Formative Assessment Task

First: Operations and Algebraic Thinking

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Materials:

Attached student assessment
Supply students with various manipulatives and tools to solve addition and subtraction problems. Ex. Hundred chart, Unifix cubes, number lines

Directions:

Explain the task to students.

Considerations:

- Are students able to solve both word problems?
- Do they draw a connection between the two word problems?
- Can they explain the connection?

Collecting Data:

Student performance can be scored with a provided task rubric or a rubric created by the teacher.
Data can be recorded on a score sheet.

Name_____

Solve the problem. Show your work. Write an equation.

1. Kate has 13 beads and her friend gave her 5 more. How many beads does Kate have now?

2. There were 18 ducks at the pond. 5 flew away. How many ducks are still at the pond?

3. Did the first problem help you solve the 2nd problem? Why?

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Materials:

Two number cubes
Supply students with various manipulatives and tools to solve addition and subtraction problems. Ex. Hundred chart, counters, number lines

Directions:

1. Have the student roll both dice.
2. Ask the student to tell you an addition number sentence that goes with the numbers he/she rolled.
3. Ask the student to solve the number sentence and explain how he/she got the answer.
4. Repeat 4 times.

Considerations:

- Are students able to solve all of the addition problems?
- Do they solve the problems mentally, on a number line, using fingers, using counters?
- Can they explain how they got their answer (by counting on, using doubles, etc)?

Collecting Data:

Student performance can be scored with a provided task rubric or a rubric created by the teacher.
Data can be recorded on a score sheet.