

## Formative Assessment Task

### Kindergarten: Counting and Cardinality

**K.CC.5. For any number from 1 to 20, count to answer “how many?” things are 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**

#### **Directions:**

1. Use with individual students or pairs of students during any transition time.
2. Plan some extra time in between transitions to complete this formative assessment.
3. Ask a certain number of students (1-20) to start lining up for lunch, recess, or sit in rows on the carpet, etc. OR a certain number of students (1-10) to sit any place on the carpet, return to their tables, etc.
4. Ask targeted student or pair to count how many students are in line, on the carpet, or at tables, etc.
5. Teachers may ask another student or pair to count the same group of students in line, on the carpet or at their tables.

#### **Considerations:**

Watch how students count.

- Do students count one at a time?
- Do students recognize the number of students instantly (subitize)?

#### **Collecting Data:**

Student performance can be scored with the attached checklist or rubric created by the teacher. Make sure to indicate the number of students used in the set on the checklist.

Data can be recorded on a score sheet.

**Checklist of skills:**                      **Formative Task Assessment – KCC5**

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***Check (V) the skills the students were able to demonstrate.***

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