

Kindergarten Mid-Module 4 Assessment (Administer after Topic D)**Kindergarten End-of-Module 4 Assessment (Administer after Topic H)**

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 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, 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 an English language learner’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 his 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 of students’ strengths and weaknesses.

These assessments can be valuable for daily planning, parent conferences, and Grade 1 teachers preparing to receive these students.

Student Name _____

Topic A: Compositions and Decompositions of 2, 3, 4, and 5

Rubric Score: _____ Time Elapsed: _____

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

Materials: (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals

- T: (Put 4 toy animals in the whole's place on the number bond. Orient the whole toward the top.) Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond). Move the animals as you tell your story.
- T: (Turn the number bond mat so that the parts are on top. Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.) Use these linking cubes (present the tub) to complete this number bond. (Students should put 5 linking cubes into the whole's place.)
- T: Replace your cubes with numbers.

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

Topic B: Decompositions of 6, 7, and 8 into Number Pairs

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

- T: (Put 5-stick of same-colored linking cubes and tub of loose same-colored linking cubes in front of the student.) Show me 6 with the cubes. Show me 6 fingers the Math Way.
- T: (Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.
- T: (Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible, so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

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

Topic C: Addition with Totals of 6, 7, and 8

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Personal white board, story problem Templates 1–3, 10 linking cubes (5 red and 5 blue)

- T: (Place Template 1 in front of the student and give him the unconnected linking cubes.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 6 cubes. 2 were red, and 4 were blue. (Write $6 = 2 + 4$ on the white board as you talk.) Tell me what the 6 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 4 is telling about in my story.
- T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 5 white puppies and 3 brown puppies in the yard. How many puppies were in the yard? (Write $___ + ___ = ___$ on the personal white board.) Write the numbers in the addition sentence that match this story.
- T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He puts some on the shelf and the rest in his toy box. How many could be in each place? Write an addition sentence that matches your story.

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

Topic D: Subtraction from Numbers to 8

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Personal white board, story problem Templates 2–4, 10 red linking cubes

- T: (Place Template 4 in front of the student in the personal white board.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes and write $7 - 2 = 5$ below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.
- T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 8 puppies in the yard. 5 went into the doghouse. How many puppies were still in the yard? (Write $__ - __ = __$ on the board.) Write the numbers in the subtraction sentence to match this story.
- T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob had 7 toy cars. He put 4 cars away in his toy box. How many cars was Jacob still playing with? Write a subtraction sentence that matches this story.

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

Mid-Module Assessment Task Standards Addressed

Topics A–D

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

- K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)
- K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.5** Fluently add and subtract within 5.

Evaluating Student Learning Outcomes

A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understanding 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 students 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)
Topic A K.OA.1 K.OA.3 K.OA.5	<p>The student shows little evidence of understanding that the parts of the number bond comprise the whole, and is unable to complete most of the tasks.</p>	<p>The student:</p> <ul style="list-style-type: none"> Tells a story about the animals that does not match his movements or numbers. Puts a quantity of linking cubes other than 5 in the number bond. Fills in the number bond with 5, 3, and 2 incorrectly or puts other numbers in the number bond. 	<p>The student correctly:</p> <ul style="list-style-type: none"> Tells a decomposition story without using numbers. Selects 5 linking cubes but is confused about where to put them. Fills in the number bond with 5, 3, and 2, and is hesitant when writing the numerals in the number bond, looking to the teacher for support in writing the numbers in the correct place. 	<p>The student correctly:</p> <ul style="list-style-type: none"> Tells a decomposition story, saying numbers that match her movement of the toy animals. Selects 5 linking cubes and puts them in the whole of the number bond mat. Correctly fills in the number bond with numerals 5, 3, and 2.
Topic B K.OA.3	<p>The student shows little evidence of understanding the relationship between the parts and the whole of the number bond, and is unable to complete most of the tasks.</p>	<p>The student:</p> <ul style="list-style-type: none"> Shows a number other than 6 with the linking cubes. With fingers, shows a number other than 6. Puts a random number of cubes in the parts and whole of the number bond for 7. Writes random numbers in the parts of the number bond for 8. 	<p>The student:</p> <ul style="list-style-type: none"> Counts out linking cubes to show 6, may or may not use the 5-stick, and holds up a different combination of 6 fingers to show 6. Uses linking cubes to make the correct parts for 7, but leaves the whole blank or confuses the parts and whole of the number bond. 	<p>The student correctly:</p> <ul style="list-style-type: none"> Shows 6 cubes. (Make note if the student uses the 5-stick, which shows more advanced counting.) Holds up her left hand and the thumb of her right hand to show 6 with her fingers. Makes a number bond for 7 using any correct combination

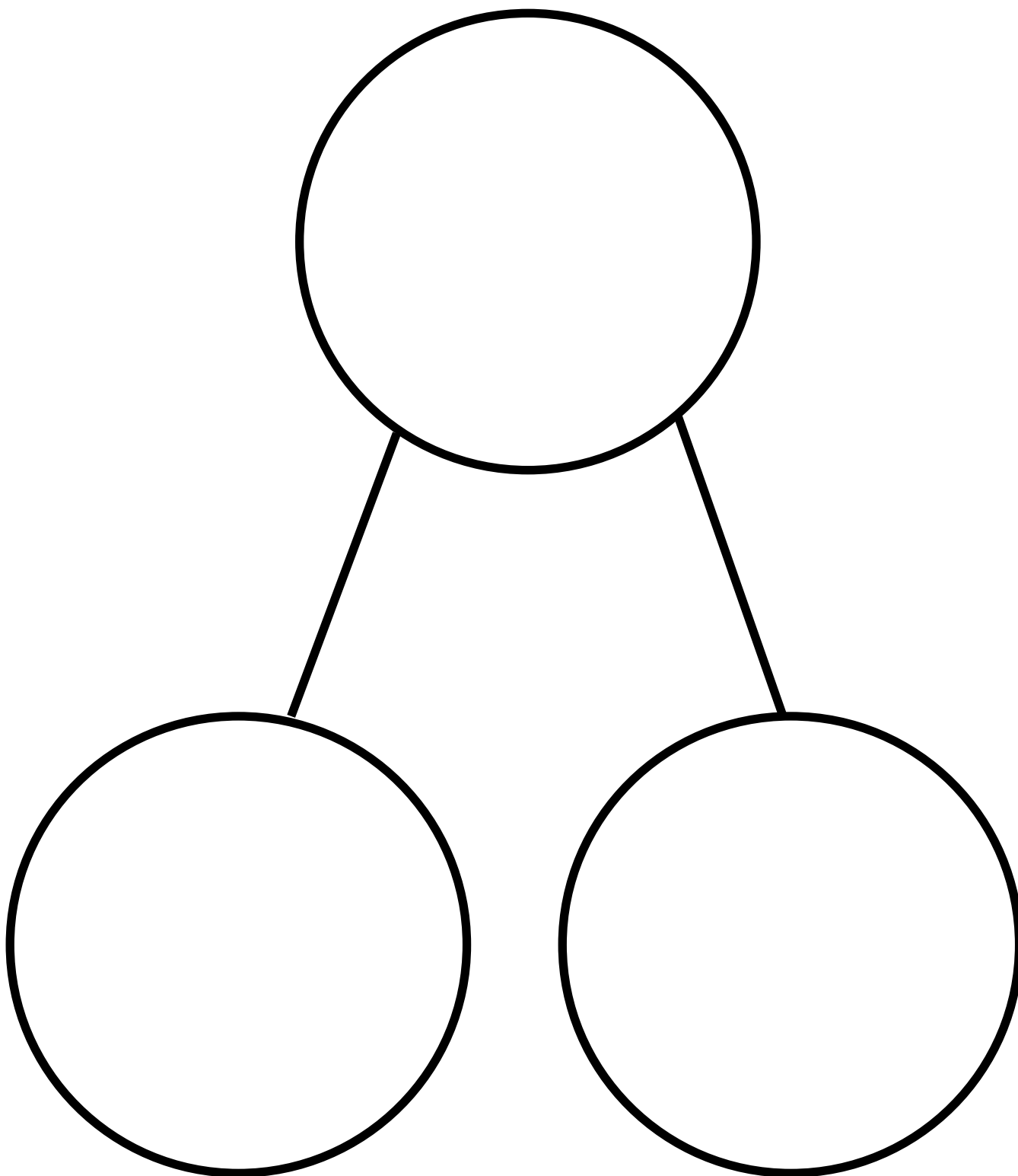


A Progression Toward Mastery

			<ul style="list-style-type: none"> Needs teacher support and more time to identify partners of 8 and write the correct parts in the number bond. 	<p>for the parts of 7. (Again, make note if the student uses the 5-stick.)</p> <ul style="list-style-type: none"> Fills all parts of the number bond. Writes a correct combination of parts for the number 8.
Topic C K.OA.1 K.OA.2	<p>The student shows little evidence of understanding the addition expressions or addition equations, and is unable to complete most of the tasks.</p>	<p>The student:</p> <ul style="list-style-type: none"> Incorrectly states some or all of what each number represents. Writes incorrect numbers in the blanks or puts the correct numbers in the wrong places. Writes an incorrect addition sentence for the story. 	<p>The student requires teacher support to correctly answer the questions and/or misses one out of the three questions.</p>	<p>The student correctly and independently:</p> <ul style="list-style-type: none"> States what each number in the number sentence refers to. Writes all the correct numbers in the blanks: $5 + 3 = 8$. Writes an addition sentence to match his own story, e.g., $7 = 3 + 4$.
Topic D K.OA.1 K.OA.2 K.OA.3	<p>The student shows little evidence of understanding subtraction expressions or subtraction equations, and shows little understanding that the same number can be decomposed in different ways. He is unable to complete most of the tasks.</p>	<p>The student:</p> <ul style="list-style-type: none"> Incorrectly states some or all of what each number represents. Writes incorrect numbers in the blanks or puts the correct numbers in the wrong places. Writes an incorrect subtraction sentence for the story. 	<p>The student requires teacher support to correctly answer the questions and/or misses one out of the three questions.</p>	<p>The student correctly and independently:</p> <ul style="list-style-type: none"> States what each number in the number sentence refers to. Writes all the correct numbers in the blanks: $8 - 5 = 3$. Writes an addition sentence to match her own story, e.g., $7 - 3 = 4$.

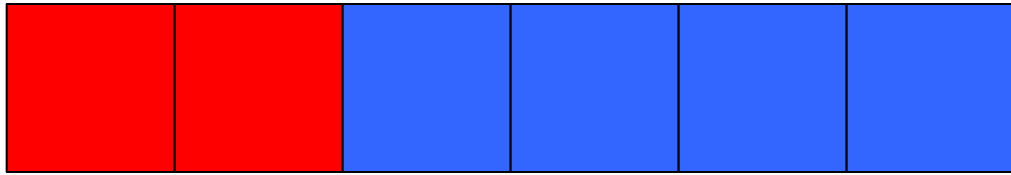
Class Record Sheet of Rubric Scores: Module 4

Student Names:	Topic A: Compositions and Decompositions of 2, 3, 4, and 5	Topic B: Decompositions of 6, 7, and 8 into Number Pairs	Topic C: Addition with Totals of 6, 7, and 8	Topic D: Subtraction from Numbers to 8	Next Steps:

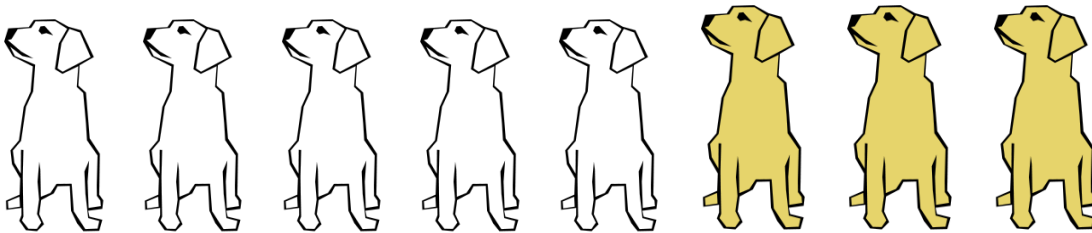


number bond mat

Template 1



Template 2



Template 3



Template 4

