Formative Assessment Task

Kindergarten: Number and Operations in Base Ten

K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

#### **Directions:**

- 1. Make or have students make a tens stick by snapping together ten snap cubes.
- 2. Have some other loose snap cubes to represent ones.
- **3.** Distribute one "ten" and nine "ones" to a pair of students.
- 4. As a pair, draw a number card and represent that number using snap cubes. Use the additional black line master to have students record their number sentences. Students can draw the number sentence or write the number. Be sure to model what one example would be. For example, if they drew 14, they would record:

### 10 + 4 = 1414 = 10 + 4

**5.** Repeat with the other number cards. You may want to place the recording chart in a sleeve.

#### **Considerations:**

Watch how students make create the numbers with the snap cubes.

- Are they able to count on from ten? Or do they need to count starting at one?
- Engage in a conversation with them asking them what is one way to show a number such as 14. Do they know how many tens and ones? Do they know how many if you only had ones?

#### **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 scoresheet.

# My number card is \_\_\_\_\_ . + \_\_\_\_ =



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