

Formative Assessment Task

Kindergarten: Counting and Cardinality

K.CC.5. 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; given a number from 1-20, count out that many objects.

Directions:

1. Gather containers for a small group of students with various numbers of objects (5-20) of counting bears, snap cubes, color tiles, etc...
2. Start with smaller amounts and differentiate the amount as needed.
3. Have students use the work mat and empty the container.
4. Students should arrange the objects in a line and count the objects.
5. On the work mat, have students identify how many were in their container with pictures, numbers, or words.
6. As students become proficient with counting objects in a line, encourage them to arrange the objects and count them in an array, circle, or scattered formation.

Considerations:

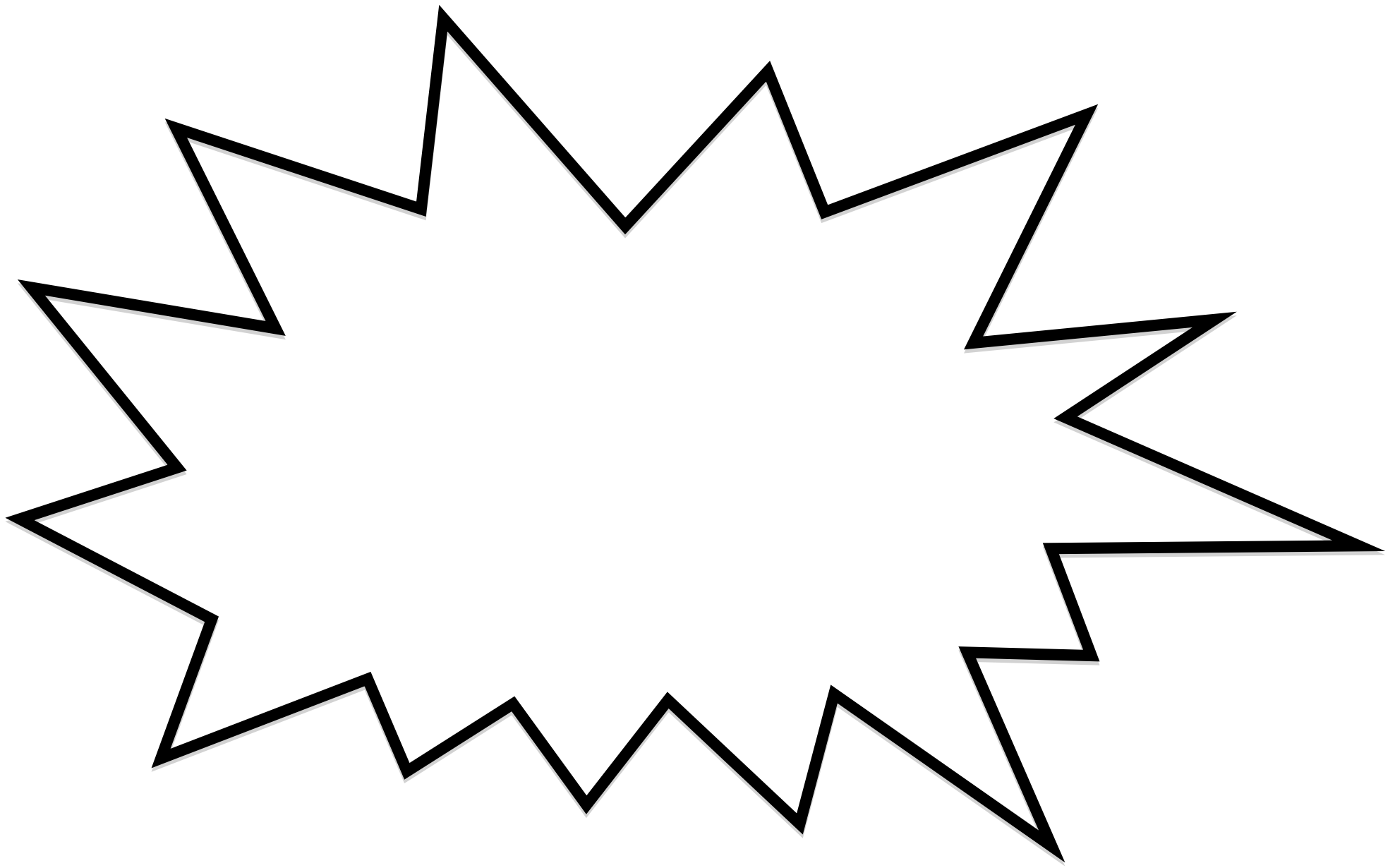
Watch how students recognize the amount they counted.

- Do students use the strategy one to one correspondence to find the value? Do they line the objects up? When counting, do they miss cubes or count cubes more than once? Are they stating the forward number sequence correctly when counting? Do students use one to one correspondence accurately to find the value?
- Do students count by numbers other than one to find the total (such as two)? If they show this proficiency, create containers with a higher amount or show the different arrangements to count.
- Do students see the amount automatically? For example, if they have five objects on their work mat do they instantly say 5? If they show this proficiency, create containers with a higher amount or show the different arrangements to count.

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 scoresheet.



My total is _____.