

# K – 2 Performance Assessments

Performance Assessment(s)

---

## Mathematics Kindergarten Unit 01 PA 01

---

*Provide a collection of color tiles greater than 5 and orally present the following real-world situation and tasks:*

1. Darla has 5 crackers that she can eat for a snack.
  - a. Select the appropriate number of color tiles to represent Darla's crackers.
  - b. Orally count the selected color tiles and record the count using a numeral.
  - c. Rearrange the selected color tiles. Orally count the color tiles forward and then backward.
  - d. Decompose the selected color tiles into two groups. Orally count the number of color tiles in each group. Record the count of each group using numerals. Describe the relationship between the total number of crackers and the number of color tiles in both groups combined. Explain why the total would be the same or why the total would be different.
  - e. Repeat the process by decomposing the same color tiles into two groups in a different way. Orally count the number of color tiles in each group. Record the count of each group using numerals. Describe the relationship between the total number of crackers and the number of color tiles in both groups combined. Explain why the total would be the same or why the total would be different.

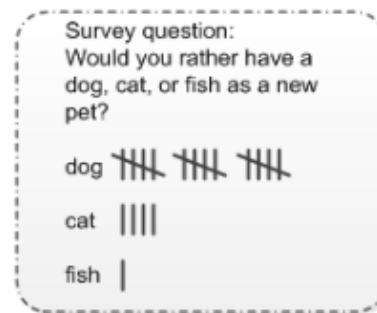
# K – 2 Performance Assessments

Performance Assessment(s)

## Mathematics Grade 1 Unit 01 PA 01

Display the tally chart as shown below. Orally present the following classroom situation and tasks. Allow students to use hand drawn pictures, printed pictures, or technology to create the picture graph.

1. Mrs. Hoefert was conducting a survey of 25 students to determine their favorite type of pet. She had recorded 20 student choices using the tally chart shown below. Mrs. Hoefert still needs 5 more students to answer the survey question.



- a. Since your class has not been part of the survey, help Mrs. Hoefert complete the survey by asking 5 of your classmates to answer the survey question. Record their answers on the tally chart.
- b. Use the completed tally chart to create a T-chart, picture graph, and a bar-type graph to organize and represent the data.
- c. For each representation, include an appropriate title and category labels to represent the data. Explain how the title and category labels represent the data.
- d. Orally describe how all of the representations are alike and how they are different.
- e. Orally describe the data represented in two different ways using comparative language.
- f. Explain the process to determine the total number of students who chose cats and fish combined.
- g. Explain the process to determine the difference in the number of students who chose cats and fish.
- h. Generate a question that could be asked about the data represented and explain the answer to the question.

# K – 2 Performance Assessments

## Mathematics Grade 2 Unit 01 PA 01

*Provide a variety of counting manipulatives. Present the following real-world situation and tasks:*

Dan, Mikey, and Susie were playing a game. At the end of the game, they each counted the number of points they had earned.

1. Susie had earned a score of 999 points.
  - a. Write the number of points Susie earned using expanded form.
  - b. Use concrete objects to represent one way 999 could be decomposed.
  - c. Draw a pictorial model to represent a different way 999 could be decomposed.
  - d. Orally describe why it is possible to decompose the same number two different ways.
2. Dan scored more points than Susie but less than 1,200.
  - a. Determine a number that could have been Dan's score. Record this number in standard form, word form, and expanded form.
3. Mikey scored less than Dan but more than Susie.
  - a. Determine a number that could have been Mikey's score. Record this number in standard form, word form, and expanded form.