Name _____ Date_____

# Balloons

bow

The bow is tied to how many balloons?_____

boy

The boy has how many balloons?_____

clown

The clown has how many balloons?_____


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Name _____ Date_____

# Globos

el moño

¿Cuántos globos están amarrados al moño?_____

el niño

¿Cuántos globos tiene el niño?_____

el payaso

¿Cuántos globos tiene el payaso?_____


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policeman

clown

More than

Same as

Less than

The number of policeman's balloons are__?__ the number of clown's balloons.

elephant

pig

More than

Same as

Less than

The number of elephant 's balloons are__?__ the number of pig's balloons.

boy

grandpa

More than

Same as

Less than

The number of the boy's balloons are__?__ the number of the grandpa's balloons.


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el policía

el payaso

más que

igual a

menos que

El número de globos del policía es__?__ el número de globos del payaso.

el elefante

el puerco

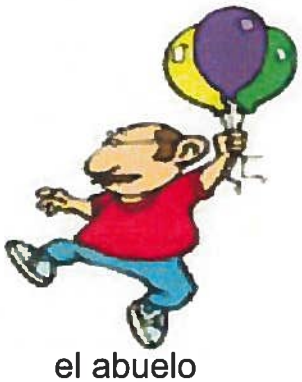
más que

igual a

menos que

El número de globos del elefante es __?__ el número de globos del puerco.

el niño



el abuelo

más que

igual a

menos que

El número de globos del niño es __?__ el número de globos del abuelo.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# Mathematics Assessment Collaborative

Performance Assessment Rubric Kindergarten

| | **Balloons: Kindergarten** | Points | Section Points |
|---|---|---|---|
| | The CCSSM of the performance required by this task are: Counting and Cardinality K.CC Count to tell the number of objects, 5. Compare numbers, 6. Measurement and Data K.MD Describe and compare measurable attributes, 2. Based on these credit for specific aspects of performance should be assigned as follows: | | |
| 1 | Gives a correct answers: **2** balloons | **1** | **1** |
| 2 | Gives a correct answers: **5** balloons | **1** | **1** |
| 3 | Gives a correct answers: **4** balloons | **1** | **1** |
| 4 | Circles correct answer: **Less than** | **1** | **1** |
| 5 | Circles correct answer: **Same as** | **1** | **1** |
| 6 | Circles correct answer: **More than** | **1** | **1** |
| | **Total Points** | | **6** |


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NAME_____ DATE_____

# A Visit to the Farm

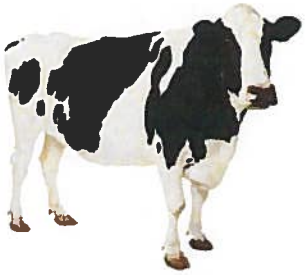
## MAC Assessment Task

Mrs. Jones' class went on a trip to a farm. They saw many animals.

1. How many ducks did they see? _____

2. How many pigs did they see? _____

3. Which number of animals is less? _____



Then they saw one cow.

4. How many animals did they see in all? _____

5. How do you know your answer is correct?



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# 2013 MAC Rubrics Grade Kindergarten

## A Visit To the Farm

The core elements of performance required by this task are:

- Student work is characterized by writing numbers from 0-20 and representing a number of objects with a written numeral. (K.CC.3)
- Student work is characterized by correctly counting objects in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K.CC.4a)
- Student work is characterized by solving addition and subtraction word problems, and adding and subtracting within 10, e.g., by using objects or drawings to represent the problem. (KOA.2)
- Student work is characterized by attending to precision. (MP 6)

Based on these, credit for specific aspects of performance should be assigned as follows

| | points | section points |
|---|---|---|
| 1. Gives correct answer: **5** | 1 | 1 |
| 2. Gives correct answer: **3** | 1 | 1 |
| 3. Gives correct answer: pigs or indicates the group of pigs in some way | 1 | 1 |
| 4. Gives correct answer: 9 | 1 | 1 |
| 5. Shows some correct work indicating counting or adding of all the animals. | 1 | 1 |
| **Total Points** | | **5** |

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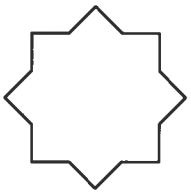
Name _____ Date_____

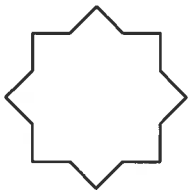
# Number Stars

Kevin has number stars.

1. Which star has the smallest number ?

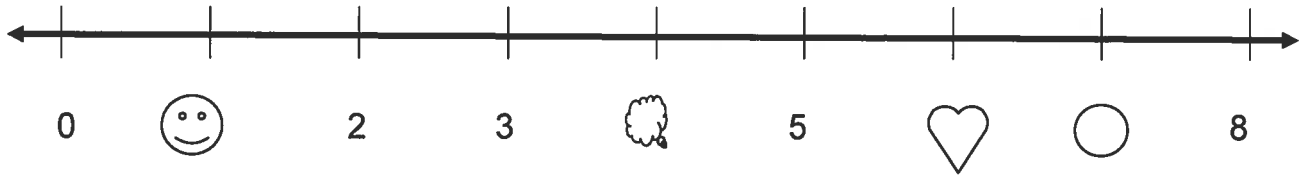


2. Which star has the largest number ?



3. Show how you know which star is the largest ?

Kevin's teacher drew a number line on the board.




4. What number goes where the smiley face is ? _____

5. What number goes where the cloud is ? _____

6. What number goes where the heart is ? _____

7. What number goes where the circle is ? _____

8. Show how you knew which number the circle is.

_____

_____

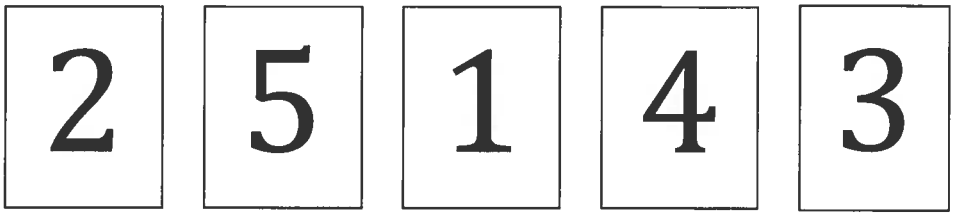
_____

| | **Number Stars: Kindergarten** | | |
|---|---|---|---|
| | The CCSSM of the performance required by this task are:<br>Counting and Cardinality K.CC –<br>3. Know number names and the count sequence.<br>4c. & 5. Count to tell the number of objects<br>7. Compare numbers. | | |
| 1 | Gives a correct answer: **0** | 1 | 1 |
| 2 | Gives a correct answer: **7** | 1 | 1 |
| 3 | Shows why 7 is the largest star:<br>• Making a drawing of 7 and showing there are less objects in the other number stars.<br>• When you count it is at the end… so it has more and zero is smallest. 1,2,3,4,5,6,7 | 2 | 2 |
| 4 | Gives a correct answer: **1** | 1 | 1 |
| 5 | Gives a correct answer: **4** | 1 | 1 |
| 6 | Gives a correct answer: **6** | 1 | 1 |
| 7 | Gives a correct answer: **7** | 1 | 1 |
| 8 | Shows why 7 is in the circle:<br>• After 5 comes 6 and then 7.<br>• 7 is after 5 and 6 and before 8. | 2 | 2 |
| | Total Points | | 10 |

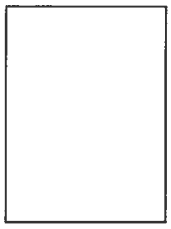
NAME_____ DATE_____

# Karen's Numbers

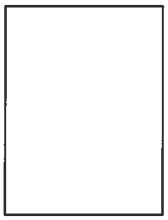
Karen has number cards.




