

TEKS for Mathematics “Rapid” Assessment: Grade K

<p>K(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list.</p>	<p>K(5)(A) The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.</p>
<p>Materials: None</p>	
<p>Procedure: Ask the student to count orally.</p> <ol style="list-style-type: none"> 1. Count as high as you can by ones. 2. Count by tens to 100. 3. Start at 25 and count to 50. 4. Start at 40 and count to 100. <p><i>This activity may be repeated using different beginning and ending numbers.</i></p>	
<p>Check Student’s Responses:</p>	
<p>1. The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counts by ones to _____ without errors. <input type="checkbox"/> Counts by ones to _____ with one error. 	
<p>2. The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counts by tens to _____ without errors. <input type="checkbox"/> Counts by tens to _____ with one error. 	
<p>3. The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can count by ones from 25 to 50 without errors. <input type="checkbox"/> Can count by ones from 25 to 50 with one error. <input type="checkbox"/> Cannot begin at 25 and count to 50 by ones. 	
<p>4. The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can count by tens from 40 to 100 without errors. <input type="checkbox"/> Can count by tens from 40 to 100 with one error. <input type="checkbox"/> Cannot begin at 40 and count to 100 by tens. 	
<p>Notes:</p>	

K(5)(A) The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **skipped numbers**.
 - Even if a student often forgets to say twelve, or some other number, encourage him or her to continue counting as high as he or she can. Students who have trouble remembering “teen” numbers are often capable of counting well above the 20s.

A teaching strategy would include providing the student with more practice counting aloud.

- The student **paused at each multiple of 10**. For example if the student says, “thirty-niiiiiiiine” and seems stuck, say, “ten, twenty, thirty....” This may be all the student needs to remind him or her that forty comes next.

A teaching strategy may involve providing the student with practice starting to count from 19 or a number other than one.