Kindergarten Report Card Assessment Handbook

2016-17

Curriculum and Instruction

Kindergarten Teachers,

In our efforts to keep instruction aligned with the College and Career Readiness (CCR) Standards, there are a few changes to the Kindergarten Report Card this year, particularly in Language Arts and Mathematics. These changes will be evident both in the curriculum maps and in the skills that are assessed for the report card.

This document has been divided into two sections as follows:

Section 1: Mathematics

Section 2: English Language Arts

If you have any questions, please direct them to Christine Bingham for mathematics, binghamcl@scsk12.org or Jennifer Chandler for literacy, chandlerjc@scsk12.org.

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INTRODUCTION

The purpose of this document is to provide an overview of the Shelby County Kindergarten report card and how to evaluate the skills. This information will be used to assess student progress in a consistent fashion throughout the system.

Teachers will use the PowerSchool grade book to enter grades. The markings will be "**M**"for mastery and "**X"** for non-mastery. The shaded areas on the report card indicate that the skill will not be assessed in that nine week grading period. Some skills are ongoing and will be assessed each nine weeks. The teacher will need to refer to the SCS Kindergarten Report Card Handbook for the assessment schedule. The PowerSchool administrator at each school will print the kindergarten report card and interim reports.

The report card will be sent home with each student every nine weeks in an envelope. Only the envelope will be signed by the parent/guardian and returned to school. The school will order report card envelopes from the warehouse.

When a student transfers from outside Shelby County, all previous nine weeks skills must be assessed and marked when the report card is sent home for the first time.

Additional record keeping sheets have been provided for assessing academic skills and behavioral skills, if needed.

REPORT CARD MARKING KEY

Skills listed under each nine weeks will be marked using the following key:

M indicates mastery
X indicates non-mastery

ASSESSMENT GUIDELINES

Several skills are building and require continuous assessment. For a student to receive an "M" in the current marking period, he/she must have mastered both the current and prior nine-week skills. For example, during the Third Nine Weeks, a student cannot just identify the letter sounds required for the third quarter; the student must master identification of the second quarter letter sounds as well.

All non-building will continue to be assessed until mastery is achieved.
After fifteen days of enrollment, students new to Shelby County will be assessed in all skills for the current nine weeks AND all prior skills for each preceding nine weeks grading period. All skills will be marked under the CURRENT nine weeks grading period. Please do not go back and record any information under the previous nine weeks.

INTERIMS

Comments on interims must be limited to twenty characters. Not all skills must be assessed for interims. A minimum of 5 skills should be assessed for ELA. Please follow Curriculum guide on assessment for Math.

SKILLS AND BEHAVIORS THAT SUPPORT LEARNING

Skills listed under Sills and Behaviors that Support Learning will be marked using the following key:

S indicates satisfactory

N indicates improvement needed

Skills and Behaviors that Support Learning

All of the skills in this section will be evaluated each nine weeks beginning with the first marking period.

Behavior	Indicator
Works and plays cooperatively	Shares Takes turns Works in a group
Follow directions	Follows teacher's instructions
Respects authority	Exhibits positive attitude while complying with teacher requests
Controls talking	Uses appropriate tone and volume Raises hand to speak without interrupting
Listens attentively	Remains focused Exhibits increasing attention span
Finishes work on time	Completes work at an acceptable pace
Works independently	Initiates and sustains work with limited assistance
Puts forth best effort	Works up to individual potential
Stays on task	Stays focused on an activity Develops persistence towards task completion
Keeps hands/feet/objects to self	Respects personal space of others
Takes responsibility for supplies and belongings	Keeps up with supplies Cares for personal items Returns notes, folders, etc. from home
Exercises control in classroom/hall/ bathroom/cafeteria/playground	Follows rules for each area

Frequently Asked Questions

1. **Why do we need an updated kindergarten report card?**

   The standard based Kindergarten Report Card was updated to align with the College and Career Readiness Standards (CCR) required by the state of Tennessee.

