



# **K.CC Assessing Counting Sequences Part II**

## **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 will need paper and pencil to record the student's reactions. It is best 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,

- "Tell me the number after 2, after 5, after 8"
- "Tell me the number after 10, after 13, after 16"
- "Tell me the number after 20, after 24, after 29"
- "Tell me the number after 55, after 79, after 87"

Note: The teacher may have to prompt a student if he or she gives the number before the target rather than the number after the target number with language like, "That is the number before. What number comes after?"



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