Pre-Kindergarten End-of-Module 1 Assessment (Administer after Topic H)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic E** |  |  |  |
| **Topic F** |  |  |  |
| **Topic G** |  |  |  |
| **Topic H** |  |  |  |

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic E: *How Many* Questions with 4 or 5 Objects

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 5 linking cubes to be used as “birds” (the “birds” give the assessment a playful context), paper plate

1. Let’s pretend that these linking cubes are birds. These birds (linking cubes) fly into your tree (assist in putting cubes on the child’s left hand fingers like little hats). Touch and count each one. How many birds are in your tree?
2. A bird flies away (take 1 cube away). Touch and count the birds in your tree now.
3. (Put cube back on the student’s finger.) Watch as all the birds fly to the ground. (Place the cubes in a circle around a plate.) Touch and count each one. How many birds are on the ground?

Note: If a child is unable to count 5 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 5. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence **(PK.CC.3a**).

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.2.3. |  |

Topic F: Matching 1 Numeral with up to 5 Objects

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Numerals 1–5, bird cards (cut apart), 7 linking cubes

1. (Put bird pictures in front of student. Show the numeral 4.) What number is this? Can you find the group of birds that matches this number?
2. (Repeat with 2.)

1. (Repeat with 3.)
2. (Repeat with 1.)
3. (Show the numeral 5.) What number is this? Pretend these cubes are birds. Can you make a group of birds to match this number?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.2.3.4.5. |  |

Topic G: *One More* with Numbers 1 to 5

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 5 linking cubes as imaginary birds

1. Let’s pretend these cubes are birds. (Place 5 cubes in front of student.) Two birds want to play. Show me 2 birds.
2. One more bird wants to play. Show me 1 more. (Child puts another cube in the group.) How many birds are playing now? (Continue the pattern of 1 more to 5.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.2. |  |

**Topic H: Counting 5, 4, 3, 2, 1**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 5 linking cubes as imaginary birds

1. Let’s pretend these cubes are birds. (Place 5 cubes in front of student.) How many birds are there on the ground?
2. One bird flies into my tree. Show me. (After the student removes 1 cube from the group, place it on your left pinky.) How many birds are on the ground now? (Continue the pattern of 1 less to 1.)
3. Can you count from 5 to 1?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.2.3. |  |

|  |  |
| --- | --- |
| End-of-Module Assessment TaskStandards Addressed | Topics E–H |
| Know number names and the count sequence.PK.CC.1 Count to 20.[[1]](#footnote-1) PK.CC.2 Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects). Count to tell the number of objects.[[2]](#footnote-2)**PK.CC.3** Understand the relationship between numbers and quantities to 10; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement of the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.**PK.CC.4** Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.Understand simple patterns.**PK.OA.2** Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects. |

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| A Progression Toward Mastery  |
| --- |
| Assessment Task Item  | STEP 1Little evidence of reasoning without a correct answer.(1 point) | STEP 2Evidence of some reasoning without a correct answer.(2 points) | STEP 3Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.(3 points) | STEP 4Evidence of solid reasoning with a correct answer.(4 points) |
| **Topic E**PK.CC.3abPK.CC.4 | The student shows little evidence of understanding how to count objects in any configuration, is unable to count from 1–5 with one-to-one correspondence (one object paired with one number word), and does not recognize that the last number counted tells how many. Note if child is able to rote count to 5. | The student shows evidence of beginning to understand how to count objects in some configurations, but has difficulty understanding cardinality (e.g., repeats count, 1, 2, 3, 4, 5 when asked to say how many) or one-to-one correspondence (says more than one number for each object or skips an object). | The student is able to do two of the following: * Arrange and count cubes in more than one configuration correctly to 5.
* Demonstrate understanding of cardinality.
* Count with one-to-one correspondence.
 | The student correctly:* Arranges and counts cubes in all configurations correctly to 5. Begins to show conservation.
* Demonstrates understanding of cardinality (the last number said tells the number in a set).
* Counts with one-to-one correspondence (one object paired with one number word).
 |
| **Topic F**PK.CC.2PK.CC.3abPK.CC.4 | The student shows little evidence of understanding how to match a numeral to a quantity, or is unable to make a group of a particular quantity from a numeral. Child is unable to explain the process. | The student shows evidence of beginning to understand how to match a numeral to a quantity, and how to create a group of a particular quantity from a numeral.  | The student demonstrates some understanding, but inaccurately or inconsistently does the following:* Matches the numerals 1–4 to the corresponding bird cards.
* Creates a group of 5 cubes to match the numeral.
 | The student correctly: * Matches the numerals 1­–4 to the corresponding bird cards.
* Creates a group of 5 cubes to match the numeral.
 |
| **Topic G**PK.CC.3cPK.OA.2 | The student shows little evidence of understanding how to count 1 more within 5, and is almost non-responsive. | The student shows evidence of beginning to understand how to count 1 more within 5.  | The student correctly counts 1 morewithin 5 after prompting or a clue to add an additional cube. | The student correctly counts 1 more within 5.  |
| **Topic H**PK.CC.3cPK.OA.2 | The student shows little evidence of understanding how to count from 5 to 1, and is almost non-responsive. | The student counts 5, 4, 3, 2, 1 with two or three errors. | The student counts 5, 4, 3, 2, 1 with materials and by rote with one error. | The student correctly counts 5, 4, 3, 2, 1 with materials and by rote.  |

|  |
| --- |
| Class Record Sheet of Rubric Scores: End-of-Module 1 Assessment |
| **Student Names** | **Topic E: *How Many* Questions with 4 or 5 Objects** | **Topic F:****Matching 1 Numeral with up to 5 Objects** | **Topic G:*****One More* with Numbers 1 to 5** | **Topic H:****Counting 5, 4, 3, 2, 1** | **Next Steps:** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Module 1 Assessment Picture Cards**

|  |
| --- |
|  |
|   |
|    |
|     |

1. PK.CC.1 is assessed directly if a child is not able to demonstrate mastery of PK.CC.3a, since rote counting is embedded in counting with one-to-one correspondence. [↑](#footnote-ref-1)
2. Within 5. [↑](#footnote-ref-2)