at least 5 different colored buttons,
- 2 or 3 “novelty” buttons,
- 3 “jewel” buttons.



A useful **pasta** collection might contain:

- 3 cut ziti,
- 3 bow tie pastas,
- 3 small elbows,
- 3 large elbows,
- 3 rigatoni,
- 3 pinwheels,
- 3 spirals,
- 3 large shells,
- 3 small shells,
- 3 penne pasta,
- some pieces of spaghetti,
- and some in red, green and natural colors.



**Observe
and Note:**

- Does the student compare and contrast similar characteristics?
- Does the student make comparisons beyond physical characteristics, i.e. “You use a comb on the outside of your hair but you get inside the car to ride.”
- Does the student describe objects using a variety of attributes, i.e. “Both these buttons have four holes and are blue.”
- Record student behavior below:

Student Name _____ Date _____

Trial	Objects	Similarities	Differences
1			
2			
3			
4			

Performance Levels:

Level IV: The student correctly names 6 or more ways the objects are alike and 6 or more ways they are different. He or she does this with all 4 trials. The student also names attributes beyond physical characteristics.

Level III: The student correctly names 4 or more ways the objects are alike and 4 or more ways they are different for all 4 trials.

Level II: The student correctly names at least 3 ways the objects are alike and at least 3 ways they are different for 2 or 3, but not 4, trials.

Level I: The student names 1 or fewer ways the objects are alike and 1 or fewer ways they are different for all 4 trials.

Performance Task: *Estimating to 50***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 50 identical items (same as first bag)**Procedure:*****Part I***

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

Part II

- Repeat on at least two other occasions with ten and some number between 25 and 50.

**Observe
and Note:**

- Can the student(s) make reasonable estimates? For this task the estimates should be within eight 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 eight more or less of the actual amount for two of three trials.

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

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

Performance Task: *Fact Families*

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: snap cubes or two-color counters, crayons, paper cards from **Blackline Master** - Fact Families

Procedure: *Part 1*

- Show student(s) one card from the Fact Families blackline. Ask, “Can you show me this number sentence with your counters?”
- Next, ask student to show any other member of that Fact Family.
- After the student has shown all the members of the Fact Family s/he can, model for him/her the missing members. After you make each one ask, “Is this another member of the family? How do you know?”

Part 2

- Repeat with at least two other Families.

Observe and Note:

- Can the student(s) model at least two additional members?
- Are they able to model more members, once you start showing them the missing members of the family?

Performance Levels:

Level III: The student can model all members of a particular family for all the three numbers given.

Level II: The student can model some members of a particular family for all three numbers given.

Level I: The student can model some members of a particular family for one or two of the three numbers given.

$2 + 2 = 4$	$1 + 2 = 3$	$0 + 1 = 1$
$3 + 1 = 4$	$2 + 1 = 3$	$1 - 0 = 1$
$1 + 3 = 4$	$3 - 1 = 2$	$1 + 1 = 2$
$4 - 2 = 2$	$3 - 2 = 1$	$2 - 1 = 1$

$$5 - 2 = 3$$

$$3 + 2 = 5$$

$$4 - 1 = 3$$

$$5 - 3 = 2$$

$$2 + 3 = 5$$

$$4 - 3 = 1$$

$$1 + 5 = 6$$

$$5 - 1 = 4$$

$$1 + 4 = 5$$

$$5 + 1 = 6$$

$$5 - 4 = 1$$

$$4 + 1 = 5$$

$2 + 5 = 7$	$6 - 5 = 1$	$2 + 4 = 6$
$5 + 2 = 7$	$6 - 3 = 3$	$4 + 2 = 6$
$1 + 6 = 7$	$6 - 2 = 4$	$3 + 3 = 6$
$6 + 1 = 7$	$6 - 4 = 2$	$6 - 1 = 5$

$1 + 7 = 8$	$7 - 2 = 5$	$3 + 4 = 7$
$7 + 1 = 8$	$7 - 5 = 2$	$4 + 3 = 7$
$2 + 6 = 8$	$7 - 3 = 4$	$7 - 1 = 6$
$6 + 2 = 8$	$7 - 4 = 3$	$7 - 6 = 1$

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

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

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

Performance Task: *Geoboard Shapes*

Learning Target: (3.01) Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

Materials: a geoboard and a rubber band per student
a recording sheet (see Blackline Master) and pencil per student
geoboard or overhead geoboard and a rubber band for teacher

Procedure:***Part 1***

- Ask each student to make a (select a figure) on his or her geoboard with a rubber band.
- Ask students to record their shapes on the geoboard dot paper.

Part 2

- Ask...

How do you know this is a (selected figure)?

- Have students write their responses under their drawings on geoboard paper or scribe for those who have difficulty with this, or use a tape recorder for oral responses.

Part 3

- You make a different (selected figure) on another geoboard or use an overhead geoboard. Rotate your shape so students see it in different orientations. Often students have a very specific image of what a shape looks like and don't recognize it in different positions.
- Also, you can make a shape other than the selected shape.
- Ask...

Is this a (selected shape)?

Does it fit your definition?

Explain.

- Students can record their answers on the same paper with their own shapes.
- Repeat this process with the other shapes.
- Use circular geoboards for circles.

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

**Observe
and Note:**

- Attach student paper.
- Record student performance below.

Use the table to check off performance. A check indicates the student was able to make accurate shapes, use complete descriptions and recognize shapes in different positions.

Student's Name _____ Date _____

Shape	makes on geoboard Part 1	draws on dot paper Part 1	describes own shape Part 2	recognizes teacher shape Part 3	describes teacher shape Part 3
squares					
rectangles					
triangles					
hexagons					
trapezoids					
parallelograms					
circles					

Performance levels:

Level IV: The student uses vocabulary such as sides, right angles, acute angles, obtuse angles, vertices, parallel, and congruent or equal when describing shapes. The student demonstrates more advanced concepts such as - a square is a special case of a rectangle; all squares are rectangles but not all rectangles are squares; or squares, rectangles, and parallelograms are also quadrilaterals.

Level III: The student is able to make, describe and recognize in any position all the shapes.

Level II: The student is able to make, describe and recognize in more than one position at least 4, but not all, of the shapes.

Level I: The student is able to make, describe and recognize in more than one position 3, 2, 1 or none of the shapes.

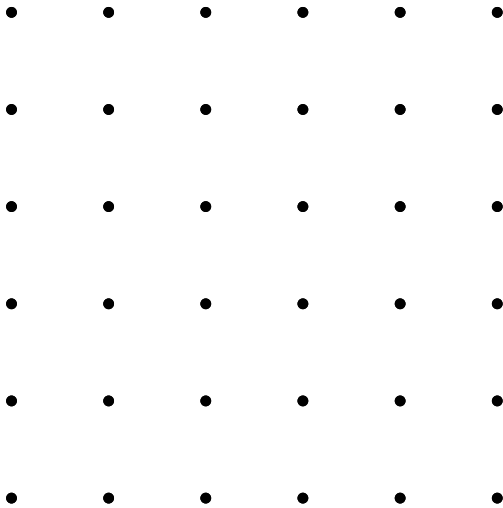
Blackline for Geoboard Shapes

Name _____ Date _____

Part 1

materials: geoboard and band

Your teacher will tell you what shape to make on your geoboard. Make that shape.
Then draw it on the dots below:

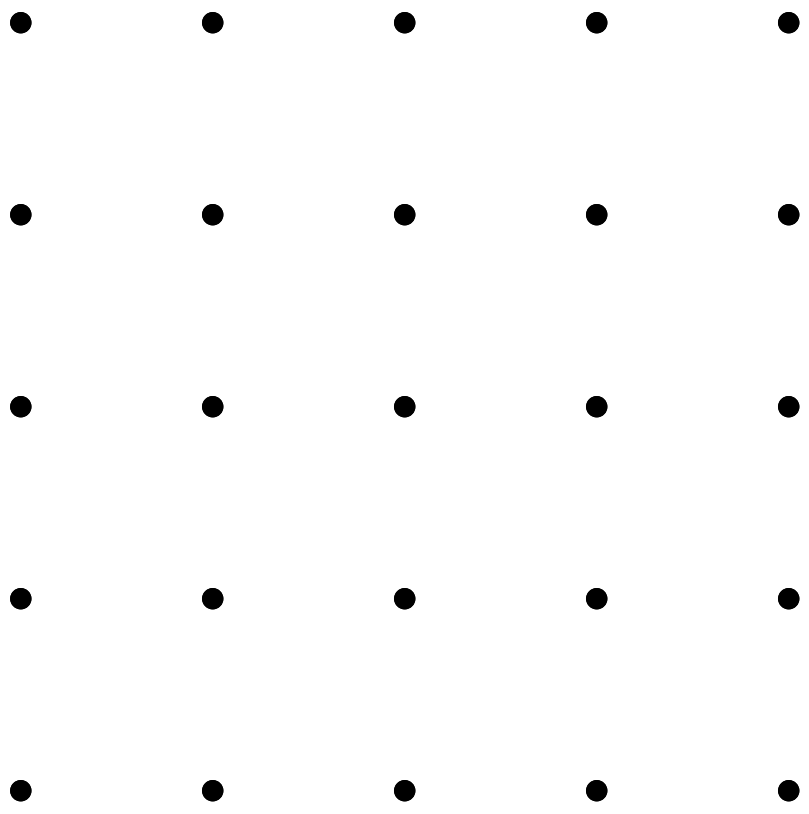
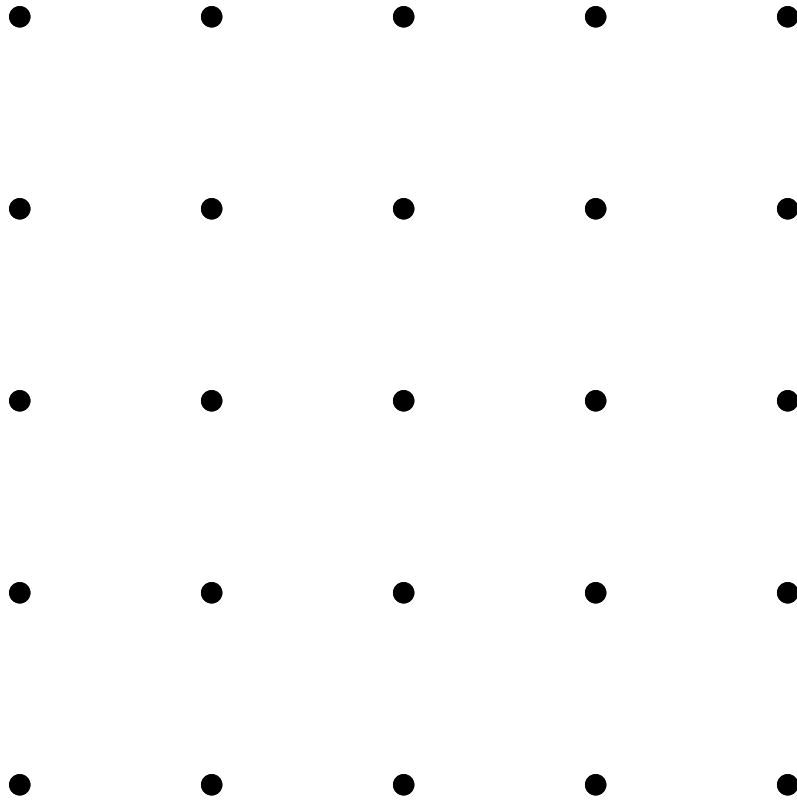
**Part 2**

Explain how you know that you made the shape that your teacher asked you to make.

Part 3

Your teacher will make a shape on a geoboard. Then your teacher will ask you some questions about the shape. Write your answers here.

Geoboard Blackline Master



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 recording sheet (see 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: (to 10 this quarter)

- | | | | |
|--------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1) $5 + 4 = \underline{\quad}$ | 6) $7 + 3 = \underline{\quad}$ | 11) $2 + 7 = \underline{\quad}$ | 16) $6 + 3 = \underline{\quad}$ |
| 2) $2 + 3 = \underline{\quad}$ | 7) $1 + 8 = \underline{\quad}$ | 12) $5 + 3 = \underline{\quad}$ | 17) $7 + 0 = \underline{\quad}$ |
| 3) $9 - 4 = \underline{\quad}$ | 8) $7 - 3 = \underline{\quad}$ | 13) $8 - 4 = \underline{\quad}$ | 18) $9 - 7 = \underline{\quad}$ |
| 4) $6 - 2 = \underline{\quad}$ | 9) $9 - 5 = \underline{\quad}$ | 14) $7 - 6 = \underline{\quad}$ | 19) $9 - 2 = \underline{\quad}$ |
| 5) $4 + 4 = \underline{\quad}$ | 10) $8 + 2 = \underline{\quad}$ | 15) $5 - 3 = \underline{\quad}$ | 20) $4 - 2 = \underline{\quad}$ |

**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 fewer 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. _____

