

K.CC Assessing Counting Sequences Part I

Task

This activity is designed to determine the appropriate instructional level for a student in a one-on-one interaction with the teacher.

The teacher needs paper and pencil to record the student's reactions. It is important to find a time and place where the student is comfortable and not distracted. Record the exact language of the student's counting, including hesitations, substitutions, and errors, to help identify specific objectives for future lessons. If a student makes an error on a counting sequence, it is not necessary to continue; this is the place where the student needs instruction.

Say,

- “Start counting at 1 and I will tell you when to stop” (stop the student at 22)
- “Start counting at 10 and I will tell you when to stop” (stop the student at 35)
- “Start counting at 54 and I will tell you when to stop” (stop the student at 68)
- “Start counting at 86 and I will tell you when to stop” (stop the student at 102)



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