Formative Assessment Task

First Grade: Operations and Algebraic Thinking

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.

Materials:
> Unifix Cubes
> Plastic bowl
> Digit cards
> Number line (0-20)

Directions:

1. Show the student 12 cubes. Have the student count all of the cubes.
2. Cover up 3 cubes using the plastic bowl.
3. Have the student count the cubes that are visible and place the corresponding digit card under the cubes (9).
4. Ask the student, "How many cubes are under the bowl?"
5. The student should count on from 9 and realize 3 are under the bowl.

Considerations:

- Does the student count the cubes that are visible again?
- Does the student remember that there are 12 cubes altogether.
- Does the student count on their fingers or use the number line?

Collecting Data:

> Student performance can be recorded on an observation checklist.

Formative Assessment Task

First Grade: Operations and Algebraic Thinking

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.

Materials:
      Problem cards
      Drawing paper & crayons, number line, counters

Directions:

6. Show the student the first word problem.
7. Allow the student to use the paper, number line, or manipulatives to solve the problem.
8. Ask the student to tell you how he/she solved the problem.
9. Repeat steps with the second problem.

Considerations:

- Does the student understand what the problem is asking?
- Does the student count on their fingers, use the number line, draw a picture?
- Is the student able to find the answer and explain how they reached their answer?

Collecting Data:

      Student performance can be recorded on an observation checklist.

Problem 1:
The Columbia Pet Store has 14 animals. 6 are dogs and the rest are fish. How many fish are at the pet store?

Problem 2:
Crackers the Parrot loves to eat crackers. One day he ate 15 crackers. If he ate 9 at lunch, how many did he eat at dinner?