

# CCSS Mathematics Assessment Task

## Rote Counting Assessment

Grade Level: Kindergarten
<p>Mathematics Domain and Cluster:</p> <p>Domain: Counting and Cardinality</p> <p>Cluster: Know number names and the count sequence.</p>
<p>Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):</p> <p>K.CC.1: <u>Count to 100 by ones and by tens.</u></p>
<p>Student Materials:</p> <ul style="list-style-type: none"> <li>None</li> </ul>
<p>Teacher Materials:</p> <ul style="list-style-type: none"> <li>Checklist ready for children to count orally.</li> <li>Pencil</li> </ul>
<p>Directions (for teacher to administer assessment task):</p> <ul style="list-style-type: none"> <li>Teacher will interview each child 5 times a year on their rote counting by 1's and 10's (Pre-Assessment and at the end of each quarter).</li> <li>Write the number the student can count up to in the appropriate box.</li> </ul>
<p>Prompt:</p> <p>For counting by 1's, Say: <b>Count as high as you can, starting from number 1.</b></p> <p>For counting by 10's, Say: <b>Count by tens as high as you can, starting from number 10.</b></p>
<p>Correct or Model Answer:</p> <p>Answers will depend on how high each student can count.</p>

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	0 points	1 Point	2 Point
K.CC.1: Count to 100 by 1's and by 10's	Student does not accurately rote count OR able to accurately rote count up to 49 or lower by 1's and 10's.	Student able to accurately rote count up to 50 by 1's and 10's.	Student able to accurately rote count up to 100 by 1's and 10's.

## CCSS Mathematics Assessment Task

Name \_\_\_\_\_

### Rote Counting Assessment Kindergarten Mathematics Assessment

This assessment will be done 5 times during the year (Pre-assessment and at the end of each quarter. To determine if your student is progressing towards the standard, you can use the following criteria for each quarter:

#### Counting by 1's Criteria

1<sup>st</sup> Quarter: counts up to 10

2<sup>nd</sup> Quarter: counts up to 30

3<sup>rd</sup> Quarter: counts up to 50

4<sup>th</sup> Quarter: counts up to 100

Counts by 1's to 100 Say: **"Count as high as you can, starting from 1."**

In the first row, write the number that the student can count up to and note any errors the student is making while counting.

	Pre-Assessment	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Write the number student can count up to.					
Note any errors the student is making when counting aloud.					

#### Counting by 10's Criteria

For 1<sup>st</sup> and 2<sup>nd</sup> Quarter, if the student is able to count by 10's, fill in the number they can count up to. However, it is not expected for the students to be able to count by 10's in the 1<sup>st</sup> and 2<sup>nd</sup> quarters.

3<sup>rd</sup> Quarter: counts up to 50

4<sup>th</sup> Quarter: counts up to 100

Counts by 10's to 100: **"Count by tens as high as you can, starting from 10."**

Write the number that the student can count up to and note any errors the student is making while counting.

	Pre-Assessment	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Write the number student can count up to.					
Note any errors the student is making when counting aloud.					