Formative Assessment Task #1 - Student

Student Name_____

NOTE: Must administer with Formative Assessment Task #2

Concept 1: Counting a Pile of Object

CC Standard: KCC5 - *Count to answer "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*

Materials: counters

Goal: The student will count/keep track of an unorganized pile of up to _____ counters.

Procedure: Decide on the number of counters to present to the student. Ask the student the questions in the *"Prompts"* column. Student will estimate, then count. Record his/her responses and any observations you make. If the student has difficulty, choose another number. Suggested benchmarks are numbers up to 7, 12, 21, and 32.

Look closely for:

- Any errors in the rote counting sequence
- How the student counts
- How the student keeps track

ASSESSMENT RESULTS

Directions: *Record results by writing the date in the appropriate column. The column depends on how many counters the student was given for the assessment.*

Counting a Pile	Up to 7	Up to 12	Up to 21	Up to 32
I Counts confidently and accurately				
W Loses track or checks/rechecks				
N Has difficulty with one-to-one counting				

Prompts	Counters up to 7	Counters up to 12	Counters up to 21	Counters up to 32
1. ASK: **"How many do you think there might be?"** *(Record student's estimate.)*				
2. ASK: "**Would you check and see?"** *(Circle how the student counts. Record rote counting errors.)*	**Lines Up** **Looks** **Points** **Moves**	**Lines Up** **Looks** **Points** **Moves**	**Lines Up** **Looks** **Points** **Moves**	**Lines Up** **Looks** **Points** **Moves**
(How does the child keep track when they check their estimate? Circle one.)	**I** Accurate, with ease **W** Checks/rechecks **W-** Inaccurate/loses track **N** Can't keep track **N-** Lacks one-on-one	**I** Accurate, with ease **W** Checks/rechecks **W-** Inaccurate/loses track **N** Can't keep track **N-** Lacks one-on-one	**I** Accurate, with ease **W** Checks/rechecks **W-** Inaccurate/loses track **N** Can't keep track **N-** Lacks one-on-one	**I** Accurate, with ease **W** Checks/rechecks **W-** Inaccurate/loses track **N** Can't keep track **N-** Lacks one-on-one
(Mark the student's reaction to the estimate made above after they are asked to check their estimate.)	**I** Makes new estimate **W** Reacts with counting **N** No reaction **N-** No estimate	**I** Makes new estimate **W** Reacts with counting **N** No reaction **N-** No estimate	**I** Makes new estimate **W** Reacts with counting **N** No reaction **N-** No estimate	**I** Makes new estimate **W** Reacts with counting **N** No reaction **N-** No estimate
After the child has finished counting, 3. ASK: **"How many did you count?"** *(Circle one.)*	**I** Tells how many **W** Recounts to find out **N** No answer or is wrong	**I** Tells how many **W** Recounts to find out **N** No answer or is wrong	**I** Tells how many **W** Recounts to find out **N** No answer or is wrong	**I** Tells how many **W** Recounts to find out **N** No answer or is wrong

Indicators	
Prompt 2	
Lines Up	*Student lines up the objects before counting them.*
Looks	*Student tries to count without touching the counters.*
Points	*Student points at the objects without moving them.*
Move	*Student moves each object as he/she counts it.*
I Accurate, with ease	*Student keeps track confidently and is accurate with little or no effort.*
W Checks/re-checks	*Student counts and recounts to make sure they have counted correctly. Count is accurate.*
W - Inaccurate/loses track	*Student counts correctly at first, then loses track. May be off by one or two when re-counting. May have skipped a number when recounting.*
N Can't keep track	*Student does not have a system for tracking and may cause them to recount objects. Student realizes he/she must touch one object as they count, but doesn't fully understand they must touch each counter once and only once.*
N - Lacks one-on-one	*Student does not touch one object for each number word they say. Their counting words and counting actions don't match. Points or touches randomly.*
I Makes new estimate	*Student thinks about the number they estimated when they count. Makes a new estimate when they realize their original estimate can't be right.*
W Reacts with counting	*Student recognizes the number estimated when counting. Student may stop, hesitate before going on, or make a comment. This means the student is thinking about the quantity they are counting, rather than just the act of counting itself. But does not make a new estimate.*
N No Reaction	*Student counts past the number they estimated without thinking about the number or paying any attention to it.*
N - No Estimate	*Student does not know what to say. They don't respond.*
Prompt 3	
I Tells how many	*Student remembers they number they counted previously.*
W Recounts to find out	*Student did not remember and double-checks what they counted previously. Count is accurate.*
N No answer or is wrong	*Student does not remember what they counted or gives incorrect answer.*