

10, 20, 30,  
40, 50...

# Counting Collections Assessment 2<sup>nd</sup> - 3<sup>rd</sup>



# Counting Collections Assessment Grades 2-3



Student

Observations

1. Are they counting accurately? \_\_\_\_yes \_\_\_\_no

2. How many objects can they count accurately? \_\_\_\_\_

3. Are they making groups? \_\_\_\_yes \_\_\_\_no

If yes, how are they grouping? \_\_\_\_\_  
(2's, 5's, 10's, 25's, etc.)

4. Are they making reasonable estimates? \_\_yes \_\_no

5. Are they recording accurately? \_\_\_\_yes \_\_\_\_no

6. Is their recording organized? \_\_\_\_yes \_\_\_\_no

7. Are they putting ten groups of ten together to make one group of 100? \_\_\_\_yes \_\_\_\_no

8. Are they putting ten groups of 100 together to make one group of 1000? \_\_\_\_yes \_\_\_\_no

9. Can they add/subtract?:

\_\_\_\_ 1 more? \_\_\_\_ 10 more? \_\_\_\_ 100 more?

\_\_\_\_ 1 less? \_\_\_\_ 10 less? \_\_\_\_ 100 less?

10. Can/How do students answer these questions:

\*How many groups of 10 do you have? \_\_\_\_\_

\*How many groups of 100 do you have? \_\_\_\_\_

\*How many groups of 1 do you have? \_\_\_\_\_

Additional Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Counting Collections Meets The Following Common Core Math Standards

2<sup>nd</sup> Grade:

2 OA – 2

2 NBT – 1 a., b., 2, 3, 4 \*7, \*8

Third Grade:

3 NBT – \*1, \*2, \*3

(supports students with understanding of  
place value and base 10 number concepts)

### Product Description

This product is designed for teachers to use as a data collection tool to assess students' abilities with counting collections. It is a way to gather information about a student's ability to:

- \*count items accurately
- \*group items for effective/efficient counting
- \*understand base 10 number concepts
- \*represent mathematical thinking
- \*work and/or record their work in an organized manner.

This product has been created to be used as an ongoing assessment tool. It allows for a teacher to track each student's growth across time as they work towards mastering grade level standards.

# Credits

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