

Student Name _____

Formative Assessment – Student**Concept 4: Identifying and Combining Parts**

CC Standard: KOA3 - *Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).*

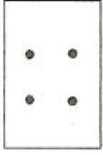
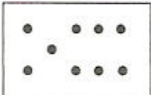
Materials: Dot cards (BLM 4:3-4)

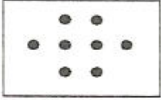
Goal: The student will recognize parts of a number and combine those parts without having to count all.

Procedure: Present dot cards. Write/record the child's responses.

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.		
Recognizes Small Groups to 5		
I Recognizes small groups to 5 without counting		
W Quickly combines amount to make small groups of 2s, 3s		
N Counts for most small groups		
Identifies and Combines Parts	To 7	To 10
I Identifies and combines parts without counting		
W Identifies parts, and usually counts on		
W- Identifies parts, but usually counts all		
N Doesn't identify parts, counts all		

Prompts	
Identifying and Combining Parts	
(Show Card 1.) 1. ASK: "How many dots?" 	Record student responses: I Knows I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all
(Show Card 2.) 3. ASK: "How many dots?" 	Record student responses: I Knows I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all
4. ASK: "How did you find out?"	
GOING BACK - If the student counts all to determine the total, use prompts 5 through 8 below. Otherwise skip to prompts 9 through 12.	
Recognizing Small Groups	

5.<u>ASK</u>: “How many dots?” 	Record student responses:	I Recognizes groups without counting I - Combines groups <u>of</u> 2s, 3s to make total W Quickly combines small groups <u>to make</u> 2s, 3s N Counts all
6.<u>ASK</u>: “How many dots?” 	Record student responses:	I Recognizes groups without counting I - Combines groups <u>of</u> 2s, 3s to make total W Quickly combines small groups <u>to make</u> 2s, 3s N Counts all
7.<u>ASK</u>: “How many dots?” 	Record student responses:	I Recognizes groups without counting I - Combines groups <u>of</u> 2s, 3s to make total W Quickly combines small groups <u>to make</u> 2s, 3s N Counts all
8.<u>ASK</u>: “Can you find any groups that you know on this card?” 	Record student responses:	I Recognizes groups without counting I - Combines groups <u>of</u> 2s, 3s to make total W Quickly combines small groups <u>to make</u> 2s, 3s N Counts all
GOING ON - If the student recognizes and combines parts, use prompts 7 through 10 below.		
Identifying and Combining Parts		
9.<u>ASK</u>: “How many dots?” 	Record student responses:	I Knows I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all
10.<u>ASK</u>: “How many dots?” 	Record student responses:	I Knows I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all
11.<u>ASK</u>: “How many dots?”	Record student responses:	I Knows

		I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all
12. <u>ASK</u>: “How many dots?” 	Record student responses:	I Knows I - Uses related combinations W Identifies parts, and counts on W- Identifies parts, but counts all N Counts all

Indicators		
Prompts 1, 2, 3, 4, 9, 10, 11, 12		
I Knows	<i>Student does not need to figure out the total. He/she might say, “There’s 5 and 3. I know that one. That’s 8.”</i>	
I - Uses related combinations	<i>Student might say, “I know 5 and 5 is 10, but that’s a 4, so it’s 9.”</i>	
W Identifies parts, and counts on	<i>Student identifies one or more parts in an arrangement, then counts on.</i>	
W- Identifies parts, but counts all	<i>Student can see parts of an arrangement and describe them, but still need to count in order to find out how many all together.</i>	
N Counts all	<i>Student counts to determine the total.</i>	
Prompts 5, 6, 7, 8		
I Recognizes groups without counting	<i>Student sees the group as a whole and know the number of dots without counting or combining.</i>	
I - Combines groups <u>of</u> 2s, 3s to make total	<i>Student sees small groups such as 4 and 5 are composed of 2s and 3s, but do not yet see groups of 4 and 5 as a whole.</i>	
W Quickly combines small groups <u>to make</u> 2s, 3s	<i>Student uses number combinations to make groups of 2s and 3rd.</i>	
N Counts all	<i>Student counts to determine the total.</i>	