Kindergarten Mid-Module 1 Assessment (Administer after Topic D)

Kindergarten End-of-Module 1 Assessment (Administer after Topic H)

This may well be the students' first assessment experience. Assessment time is a critically important component of the student–teacher relationship. It is especially important in the early grades 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 non-English speakers (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 is comprised of 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, her score cannot exceed Step 3. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively. Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something. If the student asks for or needs a hint or significant support, provide either, 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 see 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 look at students' strengths and weaknesses.

These assessments can be valuable for daily planning, parent conferences, and for first-grade teachers preparing to receive these students.

Student Name: _____

Topic A: Attributes of Two Related Objects

Rubric Score: _____ Time Elapsed: _____

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

Materials: (S) Module 1 assessment picture cards (cut out)

T: (Identify the pictures as you place them in a row before the student.) Show me the pictures that are exactly the same.

T: How are they exactly the same?

T: Show me something that is *the same but* a little different.

T: Use your words, "They are the same, but…" to tell me how the bears are different.

What did the student do?	What did the student say?

Topic B: Classify to Make Categories and Count

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Module 1 assessment picture cards (cut out), sorting mat

T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)

T: (Point to the objects that went in the backpack.) Count the things that are in this group. (Look for the student to answer "3" rather than "1, 2, 3." If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.

What did the student do?	What did the student say?

Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 10 linking cubes

T: (Put 5 loose cubes in front of the student.) Whisper-count as you put the cubes into a line. How many cubes are there?

T: (Move the cubes into a circle.) How many cubes are there?

T: (Scatter the cubes.) How many cubes are there?

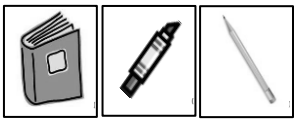
T: Please show this (show 2 + 1) using your cubes. (Have the student explain what she does. We might expect the student to make a linking cube stick of 3 and break it into two parts.)

What did the student do?	What did the student say?

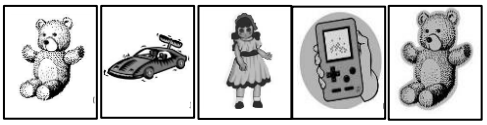
Topic D: The Concept of Zero and Working with Numbers 0–5

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Sort from Topic B (remove one identical bear for this assessment task so that there are 5 toys and 3 school items), numeral writing sheet



Note: Arrange the pictures as shown to the right. This arrangement is intended to give the student the opportunity to see 5 as *3 and some more,* without recounting all.



T: How many things for school do you see? (Point to the top row.)

T: (Point to the second row.) These are things we don't usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How do you know it is 5?

T: How many cats are shown here?

T: Write your numbers in order from 0 to 5. (Note reversals, if any.)

T: Write the number that tells how many toys there are.

What did the student do?	What did the student say?
Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1?	

Mid-Module Assessment Task Standards Addressed	Topics A–D

Know number names and the count sequence.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

K.CC.4 Understand the relationship between numbers and quantities; 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.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category by count. (Limit category counts to be less than or equal to 10.)

Evaluating Student Learning Outcomes

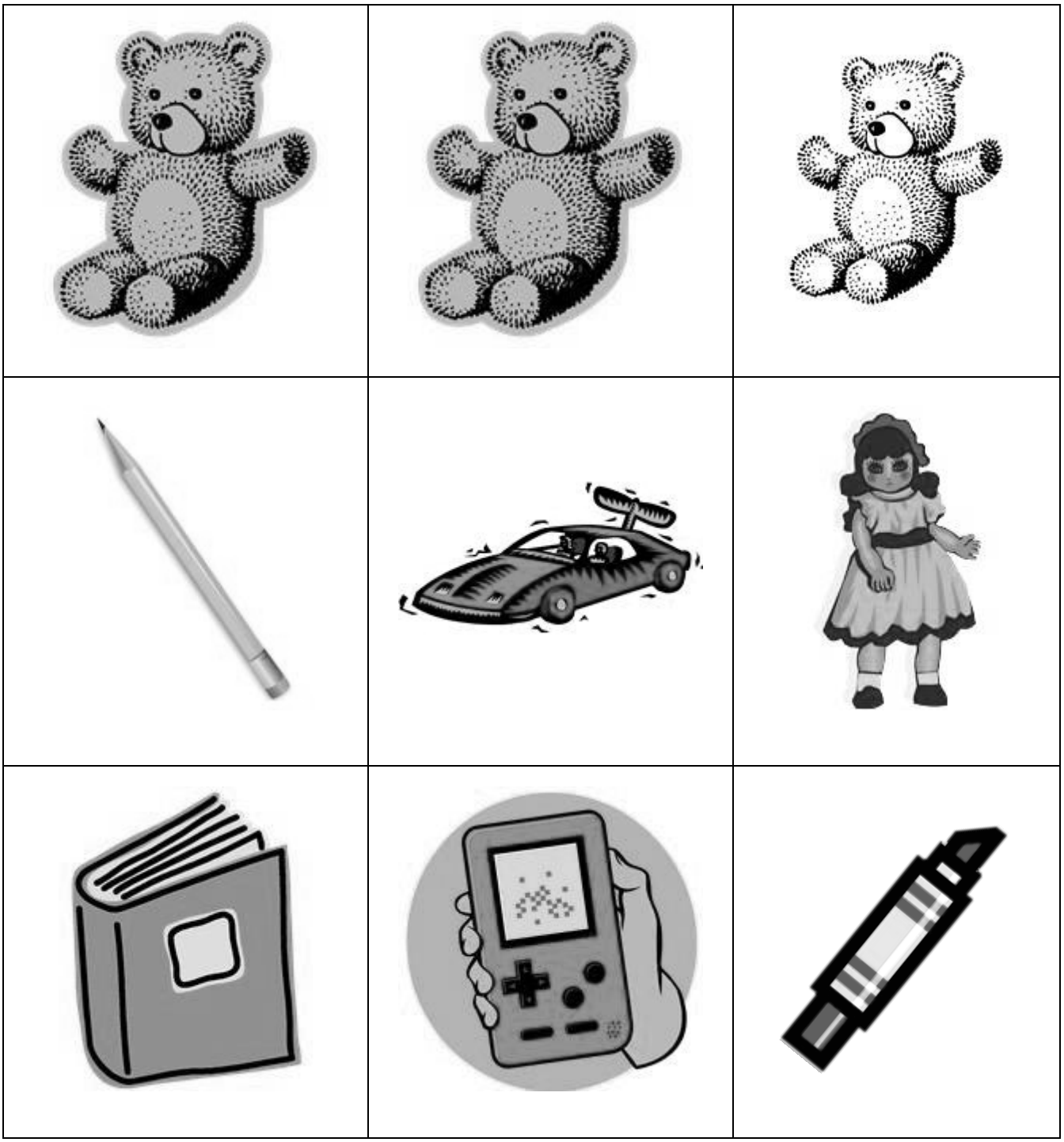
A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to 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.

