Formative Assessment Task

Kindergarten: Counting and Cardinality

K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Directions:

1. Copy one for each pair of students. Copy the numbers on pink paper and the ten frames on yellow paper. Cut the attached black line masters along the solid black lines.
2. Have students play concentration by placing all of the ten frames and number cards face down. They should turn over one yellow card and one pink card to see if they match. If they make a match, they keep both cards. The player with the most cards at the end of the game wins.
3. Initially, you may want to start with number cards and visual representations for numbers 0-5. Then, continue to increase the number and the value on the cards.

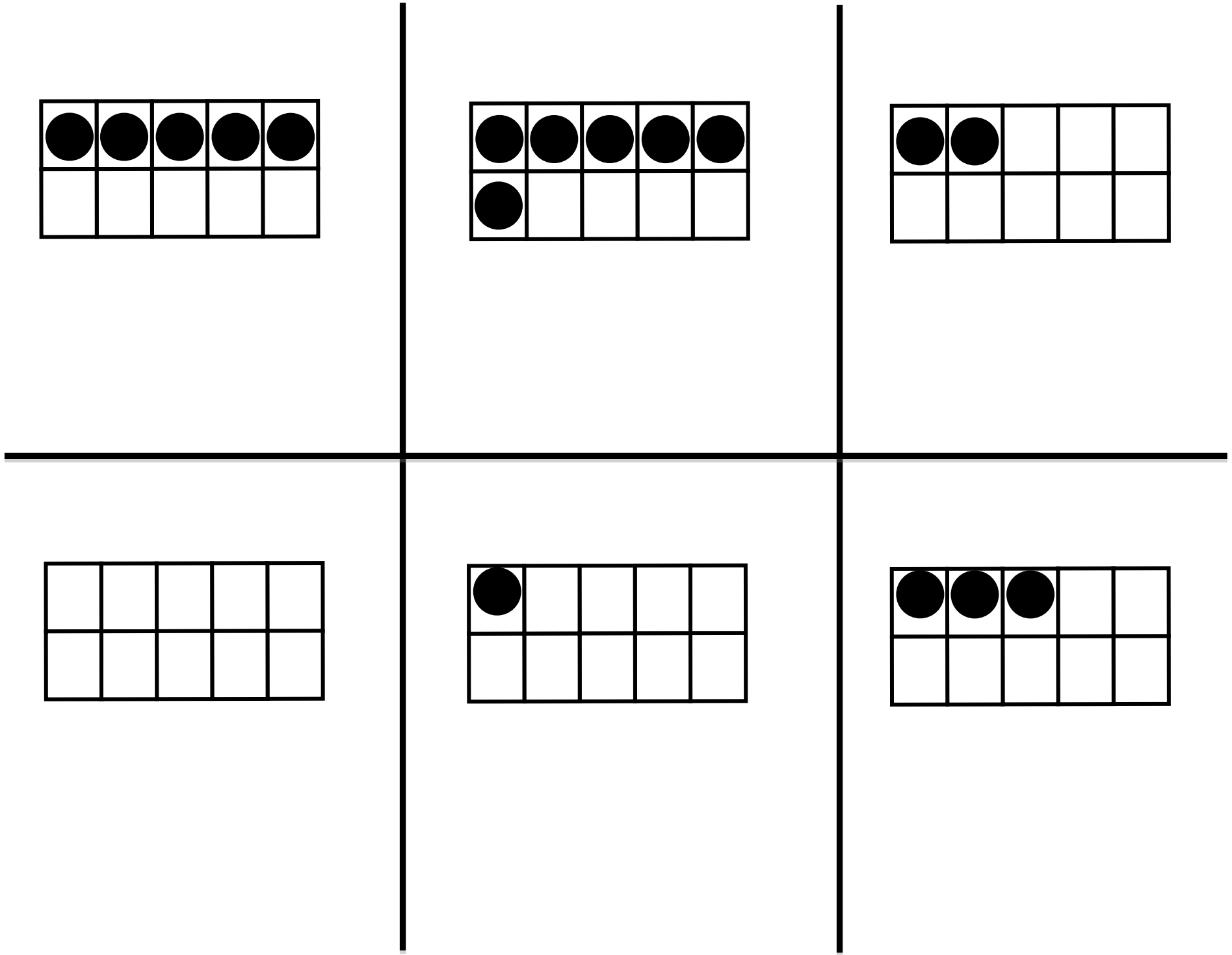
Considerations:

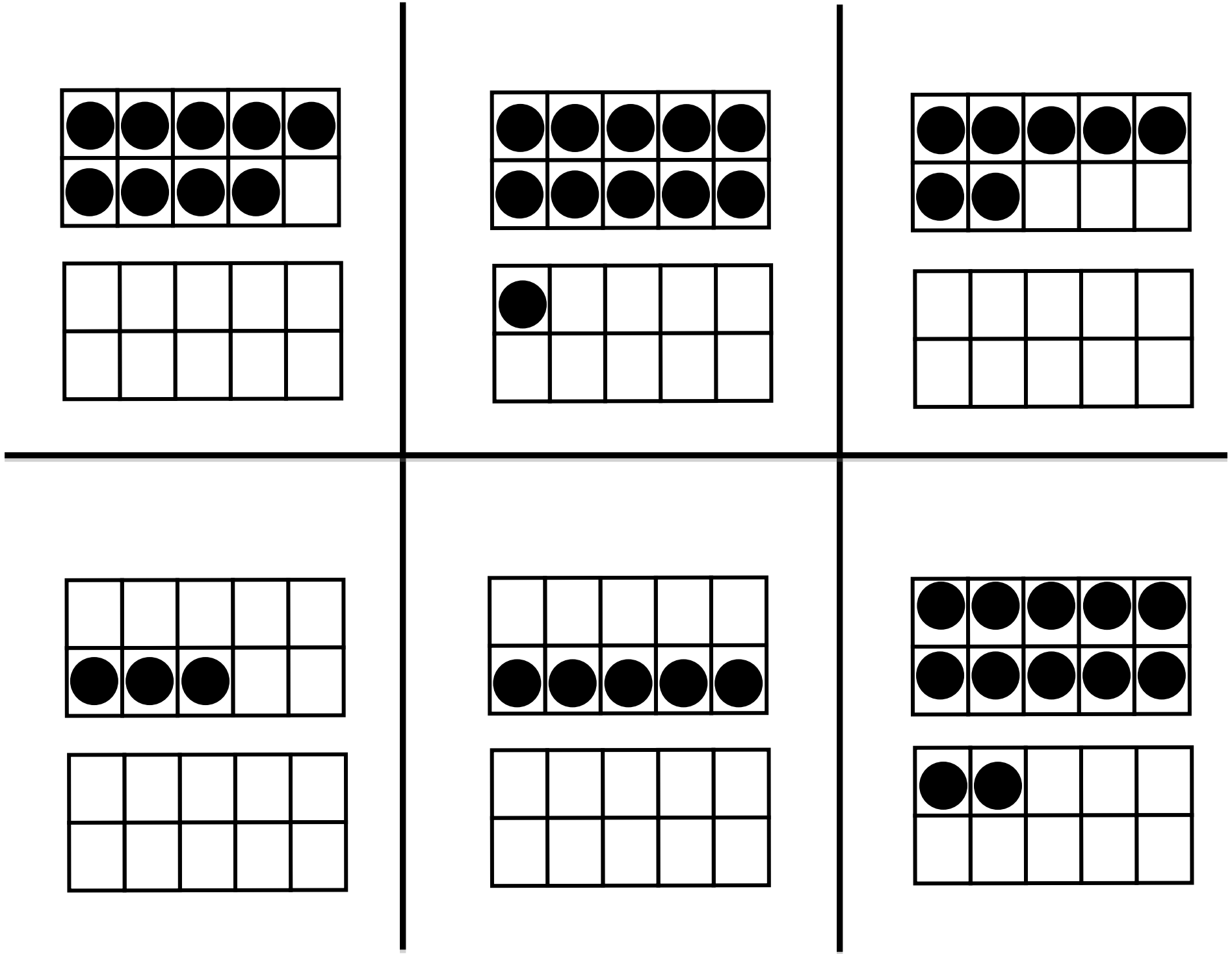
Watch how students discuss and match the numbers with the visual representation.

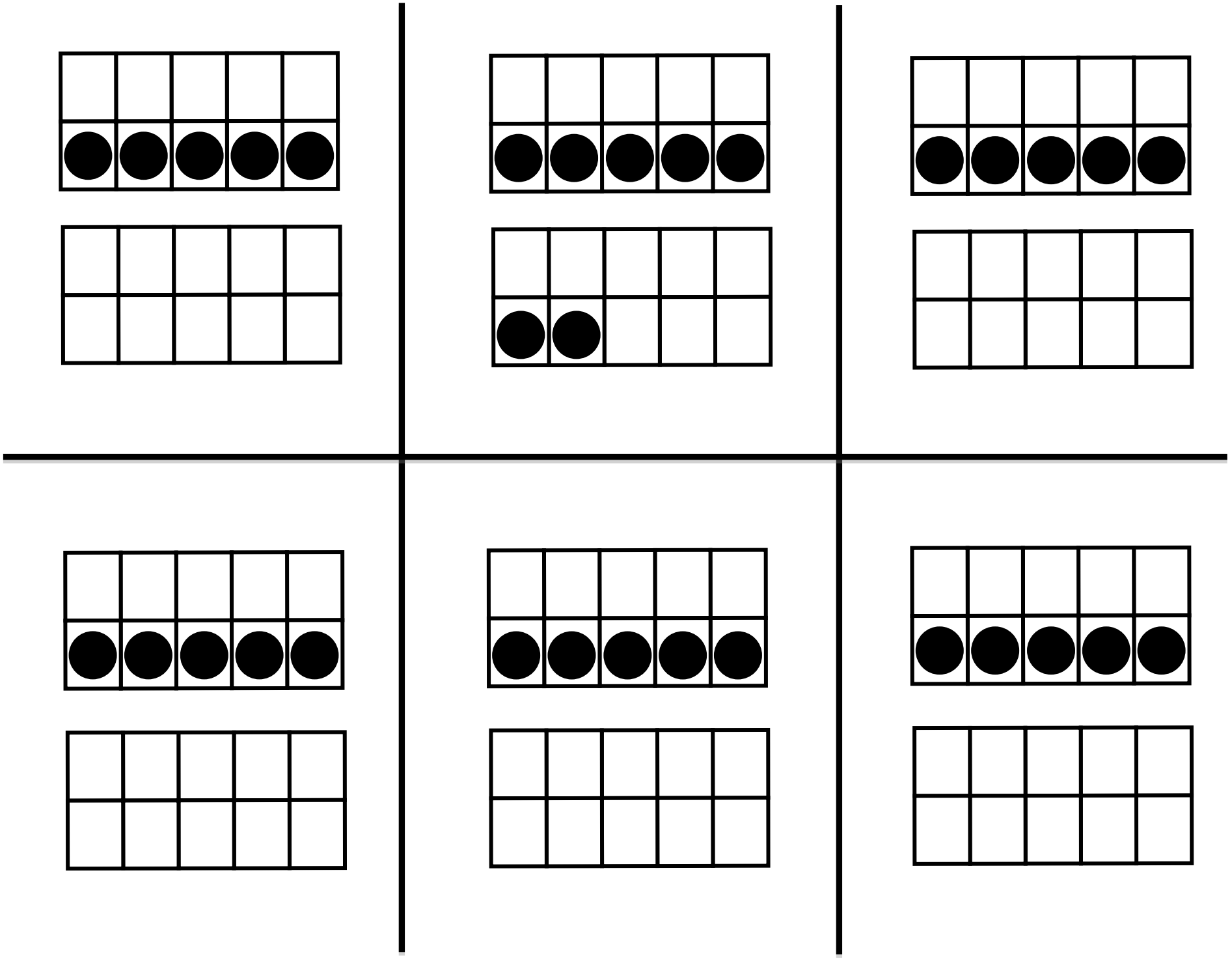
- Do they need to count the dots on the ten frame or do they know by looking at them how many dots they see?
