CCSS Mathematics Assessment Task
Apples

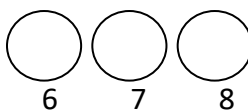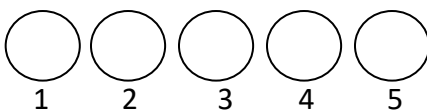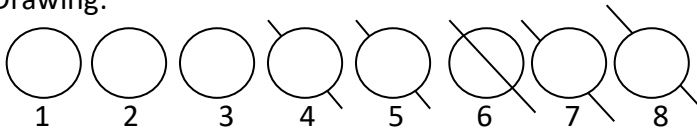| |
|---|
| Grade Level: Kindergarten |
| Mathematics Domain and Cluster:
Domain: Operations and Algebraic Thinking
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):
K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings (drawing need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10 e.g., by using objects or drawings to represent the problem. |
| Student Materials:
● Apples Assessment Sheet
● Manipulatives (ex: unifix cubes, counting bears)
● Pencil |
| Teacher Materials:
● None |
| Directions (for teacher to administer assessment task):
● Provide each student with a bowl of math manipulatives.
● Hand out the Apples 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 a story problem. You can use math manipulatives if you need to.**

Read the prompt: **Samantha had 5 apples. Artie gave her some more apples. Samantha now has 8 apples. How many apples did Artie give her?** |
| Correct or Model Answer:
*The following model answers are POSSIBILITIES. Students may show their thinking using an addition or subtraction.

Drawing: |

1   2   3   4   5   6   7   8

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Equation:

5 + 3 = 8 -> He gave her 3 apples.

Drawing:

1   2   3   4   5   6   7   8

Equation:

8 - 5 = 3

Note: Should the student score a 0 or a 1, note what the student needs to work on (e.g., representing the problem with objects or drawings or is unable to represent the problem with an equation).

CCSS Mathematics Assessment Task

Name _____   Date _____

Apples

Problem:
Samantha had 5 apples. Artie gave her some more apples.
Samantha now has 8 apples.
How many apples did Artie give her?

Solve the problem.
Show your thinking.

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	0 points	1 Point	2 Points
Represent subtraction with objects, drawings or equations. (K.OA.1) (K.OA.2)	Student is unable to represent the addition or subtraction problem using objects, drawings and/or an equation.	Student represents the addition or subtraction problem using objects, drawings and/or an equation with some mistakes.	Student accurately represents the addition or subtraction problem using objects, drawings and/or an equation.

Note: Should the student score a 0 or a 1, note what the student needs to work on (e.g., representing the problem with objects or drawings or is unable to represent the problem with an equation).