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 **K.MD.3**	The student shows little evidence of identifying or explaining similarities or differences. The student is almost non-responsive.	The student shows evidence of beginning to identify similarities and differences, but is unable to explain those similarities or differences using words.	The student correctly identifies both sets of bears, but provides a partial explanation of how the bears are similar or different. Or, the student can explain the similarities and differences, but cannot identify one of the sets of bears. (ELLs may point to express their insights and gain a score of 3 if their understanding is clear.)	The student correctly: ▪ Identifies the two large bears as being identical. ▪ Identifies similarities by attribute (size, color, type, etc.). ▪ Explains, in words, how the two bears differ either based on size or shade.
Topic B **K.CC.4a** **K.CC.4b** **K.MD.3**	The student shows little evidence of understanding how to sort or what reasonable categories might be. The student is unable to answer *3* or count correctly.	The student shows a beginning understanding of how to sort (with some misplaced items) and demonstrates early explanation skills with incomplete reasoning. The student recounts to answer *1, 2, 3.*	The student correctly sorts the pictures into two clearly distinct categories, but cannot provide a reasonable explanation of the categories or why the items belong. Or, the student provides a reasonable explanation of the categories, but sorts incorrectly. The student is able to answer *3* without recounting.	The student correctly: ▪ Sorts the pictures into two distinct categories. ▪ Provides a reasonable explanation outlining the sorting categories and why the items belong (e.g., things we keep at home, things we need to bring to school). ▪ The student is able to answer *3* without recounting.

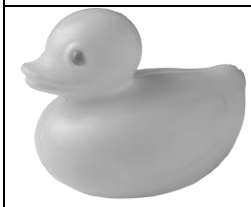
A Progression Toward Mastery				
Topic C **K.CC.4a** **K.CC.4b** **K.CC.5** **K.OA.3** K.MD.3	The student shows little evidence of understanding how to count objects in any configuration, and is unable to complete the addition task.	The student shows evidence of beginning to understand counting in a line, circle, and scattered configuration, but is unable to do so accurately and consistently. Student recounts each time. The student attempts to add 2 + 1, but either lacks an understanding of how to add or how to interpret the expression.	The student arranges and counts cubes in a line, circle, and scattered configuration correctly, responding with *5* to each *how many* question, but recounts once. The student adds 2 + 1, but cannot explain how to add; or, the student accurately explains the process of addition, but adds 2 + 1 incorrectly.	The student correctly: ▪ Arranges and counts 5 cubes into a line, circle, and scattered configuration. ▪ Answers *5* in response to each *how many* question without recounting. ▪ Breaks apart 3 to show the decomposition of 3 as 2 and 1 or 1 and 2.
Topic D **K.CC.3** **K.CC.4a** **K.CC.4b** **K.CC.5**	The student shows little evidence of understanding how to count items in a category. The student is beginning to form some numbers.	The student shows evidence of beginning to understand counting items in a category. The student is unsure of the word and meaning of *zero*. The student writes some numerals correctly, with reversals.	The student correctly counts the items in each category. The student gives some explanation about how she knows there are 5 toys but is unclear in her explanation (e.g., "I just know"). The student answers *none* when asked about the cats. The student writes four out of six numerals correctly, with a maximum of one reversal.	The student correctly: ▪ Identifies the number of items in each category (counting all in the toy category is acceptable). ▪ Gives a reasonable answer as to how he knows there are 5 toys (e.g., "I counted them all one at a time," or "I knew it was 3 up to the doll, then I just counted 2 more toys"). ▪ Understands and uses the word *zero* when asked how many cats there are. ▪ Writes numerals 0–5.

Class Record Sheet of Rubric Scores: Module 1					
Student Names:	**Topic A:** Attributes of Two Related Objects	**Topic B:** Classify to Make Categories and Count	**Topic C:** Numbers to 5 in Different Configurations, Math Drawings, and Expressions	**Topic D:** Concept of Zero and Working with Numerals 0–5	**Next Steps:**

Module 1 Assessment Picture Cards



Sorting Mat



Student Name _____

Numeral Writing