- Do they know that when the first row is filled with dots that that means 5? What about when a ten frame is filled, do they know that that is 10?
- When they hold the card and look at it upside down and sideways, do they know that the value is the same?

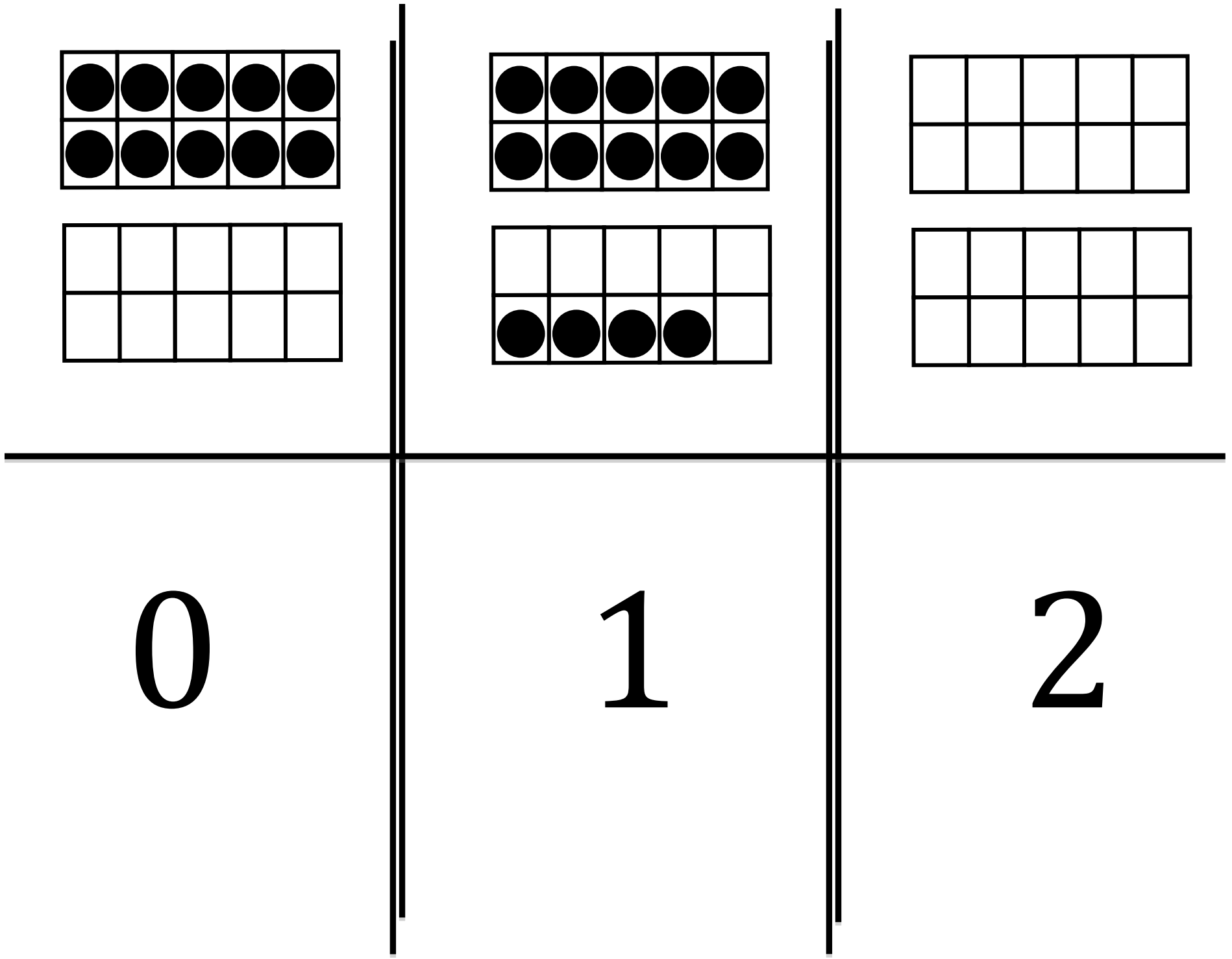
Collecting Data:

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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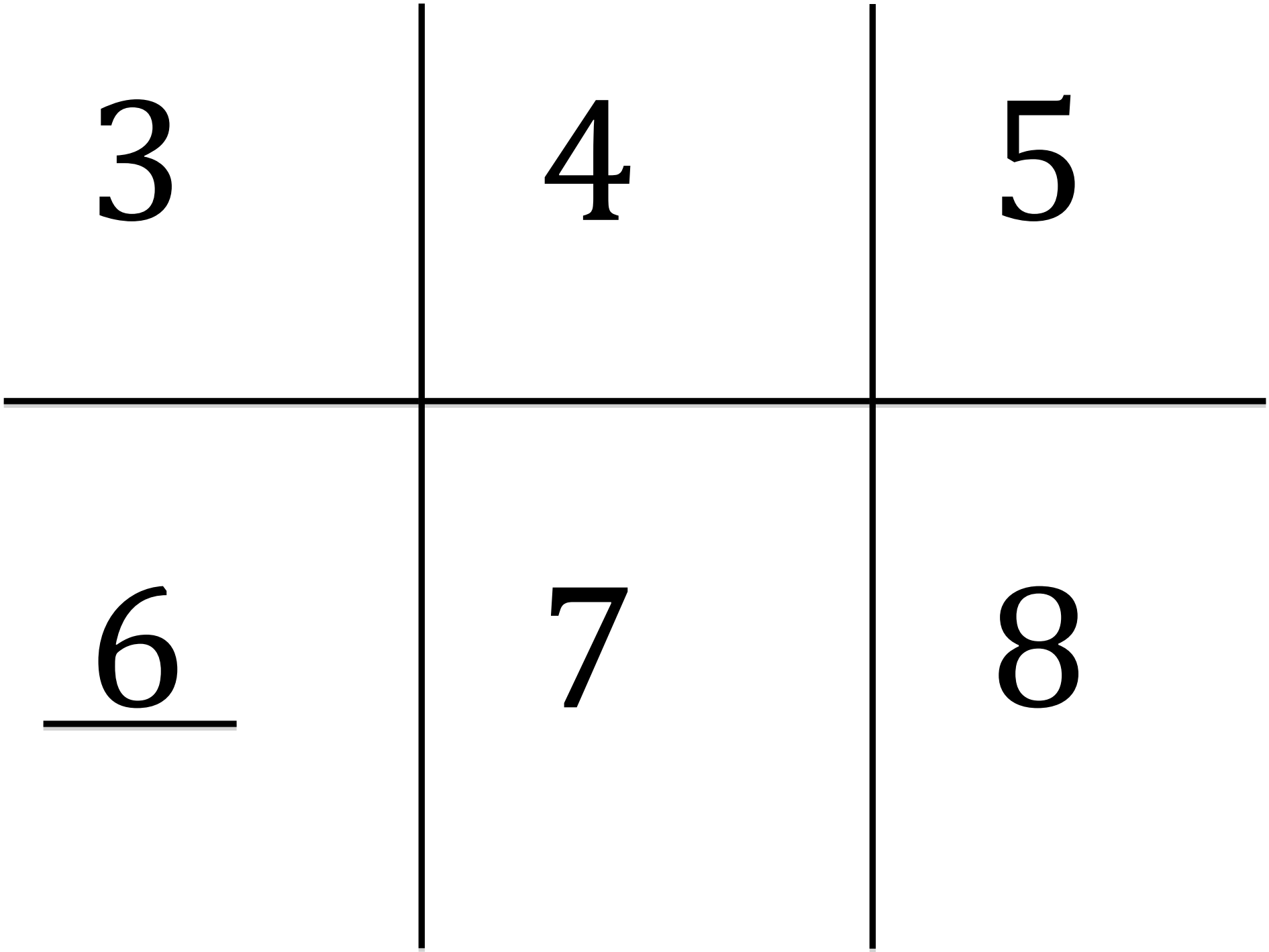
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