1. Which card has the largest number?



2. Which card has the smallest number?



3. Show how you know which card has the smallest number.

_____

_____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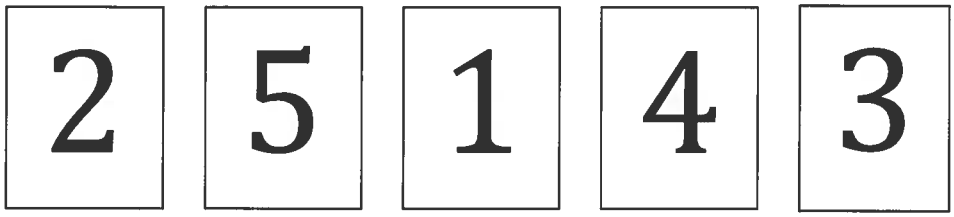
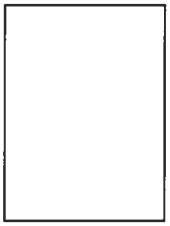
NAME_____ DATE_____

# Los números de Karen

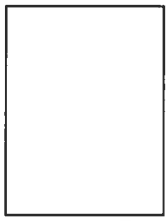
Karen tiene tarjetas con números.




1. ¿Cuál tarjeta tiene el número más grande?



2. ¿Cuál tarjeta tiene el número más pequeño?



3. Muestra como sabes cual tarjeta tiene el número más pequeño.

_____

_____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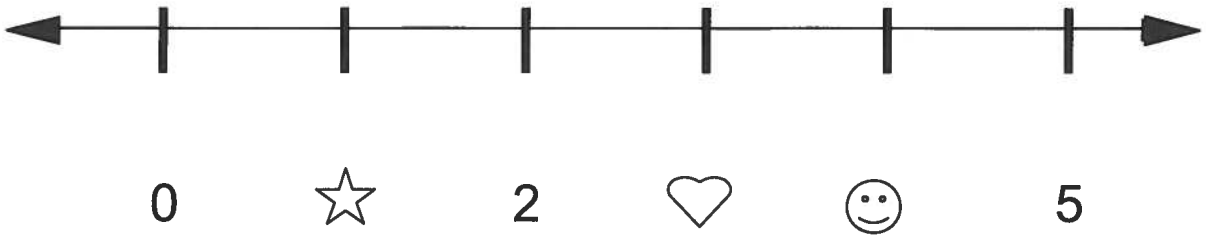
NAME_____ DATE_____

Karen's teacher drew a number line on the board.




4. What number goes where the star is? _____

5. What number goes where the heart is?_____

6. What number goes where the smiley face is?_____

Tell Karen how you knew what number the smiley face is.

_____

_____

_____

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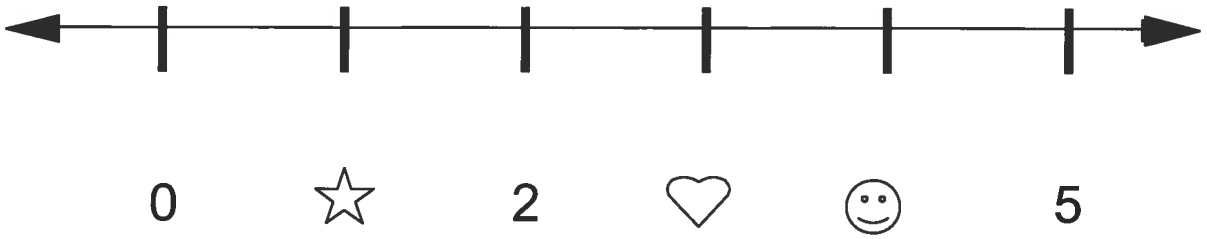
NAME_____ DATE_____

La maestra de Karen dibujó una línea /recta numérica en el pizarrón.




4. ¿Qué número va donde está la estrella? _____

5. ¿Qué número va donde está el corazón? _____

6. ¿Qué número va donde está la cara sonriente? _____

Dile a Karen como supiste que número era la cara sonriente.

_____

_____

_____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| | Karen's Numbers: Kindergarten | Points | Section Points |
|---|---|---|---|
| | The CCSSM of the performance required by this task are: Counting and Cardinality K.CC Know number names and the count sequence, 3. Count to tell the number of objects, 4c, 5. Compare numbers, 7.<br><br>Based on these credit for specific aspects of performance should be assigned as follows: | | |
| 1 | Gives a correct answer: **5** | **1** | **1** |
| 2 | Gives a correct answer: **1** | **1** | **1** |
| 3 | Shows why 1 is the smallest card such:<br><br>Drawing one object and labeling it 1 and show another drawing of a different number like 2 and labeling it . | **2** | **2** |
| 4 | Gives a correct answer: **1** | **1** | **1** |
| 5 | Gives a correct answer: **3** | **1** | **1** |
| 6 | Gives a correct answer for the star: **4**<br><br>Gives a correct such as:<br>States 4 comes after 3 and before 5 | **1**<br><br>**2** | **3** |
| | **Total Points** | | **9** |


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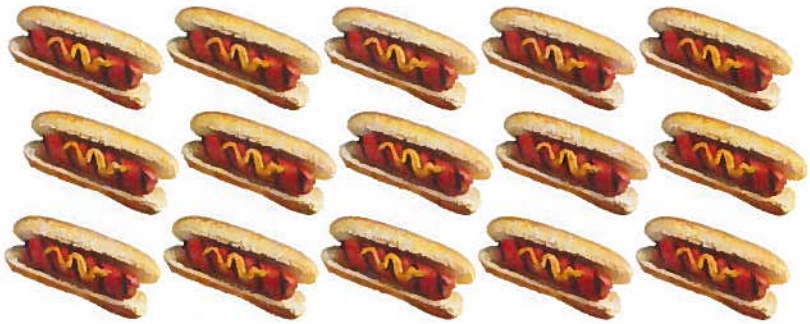
Name _____ Date_____

# Are There Enough?

## MAC Assessment Task

There are 15 children at the party.

1. 

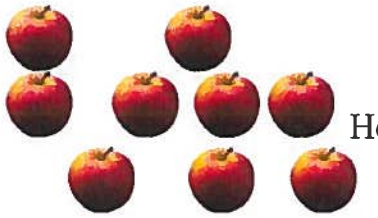
How many hot dogs are there in all? _____ (note if teacher records)

Can everyone at the party have one hot dog to eat? _____

2.

How many ice cream cones are there in all? _____( teacher records?)

Can everyone at the party have one ice cream cone to eat? _____

3. 

How many apples are there in all? _____(teacher?)

Can everyone have one apple to eat? _____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Circle the group that has more.

Circle the group that has less.

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# 2013 MAC Rubrics Grade Kindergarten

| **Are There Enough?** | Rubric | |
|---|---|---|
| The core elements of performance required by this task are:<br>• The student work is characterized by finding the answer to "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration: given a number from 1-20 count out that many objects. (K.CC.5)<br>• The student work is characterized by determining whether of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g. by using matching and counting strategies. (K.CC.6)<br>• The student work is characterized by making sense of problems and persevering in solving them. (MP 1)<br>• The student work is characterized by attending to precision. (MP 6)<br><br>Based on these, credit for specific aspects of performance should be assigned as follows | points | section points |
| 1. Gives correct answers: **15**<br>**yes** | 1<br>1 | 2 |
| 2. Gives correct answers: **18**<br>**yes** | 1<br>1 | 2 |
| 3. Gives correct answers: **9**<br>**no** | 1<br>1 | 2 |
| 4. Circles the group of hats | 1 | 1 |
| 5. Circles the group of cakes | 1 | 1 |
| **Total Points** | | **8** |

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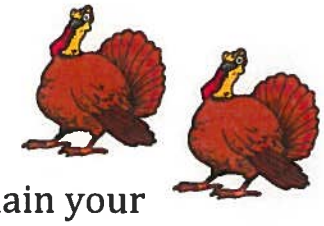
**TURKEY TIME** **NAME** _____

1. One day, Kali saw 5 turkeys walking down a road. Two of the turkeys flew away. How many turkeys were left walking on the road? Explain your answer using words or pictures or numbers.

Write a number sentence inside the box that goes with this problem

| Number Sentence: |
|---|

2. When Kali got home, she saw 2 turkeys in her backyard. Suddenly, four more turkeys flew into her yard. How many turkeys are in Kali's yard? Explain your answer using word, pictures or numbers.



Write a number sentence inside the box that goes with this problem

| Number Sentence: |
|---|

TURKEY TIME

•

| | **Turkey Time - Kindergarden** | **Points** | **Section Points** |
|---|---|---|---|
| | • Understand the relationship between numbers and quantities.<br>• Communicate reasoning using words, numbers or pictures.<br>• Solve word problems that call for addition or subtraction. | | |
| 1. | Answer : 3<br><br>Explains with words, pictures or a number sentence.<br>Such as:<br>Here are 5, when 2 fly away, 3 are left.<br>~~X X~~ X X X<br><br>5 - 2 = 3 | 1<br><br>1<br><br>1 | 3 |
| 2. | Answer: 6<br><br>Explains with words, pictures or a number sentence.<br>Such as:<br>X X X X X X 6<br><br>2 + 4 = 6 | 1<br><br>1<br><br>1 | 3 |
| | | | **6** |

NAME_____ DATE_____

# The Park

## MAC Assessment Task

Mrs. Fisher's class likes to visit the park where they see many different animals.

1. On Monday they see 6 and 3 .

   How many animals did they see in all? _____

   Show how you know:

2. On Tuesday they see 7 on the ground.
   3 of them run up a tree.

   How many squirrels are left on the ground? _____

   Show how you know: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3. On Wednesday they see 5 on the pond, then 5 more join them.

   How many frogs are there in all? _____

   Show how you know:

4. On Thursday the children are very quiet and they see 8 .
   3 get scared and run away.

   How many rabbits are left? _____

   Show how you know:


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# 2013 MAC Rubrics Grade Kindergarten

| **The Park** | Rubric | |
|---|---|---|
| The core elements of performance required by this task are:<br><br>Student work is characterized by correctly solving addition and subtraction word problems, and adding and subtracting within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)<br>Student work is characterized by modeling with pictures, numbers and words. (MP4)<br>Student work is characterized by attending to precision. (MP6)<br><br>Based on these, credit for specific aspects of performance should be assigned as follows | points | section points |
| 1. Gives correct answer: **9** | 1 | 2 |
| Shows some correct work such as pictures, tallies, numbers, 6 + 3 = 9 etc. | 1 | |
| 2. Gives correct answer: **4** | 1 | 2 |
| Shows some correct work such as pictures, tallies, numbers, 7-3=4 etc. | 1 | |
| 3. Gives correct answer: **10** | 1 | |
| Shows some correct work such as pictures, tallies, numbers, 5+5=10 etc. | 1 | 2 |
| 4. Gives correct answer: **5** | 1 | |
| Shows some correct work such as pictures, tallies, numbers, 8-3=5 etc. | 1 | 2 |
| **Total Points** | | **8** |

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# AT THE ZOO

Name _____

Ms. Nickels' class went to the zoo. At the monkey cage, they saw 7 monkeys playing in two trees. One tree was small and the other tree was very large.

1. In the morning, Jaime counted 3 monkeys playing in the small tree. The rest of the monkeys were playing in the large tree. How many monkeys were playing in the large tree? Explain how you got your answer using words, pictures or numbers.

