

CCSS Mathematics Assessment Task

1-10 Counting Assessment

Grade Level: Kindergarten

Mathematics Domain and Cluster:

Domain: Counting and Cardinality

Cluster: Know number names and the count sequence.

Count to tell the number of objects.

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):

K.CC.3: Write numbers from 0–20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

Student Materials:

- Pencil
- Counting Assessment Sheet

Teacher Materials:

- Pen

Directions (for teacher to administer assessment task):

Teacher may choose whether to assess students in small groups or whole class.

- Hand out Counting Assessment Sheet (one per student). Read directions
- When student turns in the assessment to you, do a quick interview to check if they understand K.CC.4. (see prompts below)

Teacher Note:

- **If the student writes the incorrect number, have the student count the number of objects for you to assess K.CC.4 (focuses on counting not number writing).**
-

Prompt:

Say: **Count the objects in each box. Then write the number of objects on the line.**

Prompt for interview:

Point to the box with the squares. Say: **If I add one more square, how many squares will I have?**

Point to the box with the triangles. Say: **If I add one more triangle, how many triangles will I have?**

Point to the box with the hexagons. Say: **If I add one more hexagon, how many hexagons will I have?**

Correct or Model Answer:

6

8

10

4

5

9

CCSS Mathematics Assessment Task

1 2 3 4 5 6 7 8 9 10

Correct or Model Answers for the interview questions:

9 circles

5 triangles

6 hexagons

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Point
K.CC.3: Represent a number of objects with a written numeral 0-20.	Student is unable to write the number correctly OR accurately represents some the correct numbers.	Student accurately writes the correct number for most of the problems OR all problems are correct but there are some reversal or transposition.	Student accurately writes the correct number for all 10 of the problems with no reversals or transposition.
K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Student is unable to count objects with one-to-one correspondence OR accurately counts (with one-to-one correspondence) the objects for only some of the problems.		Student accurately counts the objects with one-to-one correspondence (pairs one object with one number name) for all 10 of the problems. (A student may have one minor error.)
K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Student is unable to identify how many items are in the set.	Student is somewhat able to tell the number of objects counted. When asked, "How many are there?" Student answers by orally counting one-to-one and not just quantifying the answer (e.g., student says, "1, 2, 3, 4, 5, 6, 7" instead of just saying "7.")	Student is able to accurately tell the number that of objects that are counted. (This could be orally or in writing. If the student does not write the numbers correctly, teacher should ask the question orally.)
K.CC.4c: Understand that each successive number name refers to a quantity that is one larger.	Student is unable to accurately answer the interview questions of a quantity that is one larger.	Student is able to accurately answer the interview questions of a quantity that is one larger but recounts all of the items and adds on one more.	Student is able to accurately answer the interview questions of a quantity that is one larger without having to recount all of the items and adds on one more. The student understands that the smaller quantity is a subset of the number that is one larger.

CCSS Mathematics Assessment Task

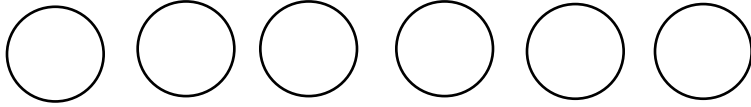
Name: _____

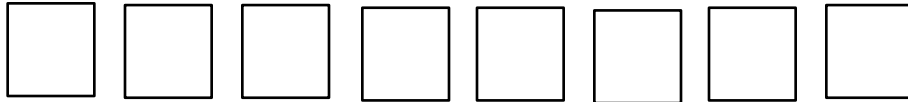
Date: _____

1-10 Counting Assessment Kindergarten Mathematics Assessment

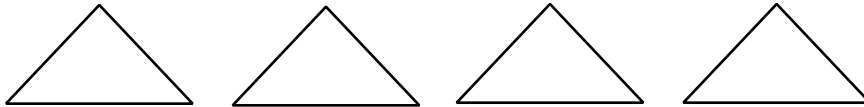
Directions:

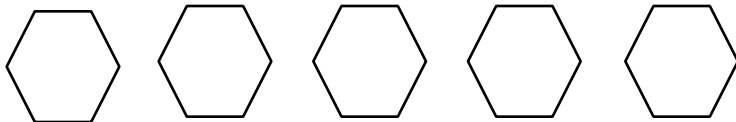
1. Count the objects in each box.
2. Write the number of objects on the line.

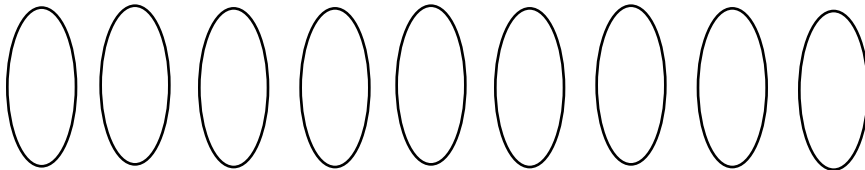




.







Write numbers from 1 to 10 below.