CCSS Mathematics Assessment Task
Bug Hunt

Grade Level: Kindergarten

Mathematics Domain and Cluster:
Domain: Numbers and Operations in Base Ten
Cluster: Work with numbers 11-19 to gain foundations for place value.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
K.NBT.1: Compose and decompose number 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 (such as 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.

Student Materials:
- Bug Hunt   Assessment Sheet
- Counters
- Ten Frame
- Pencil

Teacher Materials:
- None

Directions (for teacher to administer assessment task):
- Hand out the Bug Hunt assessment

Differentiation:
- Students can represent their thinking using objects. Teacher can take a picture as evidence of understanding. To gain a better understanding of students thinking the teacher can ask the student to explain how they solved the problem.

Prompt:
Say: **Today you will solve two story problems about bugs. I will read the first problem to you. When you are done I will read the second problem to you.**

Read the prompt: **You found 10 ladybugs on a tree and 6 ladybugs in a bush.**
Use the Ten Frame to write a number sentence to show how many ladybugs you found.

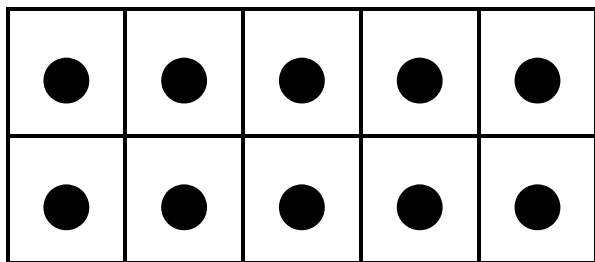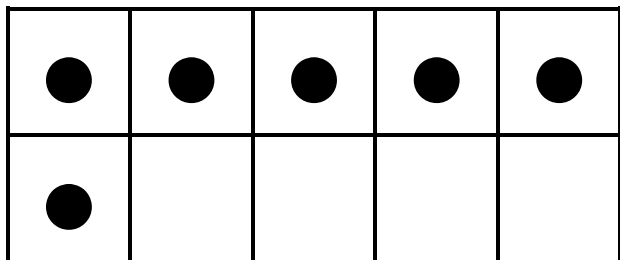**You found 10 beetles under a rock and 9 crawling around the garden. .**
Use the Ten Frame to write a number sentence to show how many beetles you found.

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Correct or Model Answer:

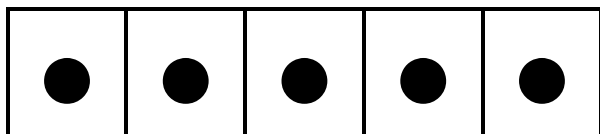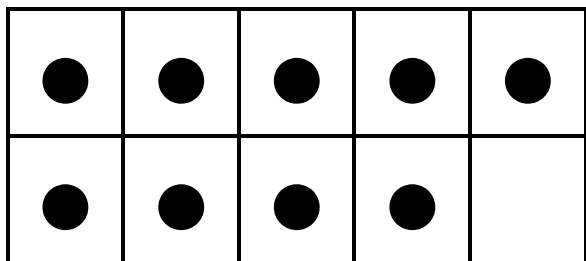**You found 10 ladybugs on a tree and 6 ladybugs in a bush.**
Use the Ten Frame to write a number sentence to show how many ladybugs you found.

____10__ + ____6____ = _____16____

You found 10 beetles under a rock and 9 crawling around the garden. .
Use the Ten Frame to write a number sentence to show how many beetles you found.

●	●	●	●	●

$$\underline{\quad10\quad} + \underline{\quad9\quad} = \underline{\quad19\quad}$$

Scoring Guide or Rubric:

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Point**
Compose numbers from 11 to 19 into ten ones and some further ones (K.NBT.1)	Student is unable to accurately use the Ten Frame to represent the number.	Student accurately uses the Ten Frame to represent the number in 1 opportunity.	Student accurately uses the Ten Frame to represent the number in 2 opportunities.
Compose numbers from 11 to 19 into ten ones and some further ones (K.NBT.1)	Student is unable use ten and some ones to represent the numbers using an equation.	Student accurately uses ten and some ones to represent the number using an equation in 1 opportunity.	Student accurately uses ten and some ones to represent the number using an equation in 2 opportunities.

Name _____   Date _____

Bug Hunt

Problem:
Solve the problems below.

You found 10 ladybugs on a tree and 6 ladybugs in a bush.
Use the Ten Frame to write a number sentence to show how many ladybugs you found.

_____+ _____ = _____

You found 10 beetles under a rock and 9 crawling around the garden. .
Use the Ten Frame to write a number sentence to show how many beetles you found.

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_____+ _____ = _____

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	0 points	1 Point	2 Point
Compose numbers from 11 to 19 into ten ones and some further ones (K.NBT.1)	Student is unable to accurately use the Ten Frame to represent the number.	Student accurately uses the Ten Frame to represent the number in 1 opportunity.	Student accurately uses the Ten Frame to represent the number in 2 opportunities.
Compose numbers from 11 to 19 into ten ones and some further ones (K.NBT.1)	Student is unable use ten and some ones to represent the numbers using an equation.	Student accurately uses ten and some ones to represent the number using an equation in 1 opportunity.	Student accurately uses ten and some ones to represent the number using an equation in 2 opportunities.