

**Formative Assessment Task#2 - Student**

Student Name \_\_\_\_\_

**NOTE:** Must administer with Formative Assessment Task #1.  
If the student is able, continue with Formative Assessment Task #3.

**Concept 1: Counting Out a Particular Quantity**

**CC Standard: KCC5 - Given a number from 1–20, count out that many objects**

Materials: counters

Goal: The student will make a pile of up to \_\_\_\_\_ counters

Procedure: Ask the student to count out a particular number of counters. This depends on the number he/she was able to count in Task 1. Record his/her responses and any observations you make. When the student's counting is inaccurate, try a smaller number until he/she is accurate. Suggested benchmarks in this assessment are 5, 9, 18, and 29. However, you may use a different number based on the student's needs.

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 Out a Particular Quantity	Up to 5	Up to 9	Up to 18	Up to 29
<b>I</b> Counts with ease and accuracy				
<b>W</b> Counts past the number, but self corrects				
<b>N</b> Counts past the number				

Prompts	If the child was accurate to <b>7</b> or more in Task#1, ask for <b>5</b>	If the child was accurate to <b>12</b> or more in Task#1, ask for <b>9</b>	If the child was accurate to <b>21</b> or more in Task#1, ask for <b>18</b>	If the child was accurate to <b>32</b> or more in Task#1, ask for <b>29</b>
1. <u>SAY:</u> "Make a pile of _____ counters."	<b>I</b> Counts accurately, with ease <b>W+</b> Counts with effort <b>W</b> Counts past, but self-corrects <b>N</b> Counts past, doesn't notice	<b>I</b> Counts accurately, with ease <b>W+</b> Counts with effort <b>W</b> Counts past, but self-corrects <b>N</b> Counts past, doesn't notice	<b>I</b> Counts accurately, with ease <b>W+</b> Counts with effort <b>W</b> Counts past, but self-corrects <b>N</b> Counts past, doesn't notice	<b>I</b> Counts accurately, with ease <b>W+</b> Counts with effort <b>W</b> Counts past, but self-corrects <b>N</b> Counts past, doesn't notice

## Indicators

### Prompt 1

<b>I</b>	Counts accurately, with ease	<i>Student counts accurately with little or no effort.</i>
<b>W +</b>	Counts with effort	<i>Student thinks and concentrates, i.e. puts in effort, to count out the correct number of objects.</i>
<b>W</b>	Counts past, but self-corrects	<i>Student counts past. Starts over to recount the correct number.</i>
<b>N</b>	Counts past, doesn't notice	<i>Student focuses on the act of counting and not on the quantity.</i>