

NWEA Assessment Item Illustrating K.CC.B.5

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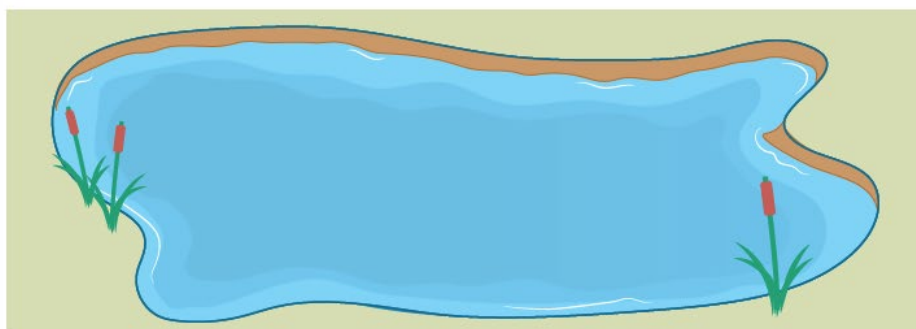
Domain: Counting and Cardinality

K.CC.B: Count to tell the number of objects.

Calculator Availability: No



Move 6 frogs to the pond.



Alignment: K.CC.B.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

The major work of this cluster focuses on connecting counting to cardinality. This involves students demonstrating understanding of the one-to-one correspondence that is required when counting and of the concept that the last number said is the number of objects counted. The first part of this standard focuses on orally counting objects in a set. Students begin by counting sets of objects in lines and then move to arrays, making sure that all rows or columns are counted once. This item addresses the second part of the standard, in which students are asked to count out a certain number of objects. Although these may seem like similar skills, counting out a given number of objects requires a greater degree of fluency with the counting sequence, as students need also remember the number to which they are counting. Students also demonstrate number recognition by recognizing the numeral “6” in the item. This item is intentionally structured so that each click on the frog adds one more frog to the pond, allowing students to easily count as they populate the pond.

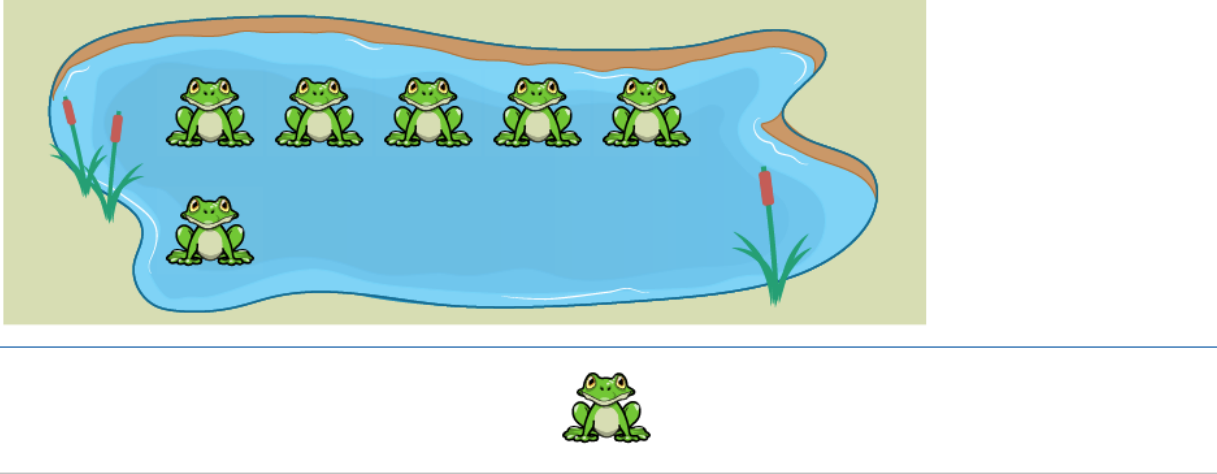
Coherence: Counting to tell the number of objects is an extension of other Counting and Cardinality standards,^{K.CC.A} as knowing the count sequence is necessary to count out a certain number of objects, and students must understand the relationship between numbers and quantities.^{K.CC.B.4} Arrays are used in this item to support students’ ability to keep track of what they have counted. In later grades, arrays will be used to help develop the concept of multiplication and division.^{2.OA.C.4}

Rigor: This item attends to conceptual understanding, procedural skill, and application. Students use conceptual understanding in recognizing numerals and counting out objects. The act of counting is also

considered a procedural skill. Since the counted objects are frogs and not mathematical models, this item represents an application of mathematics in a real-world scenario.

Answer Key:

Move 6 frogs to the pond.



The illustration shows a blue pond with a brown border. Inside the pond, there are six green frogs: five are arranged in a horizontal line across the top, and one is sitting at the bottom left. There are two red flowers with green stems on the left and right sides of the pond. Below the pond, centered, is a single green frog.

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