

Formative Assessment Task

Kindergarten: Counting and Cardinality

K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Directions:

1. Roll a die. Teachers can write numbers on blank wooden cubes to provide numbers beyond 6.
2. Make a set of counters equal to the number you rolled.
3. Create a set of counters less than the number you rolled.
4. Generate a set of counters greater than the number you rolled.
5. Allow students to use pictures, numbers, or words to show the number equal, less than, or greater than the number rolled.

Considerations:

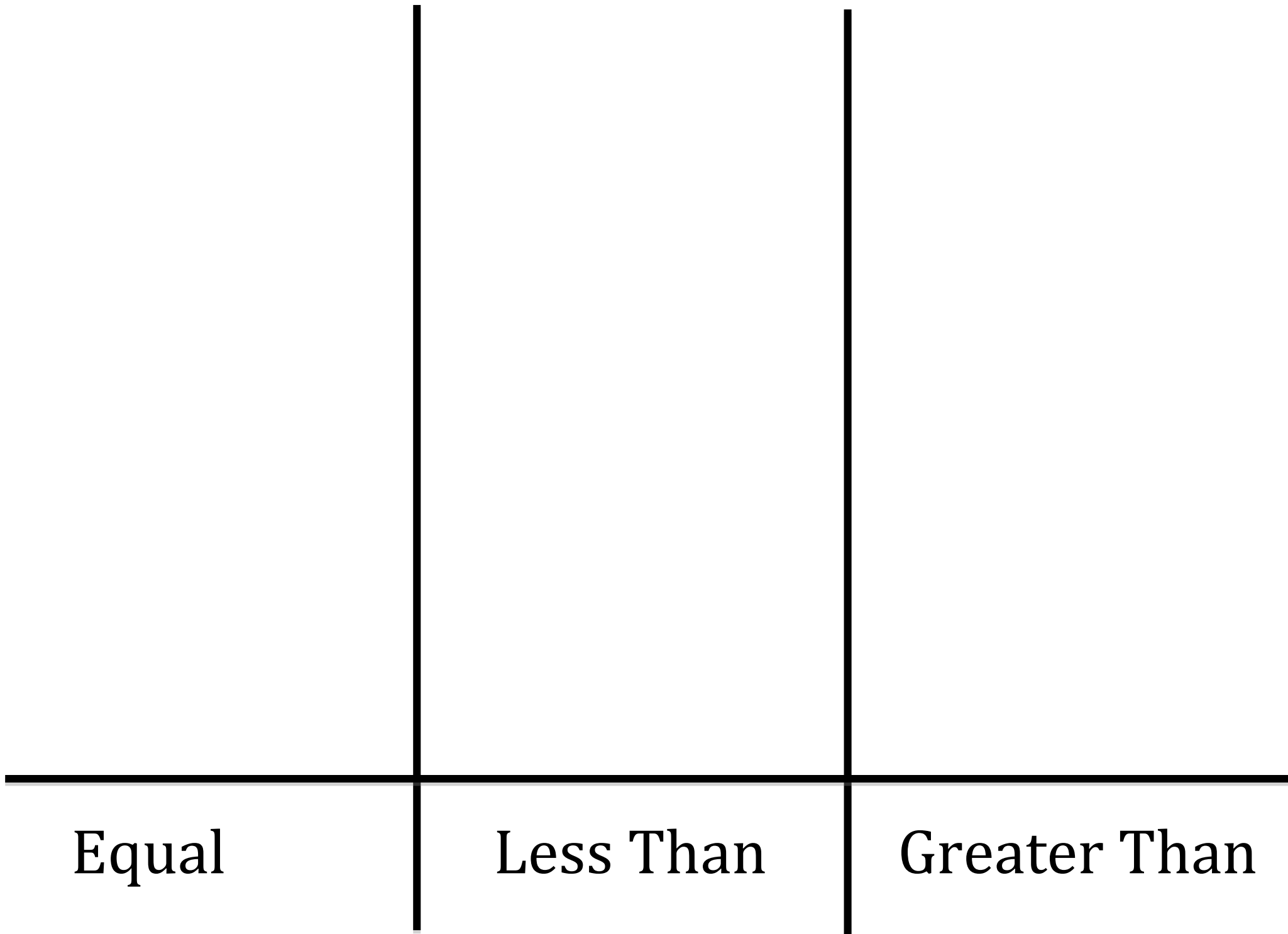
Watch how students recognize the amount they counted.

- 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



Equal

Less Than

Greater Than