

Figure 10.1: Planning for the Formative Assessment Process— Kindergarten

Kindergarten	
Standard: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, expressions, or equations.	
Mathematical Task: Read the problem to the student: Julia has 9 cupcakes. She shares 4 cupcakes with her friends. How many cupcakes does Julia have now? Show your thinking with objects, words, pictures, or numbers.	
What types of misconceptions do you anticipate students will struggle with during the task?	
What types of scaffolding questions can you ask students to help guide their work on this task?	
How do you plan to provide feedback to student solution pathways and explanations?	
How will students work on the task with their peers and receive feedback from one another?	
How will you ensure all students take action on feedback received during the task?	