

## Pre-Kindergarten Mid-Module 5 Assessment Instructions (Administer after Topic C)

**Purpose:** These assessments inform daily planning and track student skill development to support and strengthen parent-teacher communication of student progress, and provide valuable information for Kindergarten teachers.

**Materials Needed:** Module 5 Assessment Template, crayon, numeral cards 0–5, 5 balls, basket

**Preparation:** This may be a Pre-Kindergarten student's first assessment experience so it is critical to make it a positive experience. Greet the child warmly, sitting next to him/her rather than opposite. Tell the child that you want to play some number games with him or her.

**Procedure:** Use the specific language of the assessment, translating as necessary for English language learners. Use the second hand of a watch or clock to assure there is ample wait time and note when there is a significant delay in response, e.g., more than 20 seconds. Record the student's results in two ways: 1) the narrative documentation and 2) the overall score per topic. To ensure the most accurate results, it is important to allow the child to explain his or her reasoning in his or her primary language.

**Initial Assessment:** Use the rubric to determine at what step students are performing.

|   |  |   |  |
|---|--|---|--|
| <b>STEP 1</b><br><b>Little evidence of reasoning without a correct answer.</b><br><br>(1 point) | <b>STEP 2</b><br><b>Evidence of some reasoning without a correct answer.</b><br><br>(2 points) | <b>STEP 3</b><br><b>Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.</b><br><br>(3 points) | <b>STEP 4</b><br><b>Evidence of solid reasoning with a correct answer.</b><br><br>(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 *tell* what he did, we do not count that against him quantitatively. If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This is to make sure 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 again at two-week intervals, noting the date of the reassessment in the space at the top of the student's record sheet. Document student's progress on the same assessment 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:** Put the assessments in a three-ring binder or student portfolio. There are two assessments (mid and final) per module for each student. Use the Class Record Sheet following the rubric for an *At-a-Glance* look at students' strengths, progress toward meeting objectives, and follow-up lesson planning.

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

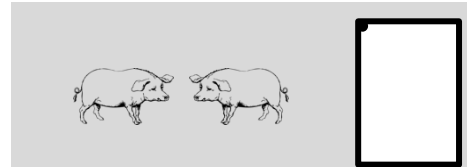
**Topic A: Writing Numerals 0 to 5**

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

|         | Date 1 | Date 2 | Date 3 |
|---------|--------|--------|--------|
| Topic A |        |        |        |
| Topic B |        |        |        |
| Topic C |        |        |        |

Materials: (S) Module 5 Assessment Template, crayon, numeral cards 0–5 (Lesson 1 Template)

1. (Place a copy of Assessment Template in front of the child and point to the box with two pigs.) How many pigs are in this box? Write the number in the box.
2. (Repeat for numerals 3–5.)



Note: If a child is unable to remember what the numeral looks like, show the numeral cards and ask her to find the correct number. Once she has found the correct number, invite her to write it in the box.

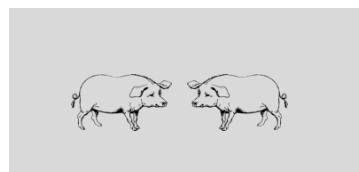
| What did the student do? | What did the student say? |
|--------------------------|---------------------------|
| 1.                       |                           |
| 2.                       |                           |

**Topic B: Contextualizing Addition Stories to Solve**

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

Materials: (S) 5 small balls, basket, Module 5 Assessment Template, 5 linking cubes, crayon

1. Act out this problem for me: Barak has 3 balls. He gets 2 more balls for his birthday. How many balls does he have in all?
2. Say an addition sentence to tell what happened in the story.
3. (Show picture of two pigs from Assessment Template. Fold over the portion for writing the numeral.) There are 2 pigs in the pen. 2 more pigs come to the pen. How many pigs are there all together? You can use cubes or draw more pigs to solve.
4. Say an addition sentence to tell what happened in the story.



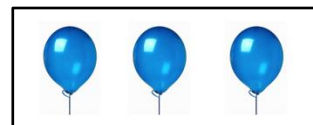
| What did the student do? | What did the student say? |
|--------------------------|---------------------------|
| 1.                       |                           |
| 2.                       |                           |
| 3.                       |                           |
| 4.           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

**Topic C: Contextualizing Subtraction Stories to Solve**

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

Materials: (S) 5 balls, basket, Module 5 Assessment Template, crayon

1. Act out this problem for me: Barb has 5 balls at the playground. She loses 1 ball while she is there. How many balls are left?
2. Say the subtraction sentence to tell what happened in the story.
3. (Show picture of three balloons from the Assessment Template.) There are 3 balloons. 2 balloons popped. How many balloons are left? You can use the crayon on the drawing if you need it.
4. Say the subtraction sentence to tell what happened in the story.