Write a number sentence inside the box that goes with this problem

| Number Sentence: |
|---|

7 monkeys were playing in two trees.

2. After lunch, Jamie went to the monkey cage.
   Find a different way that Jaime saw 7 monkeys playing in the two trees.
   Explain how you got your answer using words, pictures or numbers.

Write a number sentence inside the box that goes with this problem

| Number Sentence: |
|---|

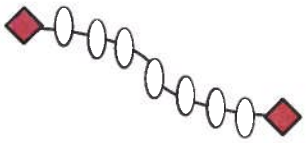
NAME_____ DATE_____

AT THE ZOO

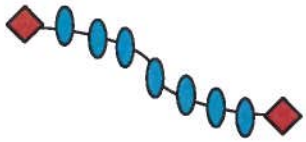
•

<table>
<tr><th></th><th>At the Zoo - Grade 1</th><th>Points</th><th>Section Points</th></tr>
<tr><td></td><td>• Understand the relationship between numbers and quantities.<br>• Communicate reasoning using words, numbers or pictures.<br>• Solve word problems that call for addition or subtraction.</td><td></td><td></td></tr>
<tr><td>1.</td><td>Answer 4<br><br>Explains with words, pictures or a number sentence.<br>Such as:<br><br>x x x x ~~x x x~~ 4<br><br>3 + ? = 7 so there are 4 in the large tree.<br><br>7 - 3 = 4</td><td>1<br><br>2</td><td>3</td></tr>
<tr><td>2.</td><td>Students give any of these possible answers except for the one in #1, highlighted in grey.<br><br>
<table>
<tr><th>Number of Monkeys in the Small Tree</th><th>Number of Monkeys in the Large Tree</th></tr>
<tr><td>0</td><td>7</td></tr>
<tr><td>1</td><td>6</td></tr>
<tr><td>2</td><td>5</td></tr>
<tr><td>3</td><td>4</td></tr>
<tr><td>4</td><td>3</td></tr>
<tr><td>5</td><td>2</td></tr>
<tr><td>6</td><td>1</td></tr>
<tr><td>7</td><td>0</td></tr>
</table>
<br>Explains with words, pictures or a number sentence:<br>Such as:<br><br>x x ~~x x x x x~~<br>2 in the small tree and 6 in the large tree.<br><br>7 = 0 + 7<br><br>4 + 3 = 7</td><td>1<br><br>2</td><td>3</td></tr>
<tr><td></td><td></td><td></td><td>6</td></tr>
</table>

NAME_____ DATE_____



# Bracelets



Abby is making bracelets.
She finished making 3 bracelets. She needs to make 8 bracelets to give one to each friend.

1. How many more does Abby need to make?

   _____ bracelets

   Show how you solved this problem. Use pictures, numbers, and words.

Abby wants to use some white beads and some blue beads to make bracelets. She always uses 7 beads.

2. Show two different ways Abby could use the white and blue beads to make bracelets.

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| | **Bracelets: Kindergarten** | Points | Section Points |
|---|---|---|---|
| | The core elements of the performance required by this task are:<br>• Represent addition and subtraction<br>• Solve addition and subtraction word problems<br>• Decompose numbers less than or equal to 10 into pairs in more than one way<br>Based on these credit for specific aspects of performance should be assigned as follows | | |
| 1 | **5**<br><br>Shows work such as 8 – 3 = 5 | **2**<br><br>**2** | **4** |
| 2 | Shows one or more of the following combinations of white and blue beads:<br>6 white and 1 blue<br>5 white and 2 blue<br>4 white and 3 blue<br>3 white and 4 blue<br>2 white and 5 blue<br>1 white and 6 blue<br><br>Shows one correct combination<br>Shows a second correct different combination from list above<br><br>Shows a rearranged same combination for 2nd way | <br><br><br><br><br><br><br><br>**2**<br>**2**<br><br>**(1)** | **4** |
| | **Total Points** | | **8** |


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