Module Assessment

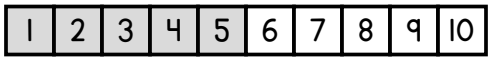
Grade K Module 1

Counting and Cardinality

Administer this assessment only to students who show inconsistent proficiency throughout the module, per observational assessment recordings. End the assessment if the student is unable to answer the first few questions.

Materials

- Bag of 10 loose Unifix® Cubes
- Collection of writing utensils to sort—colored pencils, crayons, markers
- Hide Zero® 7 card
- Number Path (provided removable)
- Flower image (provided removable)
- Numeral writing page (provided removable)

Achievement Descriptors and Standards	Assessment Question
K.Mod1.AD1 Count to 10. (K.CC.A.1) **K.Mod1.AD3 Represent a group of objects with a written numeral 0–10.** (K.CC.A.3) **K.Mod1.AD4 Say one number name with each object when counting up to 10 objects.** (K.CC.B.4.a) **K.Mod1.AD5 Use the last number of a count to tell *how many* regardless of arrangement or order counted.** (K.CC.B.4.b) **K.Mod1.AD8 Count to answer *how many* questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.** (K.CC.B.5) **K.Mod1.AD10 Sort objects into categories.** (K.MD.B.3)	1. Give the student the bag of writing utensils. Place the number path in front of the student. **You can sort these any way you want.** If needed, prompt student to sort by size. Point to the smallest group from the sort. **How many are in this group?** **Point to the number that tells how many.** **How many cubes are in the group?** **If the student says *none*, ask for the number that shows *none* (0).**  

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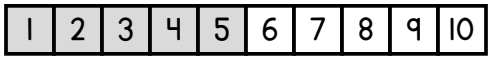
K.Mod1.AD1 Count to 10. (K.CC.A.1) **K.Mod1.AD3 Represent a group of objects with a written numeral 0–10.** (K.CC.A.3) **K.Mod1.AD4 Say one number name with each object when counting up to 10 objects.** (K.CC.B.4.a) **K.Mod1.AD5 Use the last number of a count to tell *how many* regardless of arrangement or order counted.** (K.CC.B.4.b) **K.Mod1.AD6 Say *how many* without recounting when objects are rearranged.** (K.CC.B.4.b) **K.Mod1.AD8 Count to answer *how many* questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.** (K.CC.B.5)	2. Show the picture of the flower. **Count the petals.** **Put 1 cube on each petal as you count.** **How many cubes are there?** **Point to the number that tells how many cubes.** Scatter the cubes. **How many cubes are there?**  

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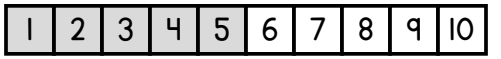
K.Mod1.AD1 Count to 10. (K.CC.A.1) **K.Mod1.AD3 Represent a group of objects with a written numeral 0–10.** (K.CC.A.3) **K.Mod1.AD4 Say one number name with each object when counting up to 10 objects.** (K.CC.B.4.a) **K.Mod1.AD5 Use the last number of a count to tell *how many* regardless of arrangement or order counted.** (K.CC.B.4.b) **K.Mod1.AD7 Recognize that each successive number is one more when counting within 10.** (K.CC.B.4.c) **K.Mod1.AD9 Count out a given number of 1–10 objects from a larger group.** (K.CC.B.5)	3. Give the student the bag of 10 objects. Hold up the Hide Zero 7 card. ***(Hold up the 7 card.)* Count out this many.** **If you get 1 more, how many will there be?** **Point to the number that shows 1 more than 7.**   
K.Mod1.AD2 Write numbers from 0 to 10. (K.CC.A.3)	4. Remove the number path. Place the numeral writing page in front of the student. **Write the numbers 1 through 10 in order.**