

## Formative Assessment Task

### Kindergarten: Counting and Cardinality

K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

#### **Directions:**

1. Copy one five frame for each pair of students. Copy the number cards and cut them along the solid black lines for each pair as well.
2. Have partners label themselves as partner A and partner B.
3. Partner A will have the number cards in a pile face down. They will show the number card to partner B.
4. Partner B will use a blank five frame and counters to create the number from the number card.
5. Have the partners check to see if the number created on the five frame matches the number on the number card.
6. Continue through this process until all number cards have been shown.
7. Partner A and B can then switch roles and build the numbers again.

#### **Considerations:**

Watch how students discuss and match the numbers with the visual representation.

- Do they need to count the counters on the five frame or do they know by looking at them how many counters they see?
- Do they remove all the counters in between each number they are building? Or are they able to remove/add counters as appropriate between numbers?
- Do they know that when the first row is filled with dots that that means 5?

To differentiate, you could include numbers higher than 5 and use a ten frame. Additionally, they could go beyond ten and use two ten frames. Furthermore, students could quickly flash the number to the partner and have them build the value instead of showing them the card the entire time.

#### **Collecting Data:**

Student performance can be scored with a provided task rubric or a rubric created by the teacher.

Data can be recorded on a score sheet.

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# Five Frame

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