2. **How will kindergarten teachers know how to assess and mark each skill?**

   Teachers are to refer to the SCS Kindergarten Report Card Handbook.

3. **Will all kindergarten teachers be expected to use the same assessment guidelines?**

   Every kindergarten teacher is expected to use the assessment guidelines provided in the SCS Kindergarten Report Card Handbook. These guidelines will provide consistency and uniformity across our school district.

4. **What do I do if a child has mastered skills that are not being evaluated during a current nine weeks grading period? Can I go ahead and mark it?**

   No. The report card is based on the year-end goal for kindergarten achievements; however, it is set up to accommodate the progression of assessment for each nine weeks. Teachers must refer to the Kindergarten Report Card Handbook for the assessment pages. E.g.: **Count by ones to 100** will be assessed each nine weeks in increments of 25; first nine weeks 0-25, second nine weeks 0-50, third nine weeks 0-75, fourth nine weeks 0- 100.

5. **Do we only teach the standards that are listed on the report card?**

   The standards listed on the report card are to be formally assessed. All standards should be taught. The CCR Standards for all subjects: English/Language Arts, Math, Science and Social Studies can be found at http://tn.gov/education/topic/academic-standards.

6. **Are there required skills for promotion to first grade?**

   Please refer to the SCS Promotion and Retention Policy, Number 5013. This policy can be found in the SCS Policy Manual located on the SCS web site or your school library.

7. **How will the parents be informed of the skills being assessed each nine weeks?**

   Copies of these forms are available in the Kindergarten Report Card Handbook:
   - Kindergarten Nine Weeks Skills/Yearly Overview (should be distributed at the

   - Nine Weeks Skills (send home at the beginning of each nine weeks)

8. **Who will print the interims and the report cards?**

   The building level PowerSchool administrator will print the report cards and interims. The final report card will be issued and mailed by the SCS Central Office.

9. **How long does a new student need to be in my class before I issue a report card?**

A new student who is enrolled in your class for at least fifteen days will be assessed and issued a report card.

10. **What skills do I assess a student on who comes in the middle of a grading period or during the second semester?**

After fifteen days of enrollment, you will assess the student in all skills for the current nine weeks AND all prior skills for each preceding nine weeks grading period. All skills will be marked under the CURRENT nine weeks grading period. Please do not go back and record any information under previous nine weeks.

11. **Who is responsible for art, music, and P.E. grades?**

Each specialty teacher is responsible for submitting conduct grades using his/her own PowerSchool grade book.

12. **When or how often should I assess my students on these skills?** It is recommended that assessment be on-going throughout the quarter, and as skills are mastered, they can be recorded on the student's record sheet.

Section 1: Mathematics

2016---2017 Mathematics Kindergarten Report Card Skills

Counting and Cardinality	1	2	3	4
Count by ones to 25 **(K.CC.A.1)**	X			
Count by ones to 50 **(K.CC.A.1)**		X		
Count by ones to 75 **(K.CC.A.1)**			X	
Count by ones to 100 **(K.CC.A.1)**				X
Count forward beginning with a given number (0---25) **(K.CC.A.2)**	X			
Count forward beginning with a given number (0---50) **(K.CC.A.2)**		X		
Count forward beginning with a given number (0---75) **(K.CC.A.2)**			X	
Count forward beginning with a given number (0---100) **(K.CC.A.2)**				X
Name numerals 0---5 out of sequence **(K.CC.B.4a, K.CC.B.4b)**	X			
Name numerals 0---10 out of sequence **(K.CC.B.4a, K.CC.B.4b)**		X		
Name numerals 0---20 out of sequence **(K.CC.B.4a, K.CC.B.4b)**				X
Match quantities to numerals 0---5 **(K.CC.4a, K.CC.4b)**	X			
Match quantities to numerals 0---10 **(K.CC.4a, K.CC.4b)**		X		
Match quantities to numerals 0---20 **(K.CC.4a, K.CC.4b)**				X
Compare numerals and sets to 10 to determine same/less/more **(KK.CC.C.6, KK.CC.C.7)**			X	
Write numerals 0---5 (reversals accepted) **(K.CC.A.3)**	X			
Write numerals 0---10 (reversals accepted) **(K.CC.A.3)**		X		
Write numerals 0---20 (reversals accepted) **(K.CC.A.3)**				X
Order numerals 0---5 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)**	X			
Order numerals 0---10 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)**		X		
Order numerals 0---20 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)**				X
Skip count by 10's to 100 **(CC.A.1)**				X
Count to answer "How many?" (0-5) **(K.CC.B.5)**	X			
Count to answer "How many?" (0-10) **(K.CC.B.5)**		X		
Count to answer "How many?" (0-20) **(K.CC.B.5)**				X
Operations and Algebraic Thinking				
Decompose (separate) numbers 0---8 into two parts **(K.OA.A.3)**			X	
Decompose (separate) numbers 0---10 into two parts **(K.OA.A.3)**				X
Represent addition with objects, fingers, mental images drawings, sounds, acting out situations, verbal explanations, expressions or equations. **(K.OA.A.1)**			X	
Represent subtraction with objects, fingers, mental images drawings, sounds, acting out situations, verbal explanations, expressions or equations. **(K.OA.A.1)**			X	
Solve addition story problems 0---8 using objects or drawings **(K.OA.A.2)**			X	
Solve addition story problems 0---10 using objects or drawings **(K.OA.A.2)**				X
Solve subtraction story problems 0---8 using objects or drawings **(K.OA.A.2)**			X	
Solve subtraction story problems 0---10 using objects or drawings **(K.OA.A.2)**				X
Find the missing addend to make 10 **(K.OA.A.4)**				X
Fluently add and subtract within 5 **(K.OA.A.5)**			X	
Numbers and Operations in Base Ten				
Compose numbers 11---19 into 10s and 1s **(K.NBT.A.1)**				X
Decompose numbers 11---19 into 10s and 1s **(K.NBT.A.1)**				X
Geometry				
Name shapes and describe in the environment (2---D): circle, square, rectangle, triangle, and hexagon **(K.G.A.2, K.CC.G.A.3)**		X		
Name shapes and describe in the environment (3---D): sphere, cone, cube, cylinder **(K.G.A.2, K.CC.G.A.3)**		X		
Create and compose 2D shapes **(K.G.B.6)**				X
Create and compose 3D shapes **(K.G.B.5)**				X
Identify the position of objects **(K.G.A.1)**		X		
Analyze and compare two and three dimensional shapes **(K.G.B.4)**		X		
Measurement and Data				
Describe measureable attributes of objects such as length and width. **(K.MD.A.1)**			X	
Compare two objects to see which object has more/less of (length and weight). Describe the difference. **(K.MD.A.2)**			X	
Classify and count the number of objects in each category. Sort categories by count. **(K.MD.B.3)**	X			

Assessment Guide

Evaluating student learning outcomes:
Each module provides a progression toward mastery rubric that illuminates the gradually increasing understanding of development that students develop on their way to proficiency. The rubric is presented from left (step 1) to right (step 4). This progression is provided to students and teachers to identify and celebrate what each student can do now and what they need to work on next.

Norms to remember when performing the assessment:

- There are 10 assessments total for all students. Modules 1, 3, 4, and 5 will have both a mid-assessment and an end assessment. Modules 2 and 6 only have an end assessment.
- The assessments will be given over the span of three days, built into the math pacing guide and the ***teacher will sit*** **beside** each student to promote a positive and collaborative attitude.
- These timed assessments are designed to be given one on one with the teacher providing results in two ways: anecdotal records (to show what the student said and did) and an overall score based on the Engage NY scoring rubric.
- Use the specific language of the assessment and support should be provided to assist English Language Learners.

Scoring Notes:

- If the student is unable to do any part of the set, his/her overall score cannot exceed a 3. Teacher can provide prompting and support but this lowers the student's score.
- Student can only achieve mastery with a score of a solid 3 or 4.
- Support the student in understanding the benefits of sharing and examining their level of mastery.
- Students receiving a 1 or 2 must repeat that topic set at **two-week intervals**. (i.e. Small group re-teaching/one-on-one practice with those students) Record dates of reteaching/reassessing on student record sheet.
- Record keeping will be important and storage will be needed for the students recording sheet. It is encouraged to store student data in a notebook/portfolio. Video taping student assessments will be helpful/not mandatory as we transition to the 2017-2018 portfolio.
- Utilize the easy record excel document for student strengths and weaknesses

Possible uses of Assessment:

- Daily Planning
- Parent teacher conferences
- Grade 1 placement.

Module Assessment at a Glance

Module 1 (Sorting and Classifying and numbers 0-5) ((Specific standards provided on pacing guide and in assessment guides))
Topic A, B, C, D
Mid-assessment
Topics E, F, G, H
End of module assessment

Module 2 (two and three dimensional shapes)
Topic A, B, C
End of module assessment

Module 3 (length, height, weight, volume, more/less, and numbers to 10)
Topic A, B, C, D
Mid-assessment
Topics E, F, G, H
End of module assessment

Module 4 (composing and decomposing, addition to 10 and subtraction to 10)
Topic A, B, C, D
Mid-assessment
Topics E, F, G, H,
End of module assessment

Module 5 (Base ten Composing 11-20, Decomposing 11-20)
Topic A, B, C
Mid-assessment
Topic D and E
End of module assessment

Module 6 (position of objects, composing shapes)
Topic A, B,
End of module assessment

Suggested **Week-by-Week Instructional Planning Calendar**
2016-17

Grade: Kindergarten

Week of…	Instructional Days	Major Events	Lesson focus
First Semester			
August 8-12	5		❖ Stagger Week – Pre-Assessment
August 15-19	5		❖ Introduction to Kindergarten: First 10 Days
August 22-26	5		❖ Introduction to Kindergarten: First 10 Days
August 29 - September 2	5		❖ M1: Numbers to 10 Topic A: Attributes of two related objects **Lesson 1-3** *(Note: Combine Lessons 1 & 2)* ❖ M1 Topic B: Classify to Make Categories Count **Lesson 4-5** *(Note: Combine Lesson 4 &5)* ❖ M1 Topic B: Classify to Make Categories Count **Lesson 6**
September 5-9	4	Labor Day	❖ M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions **Lesson 7-10** *(Note: Combine Lesson 9 & 10)*
September 12-16	4	Parent Teacher Conferences District Learning Day (16^{th}) ***Omit Lesson 12***	❖ M1: Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions **Lesson 11**, *(Note: Omit Lesson 12)* ❖ M1 Topic D: The Concept of Zero and Working with Numbers 0-5 **Lesson: 13-14**

September 19-23	5		❖ M1 Topic D: The Concept of Zero and Working with Numbers 0-5 **Lesson: 15-16** ❖ **<u>Mid Module Assessment/Report Card Assessment</u>** M1 Topics A-D (3 Days) Interview style assessment
September 26-30	5	*Note: Use 1 day to complete Mid Module/Report Card Assessment if needed.*	❖ M1 Topic E: Working with Numbers 6-8 in Different Configurations **Lessons 17-22** *(Note: Combine Lessons 17 & 18 19 & 20, 21 & 22)* ❖ M1 Topic F: Working with Numbers 9-10 in Different Configurations **Lessons 23 – 24** *(Note: Combine Lessons 23 & 24)*
October 3-7	5	End of 1st Quarter	❖ M1 Topic F: Working with Numbers 9-10 in Different Configurations **Lessons 25 – 28** *(Note: Combine Lessons 25 & 26)* ❖ M1 Topic G: One More with Numbers 0-10 & H: One Less with Numbers 0-10 **Lesson 29 & 33** *(Note: Combine lesson 29 & 33)*
October 10-14	0	FALL BREAK	❖ NO INSTRUCTION
October 17-21	5	*Note: Begin Assessment*	❖ M1 Topic G: One More with Numbers 0-10 & H: One Less with Numbers 0-10 **Lesson 30 & 35** *(Note: Combine lesson 30 & 35)* **Lesson 31 & 32** *(Note: Combine Lesson 31 & 32)* ❖ M1 Topic H: One Less with

