Pre-Kindergarten Mid-Module 3 Assessment Instructions (Administer after Topic D)

Purpose: These assessments inform daily planning, enhance parent conferences with specific documentation of students' skill development, and provide valuable information about a student to his next teacher.

Materials Needed: 5 red and 3 yellow linking cubes as pictured on each page, 10 small rocks, paper clip, numeral cards 1–8, paper plate

Preparation: This may be a Pre-Kindergarten student's first assessment experience, so it is critical to make it a positive one. Greet the child warmly, and sit beside her rather than opposite. Tell the child that it is time to play some number games.

Procedure: Use the specific language of the assessment, translating as necessary for non-English speakers. Use the second hand of the classroom clock to assure there is ample wait time, and note when there is a significant delay (i.e., more than 20 seconds) in response. Record the student's results in two ways: (1) the narrative documentation and (2) the overall score per topic. It is key to allow the child to explain his reasoning in his primary language.

Initial Assessment: Use the rubric to determine at what step the student is performing.

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)

If the student is unable to get the correct answer on any part of the assessment, his score cannot exceed Step 3. However, if the student is unable to use his words to explain what he did, do not count that against him quantitatively. (Be aware of the difference between a native English speaker's and a non-English speaker's ability to articulate something.) If the student asks for or needs a hint or significant support, provide either, but automatically lower the score. This is to ensure that the assessment provides a true picture of what a student can do independently.

Repeated Assessment: If a student scores at Step 1 or 2, repeat that task at two-week intervals, noting the date of the reassessment in the space at the top of the student's record sheet. Document progress on this form. If the student is very delayed in his response but completes it, reassess after two weeks to see if there is a change in the time elapsed.

Documentation Availability: Keep the assessments in a three-ring binder or student portfolio. There are two assessments (mid and end) per module for each student. Use the Class Record Sheet following the rubric for an at-a-glance look at students' strengths and weaknesses and follow-up lesson planning.

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			
Topic D			

Student Name _____

Topic A: *How Many* **Questions with up to 7 Objects**

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 7 small rocks, 7-stick of linking cubes with 5 red and 2 yellow

1. (Put 6 small rocks in a straight horizontal line.) Touch and count the rocks.

2. Put one more rock on the end of the line. How many are there?

3. (Change the rocks for a linking cube stick of 6 cubes with 5 red and 1 yellow.) Count the cubes. How many are there?

4. (Break the stick into 2 threes. Arrange them as two rows.) Count the cubes. How many are there?

5. (Put the stick back together.) Put one more yellow cube on the yellow end. How many cubes are there now?

Note: If a child is unable to count 7 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 7. 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.	

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Topic B: Matching One Numeral with up to 7 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 7 linking cubes of the same color, 10 small rocks, paper plate, paper clip, numeral cards 1–7

1.   (Arrange 6 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.

2.   (Display the numerals 1, 2, 3, 4, 5, 6, and 7 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.

3.   (Arrange 7 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.

4.   (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 7.) Put this number of rocks in a straight line.

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

Topic C: *How Many* Questions with up to 8 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 8 small rocks, 8 stick of linking cubes with 5 red and 3 yellow, paper plate

1. (Put 7 small rocks in a straight horizontal line.) Touch and count the rocks. How many are there?

2. (Put one more rock at the end of the line.) How many are there now?

3. (Exchange the 8 rocks for a linking cube stick of 8 cubes with 5 red and 3 yellow.) Count the cubes. How many are there?

4. (Break the stick into 4 twos. Arrange them as 4 rows.) Count the cubes. How many are there?

5. (Put the stick back together.) How many cubes are there now?

Note: If a child is unable to count 8 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 8. 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 D: Matching One Numeral with up to 8 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 8 linking cubes of the same color, paper plate, paper clip, numeral cards 1–8

1. (Arrange 8 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.
2. (Display the numerals 1, 2, 3, 4, 5, 6, 7, and 8 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.
3. (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 8.) Put this number of rocks in a straight line.

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

Mid-Module Assessment Task	**Topics A–D**
Standards Addressed	

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.

     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 or 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.

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.

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[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 A **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 7 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 in an array, but has some difficulty understanding cardinality or counting with 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 6 and 7. ■ Understands cardinality. ■ Counts with one-to-one correspondence. ■ Understands 6 and 1 more is 7.	The student correctly: ■ Arranges and counts cubes in linear and array configurations correctly to 6 and 7. ■ 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 6 and 1 more is 7.
Topic B **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. 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 7 objects in a circular configuration. ■ Matches the numeral 6 to the corresponding quantity. ■ Creates a set of objects to match the numeral 7.	The student correctly: ■ Counts up to 7 objects in a circular configuration. ■ Matches the numeral 6 to the corresponding quantity. ■ Creates a set of objects to match the numeral 7.

A Progression Toward Mastery

Topic C **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 8. ▪ Understands cardinality. ▪ Counts with one-to-one correspondence. ▪ Understands 7 with 1 more is 8.	The student correctly: ▪ Arranges and counts cubes in linear and array configurations correctly to 8. ▪ 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 7 with 1 more is 8.
Topic D **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 8 objects in a circular configuration. ▪ Matches the numeral 8 to the corresponding quantity. ▪ Creates a set of objects to match the numeral 8.	The student correctly: ▪ Counts up to 8 objects in a circular configuration. ▪ Matches the numeral 8 to the corresponding quantity. ▪ Creates a set of objects to match the numeral 8.

Class Record Sheet of Rubric Scores: Mid-Module 3 Assessment					
Student Names	**Topic A:** *How Many* Questions with up to 7 Objects	**Topic B:** Matching One Numeral with up to 7 Objects	**Topic C:** *How Many* Questions with up to 8 Objects	**Topic D:** Matching One Numeral with up to 8 Objects	**Next Steps:**