

CCSS Mathematics Assessment Task

Tens and Some Ones

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:

- Tens and Some Ones Assessment Sheet
- Counters
- Ten Frame
- Pencil

Teacher Materials:

- None

Directions (for teacher to administer assessment task):

- Hand out the Tens and Some Ones Assessment

Differentiation:

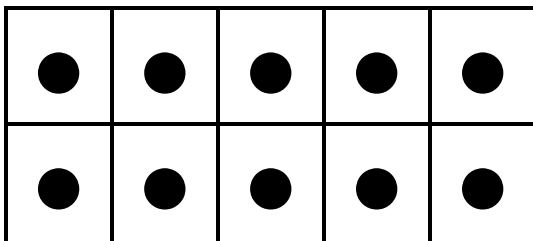
- Students can represent their thinking using objects. Teacher can take a picture as evidence of understanding. To gain a better understanding of students thinking the teacher can ask the student to explain how they solved the problem.
- Teacher can prompt students to use the Ten Frame

Prompt:

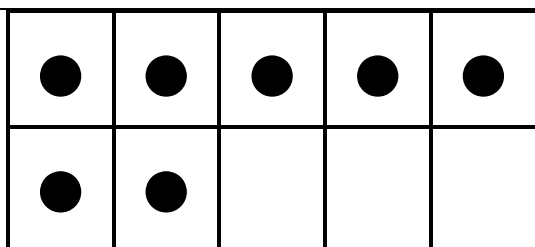
Say: **Today you will solve a story problem. You can use math manipulatives if you need to.**

Read the prompt: **Use the Ten Frame to build the number. Write a number sentence to match your Ten Frame picture.**

Correct or Model Answer:

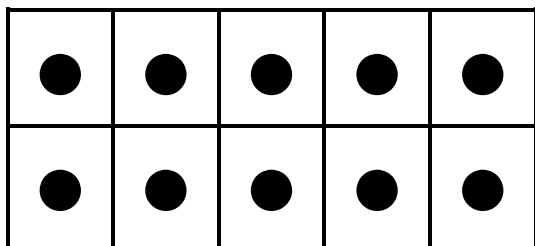
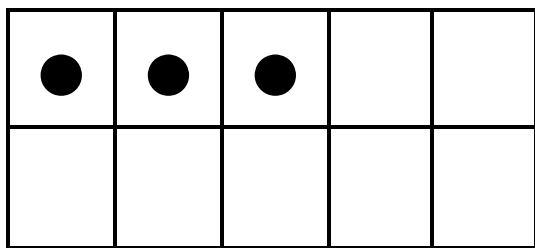


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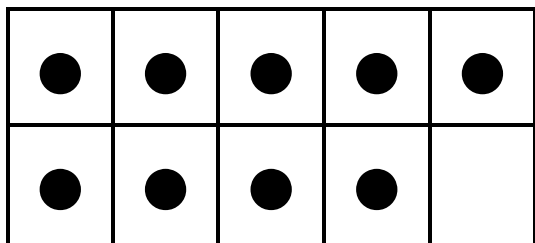
17

$$\underline{\quad 10 \quad} + \underline{\quad 7 \quad} = \underline{\quad 17 \quad}$$

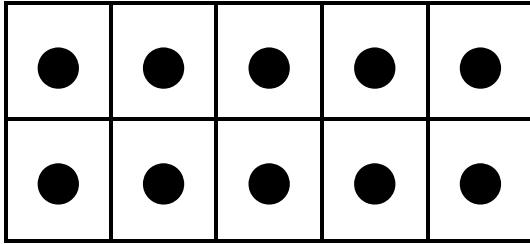


13

$$\underline{\quad 10 \quad} + \underline{\quad 3 \quad} = \underline{\quad 13 \quad}$$

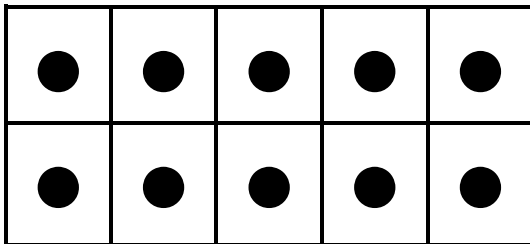
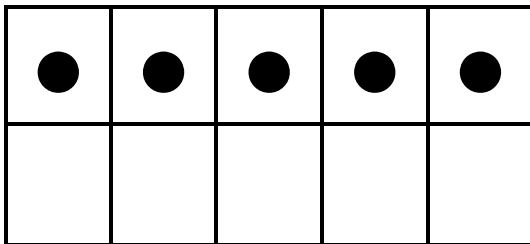


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19

$$\underline{\quad 10 \quad} + \underline{\quad 9 \quad} = \underline{\quad 19 \quad}$$



15

$$\underline{\quad 10 \quad} + \underline{\quad 5 \quad} = \underline{\quad 15 \quad}$$

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Point
Decompose numbers from 11 to 19 into ten	Student represents the number in with the Ten Frame or an equation in	Student represents the number in with the Ten Frame or an equation in	Student accurately represents the number with the Ten

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ones and some further ones (K.NBT.1)	0-1 opportunities OR student correctly represents the number in a Ten Frame but does not use ten as a unit.	2-3 opportunities (using the ten as a unit).	Frame and an equation in all 4 opportunities (using the ten as a unit).
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Name _____

Date _____

Ten and Some Ones

Problem:

Use the Ten Frame to build the number. Write a number sentence to match your Ten Frame picture.

17

_____ + _____ = _____

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13

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

19

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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15

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Point
Decompose numbers from 11 to 19 into ten ones and some further ones (K.NBT.1)	Student represents the number in with the Ten Frame or an equation in 0-1 opportunities OR student correctly represents the number in a Ten Frame but does not use ten as a unit.	Student represents the number in with the Ten Frame or an equation in 2-3 opportunities (using the ten as a unit).	Student accurately represents the number with the Ten Frame and an equation in all 4 opportunities (using the ten as a unit).