

CCSS Mathematics Assessment Task

Drawing 0 - 20

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
- Drawing 0 – 20 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 Drawing 0-20 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: **Choose a number from 0-20. Write that number on the line. Then draw simple objects to represent that number. Three of your numbers need to be more than 10. You have a total of 6 problems to do and then I will ask you some questions.**

Prompt for interview:

Point to problem 1. Say: **If I add one more (name of item drawn), how many (name of item drawn), will I have?** Student able to answer correctly.

Point to problem 2. Say: **If I add one more (name of item drawn), how many (name of item drawn), will I have?** Student able to answer correctly.

Correct or Model Answer:

Depends on the numbers that they children choose to write.

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Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	0 points	1 Point	2 Point
Write numbers from 0-20. (K.CC.3)	Student is unable to write the number correctly.	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 of the exercises with no reversals or transposition.
Represent a number of objects with a written numeral 0-20. (K.CC.3) 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. (K.CC.4a)	Student is unable to draw/represent the number of objects of the given number.		Student is able to draw/represent the number of objects of the given number.
Understand that each successive number name refers to a quantity that is one larger. (K.CC.4c)	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.

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Name: _____

Date: _____

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Write a number from 1-10 on the line then draw simple objects to represent that numeral.

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Interview Questions:

Point to problem 1. Say: **If I add one more (name of item drawn), how many (name of item drawn), will I have?** Student able to answer correctly. ____ **Yes** ____ **No**

If student answers incorrectly, ask, "How did you come out with that number?" Write response here.

Point to problem 2. Say: **If I add one more (name of item drawn), how many (name of item drawn), will I have?** Student able to answer correctly. ____ **Yes** ____ **No**

If student answers incorrectly, ask, "How did you come out with that number?" Write response here.