

**Kindergarten Mid-Module 3 Assessment (Administer after Topic D)****Kindergarten End-of-Module 3 Assessment (Administer after Topic H)**

Assessment time is an important component of the student–teacher relationship. In early grades, it is especially important to establish a positive and collaborative attitude when analyzing progress. Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for English language learners (This is a math rather than a language assessment). If a student is unresponsive, wait about 15 seconds for a response. Record the student's results in two ways: (1) the narrative documentation after each topic set and (2) the overall score per topic using *A Progression Toward Mastery*. Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic. Each set comprises three or four related questions. Document what the student did and said in the narrative, and use the rubric for the overall score for each set.

If the student is unable to perform any part of the set, his score cannot exceed Step 3. However, if the student is unable to use his words to tell what he did, do not count that against the student quantitatively. Be aware that an English language learner's ability to articulate compared to other students will likely be significant different. If the student asks for or needs a hint or significant support, provide it, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.

If a student scores at Step 1 or 2, repeat that topic set again 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 one form. If the student is very delayed in her response but completes it, reassess to determine if there is a change in the time elapsed.

House the assessments in a three-ring binder or student portfolio. By the end of the year, there will be 10 assessments for each student. Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 only have one. Use the *Class Record Sheet* (following the rubric) for an easy reference to assess students' strengths and weaknesses.

These assessments can be valuable for daily planning, parent conferences, and first grade teacher preparation to receive these students.

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

**Topic A: Comparison of Length and Height**

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

Materials: (S) 6- and 9-inch pieces of string

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

Cover strings so each string has 3 inches exposed from a piece of paper. Let pieces be parallel to each other.

1. Each piece of string is hiding under the paper. Can we tell which one is longer? Why or why not?
2. (Uncover them.) Compare this string to this string. Use the words *longer than*.
3. Move the strings so that they line up on one end.
4. Compare these strings now. Use the words *shorter than*.
5. When we use the words *longer than* or *shorter than*, what are we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

**Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10**

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

Materials: (S) Linking cube sticks of 5 and 7, 9-inch piece of string

1. (Present the 5-stick and 7-stick.) Compare the length of these two sticks. Use the words *longer than*.
2. Compare the length of your 5-stick to the length of this string. (Show the 9-inch string from Topic A.) Use the words *shorter than*.
3. Break this 5-stick into two parts. Compare the length of your 5-stick to the length of the two sticks you are holding now.

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

**Topic C: Comparison of Weight**

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

Materials: (S) Balance scale, pennies, centimeter cubes, 1 light book, 1 heavy book

1. Compare the weight of this book to the weight of this book. Use the words *heavier than*.
2. Put the scissors and the ruler on the balance scale. Use the words *lighter than* to compare their weights.
3. Use the scale to show how many cubes are the same weight as the marker. How many cubes are the same weight as the marker?
4. Use the scale to show how many pennies are the same weight as the marker. How many pennies are the same weight as the marker? Tell me anything else you notice.
5. When we use the words *lighter than* or *heavier than*, what are we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

**Topic D: Comparison of Volume**

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

Materials: 1 small container ( $\frac{1}{8}$  cup), 1 plastic cup with  $\frac{1}{2}$  cup of rice in it, 1 small bowl filled with rice, tub for pouring rice from bowl into cup

1. Compare the capacity of this bowl and this cup. Use the words *more than*. (The student may want to pour to assess or will simply observe to make the comparison.)
2. How many small containers of rice hold the same amount of rice as this large container? (Watch to see what the student does. Ask the student to use the small container to prove his or her answer if the container is not used without prompting.)
3. When we just used the words *more than* or *less than*, what were we comparing?

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

### Mid-Module Assessment Task Standards Addressed

Topics A–D

#### 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 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)
<b>Topic A</b>  <b>K.MD.1</b> <b>K.MD.2</b>	The student shows little evidence of understanding length comparison.	The student struggles to use the words <i>longer than</i> or <i>shorter than</i> .	The student may compare the strings well but is unable to perform a small part of the task, for example: <ul style="list-style-type: none"> <li>▪ Uses the word <i>longer than</i> or <i>shorter than</i> incorrectly.</li> <li>▪ States that the string is being measured rather than the length of the string.</li> </ul>	The student: <ul style="list-style-type: none"> <li>▪ Says in his or her words that we cannot know because a part is hidden and may mention that the length showing is equal.</li> <li>▪ Uses the words <i>longer than</i> correctly to compare.</li> <li>▪ Arranges the strings to share an endpoint.</li> <li>▪ Uses the words <i>shorter than</i> correctly to compare.</li> <li>▪ States that length is being compared or how long the strings are.</li> </ul>
<b>Topic B</b>  <b>K.MD.2</b>	The student shows little evidence of understanding length comparison.	The student struggles to use the words <i>longer than</i> or <i>shorter than</i> .	The student demonstrates good understanding of length but may make one small mistake, for example: <ul style="list-style-type: none"> <li>▪ Omits or misuses the word <i>than</i>.</li> </ul>	The student correctly: <ul style="list-style-type: none"> <li>▪ Says the 7-stick is longer than the 5-stick.</li> <li>▪ Says the 5-stick is shorter than the 9-inch string.</li> <li>▪ Says the 7-stick is longer than the 2- and 3-sticks.</li> </ul>



## A Progression Toward Mastery

<p><b>Topic C</b></p> <p><b>K.MD.1</b> <b>K.MD.2</b></p>	<p>The student shows little evidence of understanding of weight.</p>	<p>The student struggles to use the words <i>heavier than</i> or <i>lighter than</i>. May not be sure of how to use the balance.</p>	<p>The student demonstrates good understanding of weight but may make one small mistake, for example:</p> <ul style="list-style-type: none"> <li>▪ Omits or misuses the word <i>than</i>.</li> <li>▪ Does not know how to express what is being measured. (This is a challenging generalization and may not come right away.)</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Uses the words <i>heavier than</i> correctly to compare.</li> <li>▪ Uses the words <i>lighter than</i> correctly to compare.</li> <li>▪ Balances the scale with the cubes and says how many cubes are the same as the weight of the marker.</li> <li>▪ Balances the scale with the pennies and states how many pennies are the same weight as the marker.</li> <li>▪ States that weight is being compared or how much the books weigh.</li> </ul>
<p><b>Topic D</b></p> <p><b>K.MD.1</b> <b>K.MD.2</b></p>	<p>The student shows little evidence of understanding of volume.</p>	<p>The student struggles to use the words <i>more than</i> or <i>less than</i>. May not be sure of how to use the balance scale.</p>	<p>The student demonstrates good understanding but may make one small mistake, for example:</p> <ul style="list-style-type: none"> <li>▪ Omits or misuses the word <i>than</i>.</li> <li>▪ Does not know how to express what is being measured. (This is a challenging generalization and may not come right away.)</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ Uses the words <i>more than</i> correctly to compare.</li> <li>▪ Measures the rice using the small container and identifies that there are four containers.</li> <li>▪ States that capacity is being compared or how much the cup holds.</li> </ul>



## Class Record Sheet of Rubric Scores: Module 3

Name:	Topic A: Comparison of Length and Height	Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10	Topic C: Comparison of Weight	Topic D: Comparison of Volume	Next Steps: