Student Name $\qquad$
Topic E: Are There Enough?
Rubric Score: $\qquad$ Time Elapsed: $\qquad$

Materials: ( $T$ ) 7 spoons, 8 bowls, $6-1$ inch $\times 1$ inch

|  | Date 1 | Date 2 | Date 3 |
| :--- | :--- | :--- | :--- |
| Topic E |  |  |  |
| Topic F |  |  |  |
| Topic G |  |  |  |
| Topic H |  |  |  | squares, $1-2$ inch $\times 3$ inch square piece of paper

1. Is there enough space on this paper for all these squares? Show me how you know.
2. Are there enough spoons for the bowls? Show me how you know.
3. Use the words more than to compare the spoons and bowls.
4. Use the words less than to compare the spoons and bowls.

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

## Topic F: Comparison of Sets Within 10

Rubric Score: $\qquad$ Time Elapsed: $\qquad$

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

1. Which set has more cubes? (Show the set of 6 cubes and the set of 4 cubes.)
2. Make a set that has the same number of cubes as this one. (Present the set with 4 cubes.) Tell me what you are doing.
3. Make a set that has 1 more cube than this set. (Present the set with 6 cubes.)
4. Make a set that has 1 less cube than this set. (Present a set with 10 cubes.)

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

Module 3: Date:

## Topic G: Comparison of Numerals

Rubric Score: $\qquad$ Time Elapsed: $\qquad$

Materials: (T) 12 loose linking cubes

1. (Present a set with 7 cubes and a set with 5 cubes.) Put these objects in lines to match and compare them.
2. Which number is more? Less?
3. (Write the numerals 8 and 4.) Use the words more than to compare these two numerals.

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

## Topic H: Clarification of Measurable Attributes

Rubric Score: $\qquad$ Time Elapsed: $\qquad$

Materials: (T) Empty juice box with the top cut off, cup, linking cube stick of 7, balance scale, many additional cubes, a tub with the empty juice box full of rice, student scissors

1. Compare the length of this juice box to the length of this stick. Use your words.
2. Compare the weight of this juice box to the weight of this pair of scissors. Use your words.
3. Compare the weight of this juice box to the weight of the cubes. How many cubes weigh the same as the juice box? Use your words. (If the student does not use the balance scale but makes a thoughtful guess, encourage use of the scale to confirm the estimate.)
4. Compare the capacity of this juice box to this cup.

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


#### Abstract

End-of-Module Assessment Task Topics E-H Standards Addressed


## Compare numbers.

K.CC. 6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)
K.CC. 7 Compare two numbers between 1 and 10 presented as written numerals.

Describe and compare measurable attributes.
K.MD. 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD. 2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" /"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

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

A Progression Toward Mastery

| Assessment Task Item and Standards Assessed | STEP 1 <br> Little evidence of reasoning without a correct answer. <br> (1 Point) | STEP 2 <br> Evidence of some reasoning without a correct answer. <br> (2 Points) | STEP 3 <br> Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points) | STEP 4 <br> Evidence of solid reasoning with a correct answer. <br> (4 Points) |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Topic E } \\ & \text { K.СС. } 6 \end{aligned}$ | The student is largely unresponsive and unable to perform the tasks. | The student shows evidence of beginning to understand comparison but makes many errors. | The student is able to complete the tasks but may be unable to use his words correctly in the third and fourth questions. | The student correctly: <br> - Places the squares on the paper to see if they fit. <br> - Shows there are not enough spoons for the bowls. <br> - Uses the words more than and less than to compare the spoons and bowls. |
| $\begin{aligned} & \text { Topic F } \\ & \text { K.CC. } 6 \end{aligned}$ | The student is largely unresponsive and unable to perform the tasks. | The student demonstrates a beginning understanding of comparison but makes many small errors. | The student demonstrates understanding of comparison but makes a small error, for example: <br> - Unable to state that 6 is more than 4 <br> - Struggles with showing one of the following sets: 1 more than 6,1 less than 10 , or a set equal to 4 . | The student correctly: <br> - Shows which set is more and states that 6 is more than 4. <br> - Shows a set equal to 4. <br> - Shows a set 1 more than 6. <br> - Shows a set 1 less than 10. |


| A Progression Toward Mastery |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Topic G <br> K.CC. 6 <br> K.CC. 7 | The student shows little evidence of comparison and is unable to articulate thoughts. | The student shows evidence of beginning to understand comparison but has not yet mastered the language of comparison. | The student makes a small error such as: <br> - Omitting the word than when comparing using words, or confuses less than with more than, though knows which number is larger and more than, even though it is evident. | The student correctly: <br> - Puts the objects in lines to match and compare them. <br> - Uses more than and less than to compare 7 and 5. <br> - Compares the numerals 8 and 4 . |
| Topic H <br> K.MD. 1 <br> K.MD. 2 | The student shows little evidence of understanding what is being asked. | The student shows evidence of beginning to understand comparison but has not yet mastered the language of comparison. | The student makes one error, such as: <br> - Confusing measurement vocabulary or doesn't use tools, but makes intelligent surmises backed by reasoning. | The student correctly uses language and the appropriate tools to: <br> - Compare the length of the box to the stick. <br> - Compare the weight of the box to the scissors. <br> - Compare the weight of the box to a number of cubes on the balance scale. <br> - Compare the capacity of the box using the rice. |


| Class Record Sheet of Rubric Scores: Module 3 |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Name: | Topic E: <br> Are There <br> Enough? | Topic F: <br> Comparison of <br> Sets Within 10 | Topic G: <br> Comparison of <br> Numerals | Topic H: <br> Clarification of <br> Measurable <br> Attributes | Next Steps: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

