Number Patterns

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| Grade Level: 1 |
| Mathematics Domain and Cluster:* Extend the counting sequence.
* Use place value understanding and properties of operations to add and subtract.

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| 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):* 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
* 1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
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| Student Materials:* Assessment sheet
* Pencil
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| Teacher Materials:  |
| Directions (for teacher to administer assessment task):* Make class copies of the assessment
* Explain to students the task.
* Have students complete independently.
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| Teacher Notes:Although there is not specific patterning standard in grade 1, this assessment is supported by 1.NBT.1 and 1.NBT.5. This assessment also addresses Mathematical Practice 7 (Look for and make use of structure) |
| Prompt:* You have been counting a lot this year and you’ve practiced counting in many different ways.
* You will show me your counting skills with this assessment.
* You need to read the number pattern and complete it.
* Under the pattern, tell me what the number pattern is.
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| Correct or Model Answer:1. 25, 30, 35, 40 Number Pattern: +5 or counting by 5’s
2. 70, 80, 90, 100 Number Pattern: +10 or counting by 10’s
3. 12, 14, 16, 18 Number Pattern: +2 or counting by 2’s
4. 63, 73, 83, 93 Number Pattern: +10 or counting by 10’s
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| **Scoring Guide/Rubric** (a score should be awarded for each criterion below) |
| **Criteria (CCSS code)** | **0 points** | **1 Point** | **2 Point** |
| Completed the number pattern. (1.NBT.5) | * Completed the number pattern with many errors or no answers at all.
 | * Completed the number pattern with some errors.
 | * Completed the number pattern with no errors.
 |
| Able to determine the number pattern. (1.NBT.5) | * Unable to identify the number pattern
 | * Partially correct in identifying the number pattern.
 | * Correctly identifies the number pattern.
 |
| Reads and writes numbers up to 120. (1.NBT.1) | * Unable to correctly write numbers up to 120.
 | * Writes numbers up to 120 with some errors (transposes numbers or reversals present).
 | * Writes numbers up to 120 with no errors.
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Number Patterns

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the pattern.

1. 5, 10, 15, 20, \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_

What kind of pattern is this? \_\_\_\_\_\_\_\_\_\_\_\_\_

1. 30, 40, 50, 60, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_

What kind of pattern is this? \_\_\_\_\_\_\_\_\_\_\_\_\_

1. 4, 6, 8, 10, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_

What kind of pattern is this? \_\_\_\_\_\_\_\_\_\_\_\_\_

1. 23, 33, 43, 53, \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_

What kind of pattern is this? \_\_\_\_\_\_\_\_\_\_\_\_\_

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 | * Completed the number pattern with some errors.
 | * Completed the number pattern with no errors.
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| Able to determine the number pattern. (1.NBT.5) | * Unable to identify the number pattern
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| Reads and writes numbers up to 120. (1.NBT.1) | * Unable to correctly write numbers up to 120.
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