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

Mid-Module Assessment Task  
Standards Addressed

Topics A–C

**Know number names and the count sequence.**

- PK.CC.2** Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

**Understand addition as adding to, and understand subtraction as taking from.**

- PK.OA.1** Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add two more, how many apples do we have all together?).

## 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 students CAN do now, and what they need to work on next.

| A Progression Toward Mastery         |   |  |  |   |
|--------------------------------------|---|--|--|---|
| Assessment Task Item                 | STEP 1<br>Little evidence of reasoning without a correct answer.<br><br>(1 point)   | STEP 2<br>Evidence of some reasoning without a correct answer.<br><br>(2 points)   | STEP 3<br>Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.<br><br>(3 points)  | STEP 4<br>Evidence of solid reasoning with a correct answer.<br><br>(4 points)  |
| <b>Topic A</b><br><br><b>PK.CC.2</b> | The student shows little evidence of understanding how to write numerals, and is unable to write numerals even with numeral cards. The student may not be able to match a numeral card to the number of pigs in each picture. | The student is able to match a numeral to the number of pigs in each picture, but is unable to write most numerals without seeing numeral cards.<br><br>Or, the student is able to write numerals but cannot match them to the number of pigs in each picture. | The student is able to write a numeral to match the number of pigs in each picture but needs to see 1 or 2 numeral cards in order to write them. There may be some reversals or incorrect formation of numerals. | The student correctly: <ul style="list-style-type: none"> <li>Writes numerals 0–5 to match the number of pigs in each picture with correct formation and no reversals.</li> </ul> |



## A Progression Toward Mastery

|                                      |  |   |  |   |
|--------------------------------------|--|---|--|---|
| <b>Topic B</b><br><br><b>PK.OA.2</b> | <p>The student shows little evidence of understanding addition and is not able to use objects or drawings to represent addition stories.</p>       | <p>The student shows evidence of beginning to understand how to:</p> <ul style="list-style-type: none"> <li>Use objects and/or drawings to add, but is unable to state an addition sentence to match the story.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>State an addition sentence but is unable to use objects or drawings to add.</li> </ul>            | <p>The student demonstrates some understanding but is inaccurate and/or inconsistent in doing the following:</p> <ul style="list-style-type: none"> <li>Using balls to model the addition story.</li> <li>Stating an addition sentence to match the ball story.</li> <li>Using the pig picture to solve the addition story.</li> <li>Stating an addition sentence to match the pig story.</li> </ul>               | <p>The student correctly:</p> <ul style="list-style-type: none"> <li>Adds balls to model addition story.</li> <li>States the addition sentence as “3 balls and 2 balls make 5 balls,” “3 and 2 is 5,” or “3 plus 2 equals 5.”</li> <li>Uses pig picture to solve the addition story. The student may draw to solve.</li> <li>States the addition sentence as “2 pigs and 2 pigs is 4 pigs,” “2 and 2 is 4,” or “2 plus 2 equals 4.”</li> </ul>                                      |
| <b>Topic C</b><br><br><b>PK.OA.1</b> | <p>The student shows little evidence of understanding subtraction and is not able to use objects or drawings to represent subtraction stories.</p> | <p>The student shows evidence of beginning to understand how to:</p> <ul style="list-style-type: none"> <li>Use objects and drawings to subtract, but is unable to state a subtraction sentence to match the story.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>State a subtraction sentence but is unable to use objects or drawings to subtract.</li> </ul> | <p>The student demonstrates some understanding but is inaccurate and/or inconsistent in doing the following:</p> <ul style="list-style-type: none"> <li>Using balls to model subtraction story.</li> <li>Stating a subtraction sentence to match the ball story.</li> <li>Using the balloon picture to solve the subtraction story.</li> <li>Stating a subtraction sentence to match the balloon story.</li> </ul> | <p>The student correctly:</p> <ul style="list-style-type: none"> <li>Takes away balls to model subtraction story.</li> <li>States the subtraction sentence as “5 balls take away 1 ball is 4 balls” or “5 take away 1 is/equals 4.”</li> <li>Uses balloon picture to solve the story problem. The student may use crayon or objects to solve.</li> <li>States the subtraction sentence as “3 balloons take away 2 balloons is 1 balloon” or “3 take away 2 is/equals 1.”</li> </ul> |

## Class Record Sheet of Rubric Scores: Mid-Module 5 Assessment

| Student Names | Topic A:<br>Writing<br>Numerals 0 to 5 | Topic B:<br>Contextualizing<br>Additional Stories<br>to Solve | Topic C:<br>Contextualizing<br>Subtraction<br>Stories to Solve | Next Steps: |
|---------------|--|---|--|-------------|
|               |  |   |  |             |
|               |  |   |  |             |
|               |  |   |  |             |
|               |  |   |  |             |
|               |  |   |  |             |
|               |  |   |  |             |
|               |  |   |  |             |

## Module 5 Assessment Template

