

Grade One

Third Quarter

Performance

Assessments

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 comparison:**

- Put out two different sets of counters, for example 9 counters and 6 counters.
- Ask the student which set has more and how many more.
- Repeat with another set of numbers.
- If student seems to struggle, repeat 1-2 more times to determine grasp of the concept.

Part 2 Subtraction as missing addends:

- Put out ten counters, or fewer, and cover from view some of the counters.
- Tell the student how many counters are there. “There are 10 counters here but some are covered.”
- Ask the student how many are covered.

- Or, put out 6 counters, or some other number.
- Ask the student how many more are needed to make 10.

- Repeat the task 2 times with different numbers. If the child seems to struggle, repeat with other numbers 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 comparison but not as missing addends?
- Are they successful with certain numbers and not others? For example, can they perform with numbers up to 10 but not greater than 10?
- Record student behavior below:

Performance Levels:

Level IV: The student compared and described parts of all sets presented and identified missing addends with ease.

Level III: The student compared parts of two sets of addends and identified all missing addends.

Level II: The student compared parts of sets presented with and identified missing addends some assistance.

Level I: The student had difficulty comparing parts and identifying missing addends.

Student's Name _____ Date _____

Part 1 Subtraction as comparison:

Put out 2 sets of counters: _____ and _____. Student said _____ was _____ more.

Put out 2 sets of counters: _____ and _____. Student said _____ was _____ more.

If needed:*Put out 2 sets of counters: _____ and _____. Students said _____ was _____ more.**Put out 2 sets of counters: _____ and _____. Students said _____ was _____ more.***Part 2 Subtraction as missing addends:**

Put out _____ counters, covered _____. Student said _____ were covered.

Put out _____ counters, covered _____. Student said _____ were covered.

If needed:*Put out _____ counters, covered _____. Student said _____ were covered.**Put out _____ counters, covered _____. Student said _____ were covered.*

Put out _____ counters. Asked how many needed to make _____. Student said _____.

Put out _____ counters. Asked how many needed to make _____. Student said _____.

If needed:*Put out _____ counters. Asked how many needed to make _____. Student said _____.**Put out _____ counters. Asked how many needed to make _____. Student said _____.*

Performance Task: *Sorting Stuff***Learning Target:** (5.01) Sort and classify objects by two attributes.**Materials:** collections of small objects (junk boxes)
or attribute blocks (Relationshapes)
12 by 18 inch piece of paper per student**Procedure:**

- Gather a small group of students around a collection of objects, or several collections.
- Give each student a large sheet of paper.
- Ask each student to take a handful from one of the collections and place the objects on the paper.
- Say ...
 - Look at your collection and think of ways you can sort the objects.
 - Sort the objects according to your rules.
 - Be ready to explain your sorting rules.
- Record the rules each child used for sorting - write on his or sheet of paper.
- Ask...
 - Can you find a different way to sort your objects?
- Record all additional ways of sorting on the same paper.

- Ask students to sort and name sorting rules four times.
 - They can use the same objects over or get a new set of objects.

Observe and Note:

- Can students sort objects by attributes?
- How many different sorting rules do they use?
- Can they explain their sorting rules?
- Do students show depth of thinking or do they repeat what others have done?
- Can they sort by multiple attributes, i.e.
“These buttons are round and red.”
- Do they sort by attributes beyond physical characteristics, i.e.
“These are all kinds of transportation and these are kinds of clothing.”
- Attach student papers and summarize student performance.

Student name _____ Date _____

Trial 1

The student chose objects from the following collection: list specific objects if desired
The student sorted according to the following rules:

Trial 2

The student chose objects from the following collection: list specific objects if desired
The student sorted according to the following rules:

Trial 3

The student chose objects from the following collection: list specific objects if desired
The student sorted according to the following rules:

Trial 4

The student chose objects from the following collection: list specific objects if desired
The student sorted according to the following rules:

Performance Levels:

Level IV: The student sorted and named rules correctly for all four trials and included multiple attributes in rules as well as attributes beyond physical characteristics.

Level III: The student sorted and named rules correctly for all four trials.

Level II: The student sorted and named rules correctly for two or three trials.

Level I: The student sorted and named rules correctly for one trial or none.

Performance Task: *Pattern Search*

Learning Target: (5.03) Create and extend patterns; identify the pattern unit, and translate into other forms.

Materials: classroom, magazines, newspapers

Procedure:

- Ask the student to identify a pattern in the materials provided.
- Have the student explain or illustrate why this is a pattern.

Observe and Note:

- Can student explain the rationale for choosing the pattern example.
- Does he/she illustrate with sounds, words, movements or objects?
- Does the student identify a pattern unit and demonstrate its repetition?

Performance Levels:

Level III: The student identifies a pattern and the repetition of the pattern unit; translate pattern to another form..

Level II: The student chooses a pattern but cannot show the repetition or tell why it is a pattern, or identify a pattern unit.

Level I: The student is unable to identify a pattern, extend it or translate.

Performance Task: *What's In the Bag?*

Learning Target: (1.02) use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
(1.01d) Compare and order sets and numbers.

Materials: counters sorted into bags (20 to 30 in a bag and each bag different)
1 bag per student
counting mats or plain pieces of paper
pencils

Procedure:***Part 1***

- Gather a small group of students around a table.
- Give each student a piece of paper and a bag of counters (a number between 20 and 30). Each student should have a different number.
- Ask students to pour their bags of counters onto the piece of paper.
- Then ask students to group and count their collection by 2's and record the total.

Part 2

- Ask one of the students in the group to order all of the collections from smallest to largest by moving the mats into a line.
- Repeat both parts using different numbers and counting by different numbers, i.e. 5's and 10's.

Note: If you think a student may be able to go beyond 30, give him or her a greater number of counters in order to test upper limits.

**Observe
and Note:**

- Are students able to group and count by 2's, 5's, and 10's?
- Can they count to 30? or beyond?
- Are they able to order the sets of counters?
- Are they able to order just the numerals when the counters are removed?
- Attach student work and summarize student behavior.

In the table below, write student names.

Under “counts by 2’s,” write the total number counted by 2’s. Do the same for 5’s and 10’s.

Under “ordered numbers” record which numbers and how the student ordered the numbers from smallest to largest.

Student names	Counts by			Ordered numbers
	2’s	5’s	10’s	

Performance Levels:

Level III: The student is able to count by 2’s, 5’s, and 10’s and order numerals and sets of objects up to 30 and beyond.

Level II: The student is able to count by 2’s or 5’s or 10’s, but not by all of these. The student is also able to order sets of objects up to 30 but may need some coaching to accomplish this task. For example, the student can order sets when asked questions like, “What is greater, 12 or 17?”

Level I: The student is not able to count by 2’s, 5’s, and 10’s. The student may be able to group objects by 2’s, 5’s, or 10’s but then counts by 1’s to tell the total number. He or she struggles to order sets.

Performance Task: *Modeling 2-digit Numbers***Learning Target:** (1.01e) Build understanding of place value (ones, tens).**Materials:** counters or connecting cubes
paper and pencils**Procedure:**

- Gather a small group of students around a table.
- Give each student a different number of counters or cubes and a piece of paper.
- Ask students to group their materials into ones and tens and write the number on a small piece of paper.
- Collect the papers and hand them to one of the students. Ask this student to match the numbers and their models by placing each paper with a number next to the materials that model that number.
- Repeat using different numbers of counters or cubes.

Observe and Note:

- Are students able to group materials into tens and ones?
- Does the student count by 1's, 2's or larger groups?
- Does the student "add on" after a group of 10?
- Can they record the number?
- Can they tell you how many tens and how many ones?
- Can they match numbers to models?
- Are some numbers more problematic than others?
- Summarize student performance.

In the table, write the names of the students in the small group. Under each column, record the number of counters or cubes the student successfully grouped, wrote, and matched.

Performance Levels:

Level IV: The student is able to group counters or cubes into tens and ones, write numbers, and match them to models for numbers greater than 30.

Level III: The student is able to group counters or cubes into tens and ones, write numbers, and match them to models for numbers up to 30. Even though this learning target does not state "up to 30" it seems reasonable to expect proficiency to 30 based upon other learning targets (1.01, 1.03).

Level II: The student is able to group counters or cubes into tens and ones, write numbers, and match them to models for some numbers up to 30. For example, if the student is asked to perform these tasks for 3 different numbers, he or she is successful with one or two of these numbers, but not all three.

Level I: The student is able to group counters or cubes into tens and ones, write numbers, and match them to models for one or no numbers.

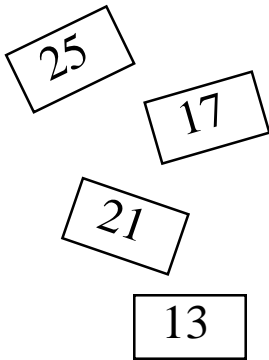
Performance Task: *Representing Numbers*

Learning Target: (1.01a) Connect the model, number word, and number using a variety of representations.

Materials: counters or connecting cubes
paper and pencils
index cards with different numbers from 0-100.

Procedure:

- Gather a small group of students around the counters and cubes.
- Give to each student a piece of paper and an index card with a number written on it. Each number is different.
For example, 13, 21, 17, 25.
- Ask students to write the number on their papers.
- Say...
 - Show how to represent your number with tallies.
 - Show how to represent your number with the counters or cubes.
 - Can you show another way to represent your number?
- Repeat and give each student a different number.
With each additional trial, use higher numbers.

**Observe and Note:**

- Are students able to represent numbers with tallies?
- Are they able to represent numbers with building materials?
- Are they able to represent numbers in other ways?
- Are some numbers more problematic than others?
- Summarize student performance.

Write the names of the students in the small group. Under each column, record the number the student successfully represented. Note additional ways students represent numbers. For example, Gina wrote $10 + 5$ for 15.

Performance Levels:

Level IV: The student is able to represent numbers up to or beyond 100 with tallies, building materials, and at least three additional ways.

Level III: The student is able to represent numbers up to 100 with tallies, building materials, and at least one additional way.

Level II: The student is able to represent numbers up to 100 with either tallies or building materials and no additional ways.

Level I: The student is able to represent one or no numbers up to 100 with either tallies or building materials.

Performance Task: *Visual Memory***Learning Target:** (3.04) Solve problems involving spatial visualization.**Materials:**
pencil and paper
pattern blocks, several of each block per student
overhead pattern blocks**Procedure:**

- Distribute the pattern blocks and paper.
- Say...

I am going to make a shape on the overhead with pattern blocks.

You will have three seconds to look at the shape.

Then you will make the same shape with your own collection of pattern blocks.

Create a shape with overhead pattern blocks on the overhead.

Choose from the patterns suggested here or make up your own.

- Cover your shape with a piece of paper and then turn on the overhead.
- Say...

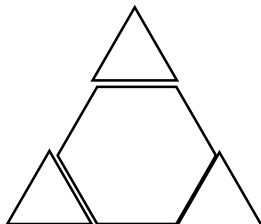
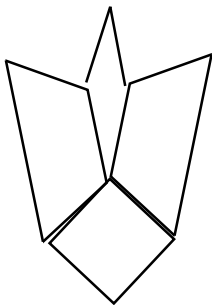
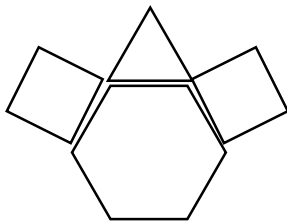
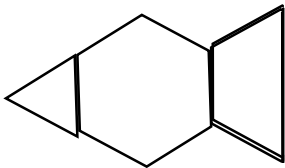
One, two, ready look.

- Remove the paper and let students look at the shape for three seconds.
- Replace the paper and let students work to replicate the figure with their sets of pattern blocks.
- Circulate as students work and watch for those who are successful and those who are struggling.
- Repeat the process of showing the same shape for three seconds several times or until most students have been successful.

- Ask students to record the shapes (trace blocks) they have replicated.
- While they record their shapes, circulate and make notes on student papers to indicate how many times each student needed to see the shape before successfully replicating it.

- Ask students to describe what they saw and how they went about remembering the shape. You might write down what one student says during this class discussion and attach this documentation to that student's paper. This dialogue can also inform other students and suggest helpful strategies for those who are struggling.

- This can be repeated many times throughout the year using a variety of materials (tangrams, cubes, counters, drawn shapes). Increase the complexity of the figures by using more blocks. Gradually move from blocks to drawings of blocks without color clues.



**Observe
and Note:**

- As students are tracing their shapes make notes on several student papers related to the following:
- How many times do students need to see the overhead shape before being successful?
- What strategies are students using? (Individual interview or class dialogue)
- Do students rotate or flip parts of the figure?
- Collect a few papers, add notes indicating performance level and strategies used by the student, and add them to the folders of those students.

Performance Levels:

Level III: The student replicates shapes on the first or second attempt. He or she has strategies for remembering or visualizing shapes such as naming block shapes - “I saw a hexagon with a triangle on the right.” or connecting the design to something familiar - “I saw a fish swimming to my right.”

Level II: The student replicates designs with three or four tries. He or she seems to remember a little bit at a time but doesn’t have clear strategies for remembering the whole shape.

Level I: The student struggles to replicate the design after four tries and has no strategies for remembering the shape.

Performance Task: *Estimation***Learning Target:** (1.01f) Estimate quantities fewer than or equal to 75.**Materials:** Three re-sealable plastic bags all the same size, labeled **A**, **B**, and **C**.
Ninety-two **identical** items i.e. snap cubes, large beans, marbles, number cubes, wrapped candy, etc.**Preparation:** Put **10** items in bag **A**. Put **32** items in bag **B**. Put **50** items in bag **C**.**Procedure:** Show students bag **A** and say, “ This bag has ten _____.”Show students bag **C** and say, “ This bag has fifty _____.”Show students bag **B** and say, “ Estimate how many _____ are in this bag.”Teacher should give students sufficient time to examine the bags, but not enough time to count the items.**Observe and Note:** Record student responses using a class roster format.**Performance Levels:****Level III:** Student estimates contents anywhere from 25 to 39 .**Level II:** Student estimates contents as less than 25 or more than 39 and does not attempt to add the contents of the bags.**Level I:** Student attempts to add the contents of the bags or gives an estimate less than ten or more than 50.

