

Kindergarten Mid-Module 5 Assessment (Administer after Topic C)**Kindergarten End-of-Module 5 Assessment (Administer after Topic E)**

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 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 for an easy reference look at 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 _____

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

Topic A: Count 10 Ones and Some Ones

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 loose straws (or another set of objects in the classroom)

- T: Count 10 straws into a pile. Whisper while you count so I can hear you.
- T: Count 6 more straws into a different pile.
- T: Count 10 straws and 6 more straws the Say Ten way. (Pause.) How many straws do you have? (If the student says the number the Say Ten way, ask the student to also say it the regular way.)

| What did the student do? | What did the student say? |
|--------------------------|---------------------------|
| | |

Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1 Fluency Template 2)

- T: (Show the numeral 13.) Move this many cubes onto your work mat.
- T: Use the Hide Zero cards to show the number of cubes on your work mat.
- T: Hand me the cubes that the 1 is telling us about. (Point to the 1 of 13 on the numeral 13.)
- T: (Put 3 more cubes.) This is 16 cubes. Please write the number 16 on your work mat.

| What did the student do? | What did the student say? |
|--------------------------|---------------------------|
| | |

Topic C: Decompose Numbers 11–20, and Count to Answer “How Many?” Questions in Varied Configurations

Rubric Score _____ Time Elapsed _____

Materials: (S) 19 cubes

T: (Set out 15 cubes in a scattered configuration.) Count 12 cubes into a straight line. (Pause.) How many cubes are there counting the regular way? The Say Ten way?

T: Move the cubes into 2 rows.

- a. How many cubes are there? (Assessing for conservation.)
- b. Please show me how you count these cubes that are now in rows.

T: Move the cubes into a circle.

- a. How many cubes are there? (Assessing for conservation.)
- b. Please show me how to count these cubes that are now in a circle.

T: Put one more cube in your circle. How many cubes do you have now?

| What did the student do? | What did the student say? |
|--------------------------|---------------------------|
| | |

Mid-Module Assessment Task
Standards Addressed

Topics A–C

Know number names and the count sequence.**K.CC.1** Count to 100 by ones and by tens.**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.

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.

c. Understand that each successive number name refers to a quantity that is one larger.

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.**Work with numbers 11–19 to gain foundations for place value.****K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**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 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 while pointing the way toward 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) |
| <p>Topic A</p> <p>K.NBT.1 K.CC.1</p> | <p>Student shows little evidence of counting ability or understanding. Almost non-responsive.</p> | <p>Student shows evidence of beginning to understand counting beyond 10 but counts the quantity incorrectly (lacks organization, inconsistent 1:1 correspondence, etc.).</p> | <p>Student correctly counts 10 straws into a pile, and then 6 straws, but is unable to count to 16.</p> | <p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Counts 10 straws into a pile, and then 6 straws. ▪ Counts from 1 to 16. ▪ Counts the Say Ten way starting with the group of 10 (ten, ten 1, ten 2, ten 3, ten 4, ten 5, ten 6). |
| <p>Topic B</p> <p>K.NBT.1 K.CC.3</p> | <p>Student shows little evidence of understanding how to represent a teen number or use Hide Zero cards. Student writes the number 16 incorrectly.</p> | <p>Student shows a beginning understanding of representing teen numbers and using Hide Zero cards but is unable to answer correctly. Student writes the number 16 incorrectly.</p> | <p>Student correctly counts 13 cubes and accurately uses the Hide Zero cards, but produces an incorrect quantity to represent the 1 in 13. OR Student identifies a group of 10 as representing the 1 in 13 but cannot use the Hide Zero cards accurately. Student writes the numeral 16 correctly.</p> | <p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Counts 13 cubes and selects both the 10 and 3 Hide Zero cards to accurately make 13. ▪ Identifies a group of 10 as being representative of the 1 in the numeral 13. ▪ Writes the numeral 16. |



A Progression Toward Mastery (continued)

| 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) |
|--|---|--|---|--|
| <p>Topic C</p> <p>K.CC.4b K.CC.4c K.CC.5 K.NBT.1</p> | <p>Student shows little evidence of understanding how to make or count objects in arrays and circles.</p> | <p>Student shows evidence of beginning to understand counting arrays and circles but is unable to do so accurately and consistently.</p> | <p>Student arranges and counts each array and circle correctly but cannot add one more and identify the new quantity.</p> <p>Student recounts to know that it is 12.</p> <p>OR</p> <p>Student adds one more and identifies the new quantity but struggles with one or more of the counting array tasks.</p> | <p>Student correctly:</p> <ul style="list-style-type: none"> ▪ Counts 12 cubes. ▪ Arranges and counts each array and knows the total is 12 without recounting. ▪ Arranges and counts in a circle and knows the total is 12 without recounting. ▪ Adds 1 more to the quantity and determines the new quantity with or without recounting. |

