

Pre-Kindergarten End-of-Module 3 Assessment Instructions (Administer after Topic H)

Student Name _____

Topic E: *How Many* Questions with 0 to up to 9 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 9 small leaves, 9-stick of linking cubes
with 5 yellow and 4 blue

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

1. (Put 8 small leaves in a straight horizontal line.) Touch and count the leaves.
2. Put one more leaf on the end of the line. How many are there?
3. (Exchange the leaves for a linking cube stick of 9 cubes with 5 yellow and 4 blue.) Count the cubes. How many are there?
4. (Break the stick into 3 threes. Arrange them as 3 rows.) Count the cubes. How many are there?
5. (Show an empty plate.) How many cubes are on this plate? Leaves? Elephants?

Note: If a child is unable to count 9 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 9. 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 One Numeral with 0 up to 9 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 9 teddy bear counters of the same color and size, 10–12 leaves, paper plate, linking cube, numerals 0 to 9

1. (Arrange 9 teddy bears in a circle around the rim of a plate.) Touch and count the teddy bears. How many teddy bears are there? You may use the cube if it will help you count.
2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 scattered and out of order on the table.) Hand me the number that shows the number of teddy bears on the plate.
3. (Remove all the teddy bears from the plate.) Hand me the number that shows how many cars are on this plate.
4. (Show a small pile of 10–12 leaves. Show the numeral 9.) Put this number of leaves in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: *How Many* Questions with up to 10 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 12 small leaves, 10-stick of linking cubes with 5 orange and 5 red

1. (Put 9 small leaves in a straight horizontal line.) Touch and count the leaves.
2. Put one more leaf on the end of the line. How many are there now?
3. (Exchange the leaves for a linking cube stick of 10 cubes with 5 orange and 5 red.) Count the cubes. How many are there?
4. (Break the stick into 2 fives. Arrange them as 2 rows.) Count the cubes. How many are there?
5. (Join the stick together again, and break then it into 5 twos in 5 rows.) Count the cubes. How many are there?

Note: If a child is unable to count 10 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 10. 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.	
4.	
5.	

Topic H: Matching One Numeral with up to 10 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 10 small paper clips, piece of construction paper, 1 leaf, numerals 0 to 10, 12–15 beans

1. (Arrange 10 paper clips in a circle on the construction paper.) Touch and count the paper clips. How many paper clips are there? You may use the leaf if it will help you count.
2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 scattered and out of order on the table.) Hand me the number that shows the number of paper clips on the plate.
3. (Exchange the paper clips on the paper for 12–15 beans in a scattered configuration. Show the numeral 10.) Put this number of beans in a straight line.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

End-of-Module Assessment Task Standards Addressed

Topics E–H

Know number names and the count sequence.

PK.CC.1 Count to 20.¹

Count to tell the number of objects.

PK.CC.3 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

- 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.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 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.

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.

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.

A Progression Toward Mastery

Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
Topic E PK.CC.1 PK.CC.3abc PK.CC.4	The student shows little evidence of understanding how to count objects in a configuration, does not understand cardinality, is unable to count to 9 with one-to-one correspondence. The student does not understand that 1 more yields the next number or the concept of zero.	The student shows evidence of beginning to understand how to count objects in a line or array, but has some difficulty understanding cardinality or one-to-one correspondence (says more than one number for each object or skips an object). The student does not understand that 1 more yields the next number or the concept of zero.	The student does two or three of the following: - Arranges and counts cubes in linear and array configurations correctly to 9. - Understands cardinality. - Counts with one-to-one correspondence. - Understands 8 and 1 more is 9. - Recognizes when there are 0 objects.	The student correctly: - Arranges and counts cubes in linear and array configurations correctly to 9. - Understands cardinality (the last number said tells the number in a set). - Counts with one-to-one correspondence (one object paired with one number word). - Understands 8 and 1 more is 9. - Recognizes when there are 0 objects.
Topic F PK.CC.3abc PK.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. He is unable to explain the process.	The student shows evidence of beginning to understand how to match a numeral to a quantity or how to create a group of a particular quantity.	The student demonstrates some understanding, but inaccurately or inconsistently does the following: - Counts up to 9 objects in a circular configuration. - Matches the numerals 0 and 9 to the corresponding quantities. - Creates a set of objects to match the numeral 9.	The student correctly: - Counts up to 9 objects in a circular configuration. - Matches the numerals 0 and 9 to the corresponding quantities. - Creates a set of objects to match the numeral 9.



A Progression Toward Mastery

Topic G PK.CC.1 PK.CC.3abc PK.CC.4	The student shows little evidence of understanding how to count objects in any configuration, does not understand cardinality, is unable to count from 1 to 8 with one-to-one correspondence, and does not understand that 1 more yields the next number.	The student shows evidence of beginning to understand how to count objects in a line or array, but has some difficulty understanding cardinality or one-to-one correspondence (says more than one number for each object or skips an object). The student does not understand that 1 more yields the next number.	The student does two of the following: - Arranges and counts cubes in linear and array configurations correctly to 10. - Understands cardinality - Counts with one-to-one correspondence. - Understands 9 and 1 more is 10.	The student correctly: - Arranges and counts cubes in linear and array configurations correctly to 10. - Understands cardinality (the last number said tells the number in a set). - Counts with one-to-one correspondence (one object paired with one number word). - Understands 9 and 1 more is 10.
Topic H PK.CC.3ab PK.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. She is unable to explain the process.	The student shows evidence of beginning to understand how to match a numeral to a quantity or how to create a group of a particular quantity.	The student demonstrates some understanding, but inaccurately or inconsistently does the following: - Counts up to 10 objects in a circular configuration. - Matches the numeral 10 to the corresponding quantity. - Creates a set of objects to match the numeral 10.	The student correctly: - Counts up to 10 objects in a circular configuration. - Matches the numeral 10 to the corresponding quantity. - Creates a set of objects to match the numeral 10.

Class Record Sheet of Rubric Scores: End-of-Module 3 Assessment

Student Names	Topic E: <i>How Many</i> Questions with 0 to up to 9 Objects	Topic F: Matching One Numeral with 0 up to 9 Objects	Topic G: <i>How Many</i> Questions with up to 10 Objects	Topic H: Matching One Numeral with up to 10 Objects	Next Steps: