CCSS Mathematics Assessment Task

Q1 & Q2 Mystery Bags

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.

Compare numbers.

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.

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration, given a number from 1-20, count out that many objects.

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. (Include groups with up to ten objects.)

Student Materials:

- Pencil
- Mystery Bag Assessment Sheet
- Mystery Bag A (1st Qtr. 5 objects, 2nd Qtr. 10)
- Mystery Bag B (1st Qtr. 7 objects, 2nd Qtr. 8)

Teacher Materials:

- Teacher should prep the Mystery bags by putting the given amount of objects into a bag (1st Qtr. 5 objects for Mystery Bag A and 7 objects for Mystery bag B, then for 2nd Qtr, 10 objects for Mystery Bag A and 8 objects for Mystery bag B). Depending on how you are assessing the children will determine how many bags you need to prepare.
- Teacher can have the answer key handy to correct children's work.

Directions (for teacher to administer assessment task): Teacher may choose whether to assess students in small groups or whole class.

- Hand out Mystery Bag Assessment Sheet (one per student) and a Mystery Bag. Read directions.
- (Optional: Some students can start with Bag A and some students will start with Bag B.)
 Hand out second Mystery Bag when they are done with the first one. When student is done with counting both bags, have them circle the greater number and ask how they know which number is greater. Write student's response on their assessment

Prompt:

Say: I have 2 Mystery bags for you to count today. Count the objects in bag A and record the number of objects on the Mystery Bag Assessment under "Bag A". When you are done, raise your hand and I will give you "Bag B."

When you give the student "Bag B," say: **Count the objects in "Bag B" and record the number of objects on the Mystery Bag Assessment under "Bag B".**

When student turns in their paper, say:

Look at the total from "Bag A" and "Bag B." Then circle the number that is greater. Tell me how you know what number is greater.

Correct or Model Answer:

- Counting Bag A (1st Qtr. 5 objects, 2nd Qtr. 10)
- Counting Bag B (1st Qtr. 7 objects, 2nd Qtr. 8)
- Explanation for 1st Quarter: 7 is more than 5 because 7 comes after 5 or any other reasonable explanation.
- Explanation for 2nd Quarter: 10 is more than 8 because 10 comes after 8 or any other reasonable explanation.

CCSS Mathematics Assessment Task

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 correct number for each bag.	Student accurately writes the correct number for ONE of the bags. OR Student has the correct number but has reversals or transposition.	Student accurately writes the correct number for BOTH of the bags with no reversals or transposition.
 <u>*Note: You only can</u> <u>assess this if you observe</u> <u>the student doing this.</u> K.CC.4a: When counting objects, say the number names in standard order, pairing each object with only one number name and each number name with one and only one object 	* Student is unable to show one-to-one correspondence (does not touch one object at a time and say the standard order of numbers simultaneously.)	*Student has some idea of one-to-one correspondence (student may do one of the following: counts an object twice or says the standard order of number incorrectly but says one number name for each object that is touched).	*Student has one-to- one correspondence. (When counting objects, the student says the number names in standard order and pairs each object with one number name.)
K.CC.4b: Understands that the last number name said tells the number of objects counted. K.CC.5: Count to answer "how many?" questions about as many as 20 things.	Student is unable to tell you how many objects are in the bags.		Student is able to accurately tell you how many objects are in the bags. (Note: A student can tell you by either saying the number of objects or have it in writing. For this particular standard, reversals and transpositions are not counted against the student.)
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.	Student unable to identify which set of objects are greater.	Student able to identify which set of objects are greater but unable to explain how they know the number is greater (does not have a strategy).	Student able to identify which number is greater AND explain how they know the number is greater (explains strategy).

Date_____

Name_____ Mystery Bags

Kindergarten Mathematics Assessment

1st and 2nd Quarter Assessment

Take the objects out of Bag A. Count the objects in the bag. Record the number of objects and write the total amount.

Bag A

Take the objects out of Bag B. Count the objects in the bag. Record the number of objects and write the total amount.

Bag B

Then look at the total from Bag A and Bag B. Circle the total that is greater. How do you know that number is greater? Student Response: