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| **NC.K.CC.4, & NC.K.CC.5**  **Counting Out Groups (up to 10 objects)** | |
| **Domain** | Counting and Cardinality |
| **Cluster** | Count to tell the number of objects |
| **Standard(s)** | **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~~ 10, count out that many objects.(Focus on numbers to 10) * Given up to ~~20~~ 10 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** | 11 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 a set of objects, record the quantity using a written numeral, and describe the quantity after one more is added. |
| **Task** | 1. Present the child with a pile of 11 counters.  * Say: *Make me a pile of 5 counters.* * (Add one counter) *How many are there now?* (6)  1. Push all the counters back together into a pile of 11.  * Say: *Now make me a pile of 7 counters*. * (Add one counter)  *How many are there now?* (8)  1. Push all the counters back together into a pile of 11.  * Say: *Now make me a pile of 9 counters.* * (Add one counter). *How many are there now?* (10) |

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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 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) * Cannot produce sets or counts past the number specified * Unable to determine one more when an object is added |
| **Progressing** | * Makes errors in pairing each object with one and only one number name. (one to one correspondence) * Difficulty keeping track of objects counted (counting one object more than once or skipping objects). * Inconsistently produces sets or sometimes counts past the number specified * When an additional objects is added, inconsistently names the next successive number OR recounts the pile. |
| **Meets Expectations** | * Consistently pairs each object with one and only one number name. (one to one correspondence) * Keeps track with ease. * Consistently is able to produce specified sets of objects accurately * Instantly names the next successive number when an object was added. |

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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. |