Formative Assessment Task

Kindergarten: Counting and Cardinality

K.CC.1. Count to 100 by ones and by tens.

**Directions:**

1. Copy the attached game boards *Count to 100 by Ones* and *Count to 100 by Tens*. Create one copy for each pair of students. Laminate the boards or put them in a plastic sleeve.
2. Model for the students to look at each strip individually. You may want to cut the strips. Think aloud how you would count to figure out the other numbers on the strip.
3. The pair of students can take turns using a dry erase marker to write the number that comes before or after that number when counting by ones for the first game board. On the second game board, the pair of students can take turns using a dry erase marker to write the number that comes before or after that number when counting by tens.
4. After they place a number on the game board, they need to justify why the number belongs in that space.
5. Keep going until all empty cells are complete on the game board.

**Considerations:**

Watch how students discuss and write the numbers on the game board.

* Listen to the type of conversations students make about the numbers. For example, do they discuss the ones and tens place?
* Do they use the anchor number(s) on the game board to justify their placement?

To differentiate for struggling learners, create a new game board and new numbers on their level.

Additionally, students may need a hundreds chart to complete this activity.

**Collecting Data:**

Student performance can be scored with a provided task rubric or a rubric created by the teacher.

Data can be recorded on a score sheet.

Count to 100 by ones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 4 |  | 6 |  |
|  |
| 11 |  | 13 |  | 15 |
|  |
| 24 |  |  | 27 |  |
|  |
|  | 31 | 32 |  | 34 |
|  |
|  |  | 44 |  | 46 |

Count to 100 by tens

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10 | 20 |  | 40 |  |
|  |
| 7 |  | 27 |  | 47 |
|  |
| 5 |  |  | 35 |  |
|  |
|  | 33 | 43 |  | 63 |
|  |
|  |  | 78 |  | 98 |