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| **NC.K.CC3, NC.K.CC.4, & NC.K.CC.5**  **Counting Objects and Writing Numerals to 20** | |
| **Domain** | Counting and Cardinality |
| **Standard(s)** | **NC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-~~20~~ 10, with 0 representing a count of no objects  **NC.K.CC.4** Understand the relationship between numbers and quantities.   * 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 (one-to-one correspondence). * Recognize that the last number name tells the number of objects counted regardless of their arrangement (cardinality). * State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).   **NC.K.CC.5** Count to answer “How many?” in the following situations:   * Given a number from 1- 20, count out that many objects.(Focus on numbers to 10) * Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. * Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. * Given 10 objects in a scattered arrangement, identify how many. |
| **Materials** | 20 objects (e.g., cubes, bears), Index cards for recording |
| **Task Overview** | This performance based assessment should be conducted one on one. Students are asked to count sets of objects and represent the quantity with a written numeral. |
| **Task** | 1. Present the child with a line of **20** counters. Say:  * *How many counters are there?* * *Will you please count to found out?* * *Please write that number for me?*  1. Present the child with a 3 x 6 rectangular array of **18** counters. Say:  * *How many counters are there?* * *Will you please count to found out?* * *Please write that number for me?*  1. Present the child with a circle of **15** counters. Say:  * *How many counters are there?* * *Will you please count to found out?* * *Please write that number for me?*  1. Present the child with a scattered arrangement of **10** counters. Say:  * *How many counters are there?* * *Will you please count to found out?* * *Please write that number for me?* |

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| **Continuum of Understanding** | |
| **Not Yet**  **Proficient** | * Is unable to pair each object with one and only one number. (one to one correspondence) * Cannot keep track of objects while counting (counts some objects more than once) * Does not recognize the last number name tells the number of objects counted regardless of their arrangement (cardinality). * Is not able to count to tell how many in any configuration. * Cannot write number to represent ‘how many’ |
| **Progressing** | * Makes errors in pairing each object with one and only one number name. (one to one correspondence) * Demonstrates difficulty keeping track of objects counted (counting one object more than once or skipping objects). * Inconsistent in accurately counting sets of objects in various configurations * Accurately writes some numbers to represent ‘how many’ |
| **Meets Expectations** | * Consistently pairs each object with one and only one number name. (one to one correspondence) * Consistently keeps track with ease. * Consistently counts all sets of objects accurately * Correctly writes number names to represent ‘how many’ |

\*NOTE: Reversal of numbers is anticipated due to varied development of fine motor and visual development. A numeral that is reversed is still correct if it resembles the numeral.

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| **Standards for Mathematical Practice** |
| 1. Makes sense and perseveres in solving problems. |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| 6**. Attends to precision.** |
| 7. **Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |