Performance Assessment(s)

Mathematics Kindergarten Unit 03 PA 01

Provide a collection of color tiles greater than 10 and orally present the following real-world situation and tasks:

1. Kaitlyn has 9 balloons.
    a. Select the appropriate number of color tiles to represent Kaitlyn's balloons.
    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 balloons 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 balloons 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.

Performance Assessment(s)

Mathematics Grade 1 Unit 04 PA 01

Provide a variety of concrete tools based on place value. Orally present the following real-world situations and tasks:

Jack collects red, blue, and green marbles.

1. Jack has 14 red marbles.
    a. Represent the number of red marbles using expanded form.
    b. Create a concrete model to represent the number of red marbles.
    c. Draw a pictorial model to show a different way to represent the number of red marbles.
    d. Orally describe each model as so many tens and so many ones. Explain how the models can look different but represent the same number.
2. Jack counted his blue marbles and represented the quantity as 10 + 8.
    a. Represent the number of blue marbles using standard form.
    b. Create a concrete model to represent the number of blue marbles.
    c. Draw a pictorial model to show a different way to represent the number of blue marbles.
    d. Orally describe each model as so many tens and so many ones. Explain how the models can look different but represent the same number.
3. Jack compared the number of red marbles to the number of blue marbles in his collection. Use comparison symbols to represent the number of red and blue marbles two different ways.
4. Jack counted his green marbles. He found the number of green marbles was more than the number of red marbles but less than the number of blue marbles.
    a. Determine a number that could be the number of Jack's green marbles.
    b. Record the number in standard form and expanded form.
5. Jack ordered the number of red marbles, blue marbles, and green marbles that could be in his collection.
    a. Create an open number line to represent the red, blue, and green marbles.
    b. Justify how the order of the marbles was determined.

Performance Assessment(s)

Mathematics Grade 2 Unit 03 PA 01

Provide a variety of concrete tools based on place value. Present the following situation and tasks:

1. Mrs. Koske's class is participating in a Butterfly Project to release more butterflies into the environment. They started with a collection of larvae in a butterfly tent. Each day as the butterflies hatch, the students will count and record the number of butterflies they release. Their goal is to release 95 butterflies in a week. On Monday, the class counted and released 11 butterflies. On Tuesday, the class counted and released 24 butterflies. On Wednesday, the class counted and released 26 butterflies. On Thursday, the class counted and released 17 butterflies.

   For each question:
   - Model and solve each of the real-life addition and subtraction problem situations using concrete and/or pictorial models.
   - Create a written record of the models and strategies used to solve each problem.
   - Use mathematical language to describe how place value was used in the solution process.
   - Justify the reasonableness of each solution by explaining the relationship between the operation used and the solution.

   a. How many total butterflies did the class count and release during the first four days of the project?

   b. How many more butterflies will need to be released to reach the class goal?

   c. How many fewer butterflies were released on Monday and Tuesday than on Wednesday and Thursday?

   d. On Friday, the class counted and released some more butterflies. Now, the total number of butterflies released for the week was 87. How many butterflies did the class count and release on Friday?

   e. At the end of the week, Mrs. Koske noticed that 13 of the original butterfly larvae had not hatched into butterflies. How many butterfly larvae did Mrs. Koske's class begin with?