CCSS Mathematics Assessment Task

Mystery Bag Q3 & Q4

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.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Student Materials:

- Pencil
- Mystery Bag Assessment Sheet
- Mystery Bag A (3rd Qtr. 15, 4th Qtr. 17)
- Mystery Bag B (3rd Qtr. 12, 4th Qtr. 20)

Teacher Materials: .

- Teacher should prep the Mystery bags by putting the given amount of objects into a bag (3rd Qtr. 15 objects for Mystery Bag A and 12 objects for Mystery bag B, then for 4th Qtr, 17 objects for Mystery Bag A and 20 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.

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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 you are done with both bags, circle a group of ten objects to show me one group of ten things. Then, complete the number sentence.

Correct or Model Answer:

- Counting Bag A (3rd Qtr. 15, 4th Qtr. 17)
- Counting Bag B (3rd Qtr. 12, 4th Qtr. 20)

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

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Criteria (CCSS code)	0 points	1 Point	2 Point
Represent a number of objects with a written numeral 0-20 . (K.CC.3)	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.
***Note: You only can assess this if you observe the student doing this.** 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. (K.CC.4a:)	* Student does not demonstrate 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.)
Understands that the last number name said tells the number of objects counted. (K.CC.4b) Count to answer "how many?" questions about as many as 20 things. (K.CC.5)	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.)
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing a drawing or equation (such as 18 = 10 + 8). (K.NBT.1)	Student is unable to circle ten ones in both mystery bags and is unable to complete both number sentences.	Student is able to do only one of the following: - Circle a group of ten in at least one of the two sets. - Write a number sentence (breaking it down to a ten and ones) in at least one of the two sets.	Student is able to circle groups of tens with both sets AND is able to write a number sentence (breaking it down to a ten and ones) in both sets. Student may make a minor error (e.g., count the initial set wrong but writes the number of objects that was drawn as well as a correct corresponding number sentence.)

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Name_____Date_____

Mystery Bags

Kindergarten Mathematics Assessment

3rd and 4th 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. Circle a group of ten objects to show me one group of ten things and complete my number sentence.

Bag A

Number sentence: _____ = 10 + _____

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Take the objects out of Bag B. Count the objects in the bag. Record the number of objects and write the total amount. Circle a group of ten objects to show me one group of ten things and complete my number sentence.

Bag B

Number sentence: _____ = 10 + _____

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