			Numbers 0-10 **Lesson 24 & 36** *(Note: Combine 24 & 36)* ❖ **<u>End of Module Assessment /Report Card Assessment</u>** M1 Topics E-H (3 Days) Interview style assessment
October 24-28	5	*Note: Use 2 days to complete Mid Module/Report Card Assessment if needed.*	❖ **<u>End of Module Assessment /Report Card Assessment</u>** M1 Topics E-H (3 Days) Interview style assessment ❖ M2 Two-Dimensional and Three Dimensional Shapes: Topic A: Two Dimensional Flat Shapes **Lesson 1-2**
October 31-November 4	5		❖ M2 Topic A: Two-Dimensional Flat Shapes **Lesson 3-5** ❖ M2 Topic B: Three-Dimensional Solid Shapes **Lesson 6**
November 7-11	4	Veteran's Day (4^{th})	❖ M2 Topic B: Three-Dimensional Solid Shapes **Lesson 7-8** ❖ M2 Topic C: Two-Dimensional and Three-Dimensional Shapes **Lesson 9**
November 14-18	5		❖ M2 Topic C: Two-Dimensional and Three-Dimensional Shapes **Lesson 10** ❖ **<u>End of Module Assessment/Report Card Assessment</u>** M2 Topics A-C (2 Days) Interview style assessment ❖ M3 Comparison of Length, Weight, Capacity, and Numbers to 10: Topic A Comparison of Length and Height **Lesson 1-3** *(Note: Combine Lessons 1-*

			3)
November 21-25	2	Thanksgiving Break (23-25)	❖ M3 Topic B: Comparison of Length and Height of Linking Cube Sticks Within 100 **Lesson 4-5,** *(Note: Combine Lessons 4 & 5)*
November 28-December 2	5		❖ M3 Topic B: Comparison of Length and Height of Linking Cube Sticks Within 100 ❖ **Lesson 6-7,** *(Note: Combine Lessons 6 & 7)* ❖ M3 Topic C: Comparison of Weight **Lesson 8-9** *(Note: Combine Lessons 8 & 9)* ❖ M3 Topic C: Comparison of Weight **Lesson 10-12** *(Note: Combine Lessons 10 & 11)*
December 5-9	5		❖ M3 Topic D: Comparison of Volume **Lesson 13-15** *(Note: Combine Lessons 13 & 14)* ❖ **Mid Module Assessment/Report Card Assessment** M3 Topics A-D (3 Days) Interview style assessment
December 12-16	4.5	End of 2nd Quarter **Note: Omit Lesson 16**	❖ M3 Topic E: Are There Enough? **Lesson 17-19** *(Note: Combine Lessons 18 & 19)* ❖ M3 Topic F: Comparison Sets Within 10 **Lesson 20-22** *(Note: Combine 20 & 21)*
December 19 - 23	0	District Learning Day (19th) Winter Break 20-January 2	❖ NO INSTRUCTION

Week of…	Instructional Days	Major Events	Lesson focus
Second Semester			
January 2-6	4	New Year's Day Observed (2nd)	❖ M3 Topic F: Comparison Sets Within 10 **Lesson 23-24**, ❖ M3 Topic G: Comparison of Numerals **Lesson 25-26**
January 9-13	5		❖ M3 Topic G: Comparison of Numerals **Lesson 27-28** ❖ M3 Topic H: Clarification of Measurable Attributes **Lesson 29-32** *(Note: Combine Lessons 31-32)*
January 16-20	4	MLK Day (16th)	❖ **End of Module Assessment/Report Card Assessment** M3 Topics: E-H (3 Days) Interview style assessment ❖ M4: Number Pairs, Addition and Subtraction to 10 Topic A: Compositions and Decompositions of 2,3,4 and 5 **Lessons 1**
January 23-27	5		❖ M4: Number Pairs, Addition and Subtraction to 10 Topic A: Compositions and Decompositions of 2,3,4 and 5 **Lessons 2-6**
January 30 - February 3	5		❖ M4 Topic B: Decompositions of 6,7, and 8 into Number Pairs **Lesson 7-11**
February 6 - 10	4	Parent Teacher Conferences	❖ M4 Topic B: Decompositions of 6,7, and 8 into Number Pairs

		District Learning Day (10^{th})	**Lesson 12** ❖ M4 Topic C: Addition with Totals of 6,7, and 8 **Lesson 13-15**
February 13-17	5		❖ M4 Topic C: Addition with Totals of 6,7, and 8 **Lesson 16-18** ❖ M4 Topic D: Subtraction from Numbers to 8 **Lesson 19-20**
February 20-24	5		❖ M4 Topic D: Subtraction from Numbers to 8 **Lesson 21-24**
February 27-March 3	5		❖ **Mid Module Assessment/Report Card Assessment** M4 Topics A-D (3 days) Interview style assessment ❖ M4 Topic E: Decompositions of 9 and 10 into Number Pairs **Lesson 25-26**
March 6-10	5	End of the 3^{rd} Quarter	❖ M4 Topic E: Decompositions of 9 and 10 into Number Pairs **Lesson 27-28** ❖ M4: Topic F: Addition with Totals of 9 and 10 **Lesson 29-31**
March 13-17	0	SPRING BREAK	NO INSTRUCTION
March 20-24	5		❖ M4: Topic F: Addition with Totals of 9 and 10 **Lesson 32** ❖ M4 Topic G: Subtraction from 9 and 10 **Lesson 33-36**
March 27-31	5		❖ M4 Topic H: Patterns with Adding 0 and 1 and Making 10 **Lesson 37-38** ❖ M4 Topic H: Patterns with Adding 0 and 1 and Making 10 **Lesson 39-41**
April 3-7	5		❖ **End of Module Assessment/ Report Card Assessment**

			M4 Topics E-H (3 Days) Interview style assessment ❖ M5 Numbers 10-20 and Counting to 100 Topic A: Count 10 ones and some Ones **Lesson 1-2**
April 10-14	4	Spring Holiday….(Good Friday 14th)	❖ M5 Numbers 10-20 and Counting to 100 Topic A: Count 10 ones and some Ones **Lesson 3-5** ❖ Topic B: Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Ten Numbers **Lesson 6**
April 17-21	5		❖ Topic B: Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Ten Numbers **Lesson 7-9** ❖ M5: Topic C: Decompose Numbers 11-20, and Count to Answer "How Many?" **Lesson 10-11**
April 24-28	5		❖ M5: Topic C: Decompose Numbers 11-20, and Count to Answer "How Many?" **Lesson 12-14** ❖ **<u>Mid Module Assessment</u>** M5 Topics A-C (3 days) Interview style assessment
May 1-5	5	*Note: Use 1 day to complete Mid Module/Report Card Assessment if needed.*	❖ M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100 **Lesson 15-16** ❖ M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100 **Lesson 17-18**
May 8-12	5		❖ M5 Topic D: Extend the Say Ten

			and Regular Count Sequence to 100 **Lesson 19** ❖ M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers **Lesson 20-23**
May 15-19	5		❖ M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers **Lesson 24** ❖ **<u>End of Module Assessment</u>** M5 Topics D-E (3 Days) Interview style assessment ❖ M6: Analyzing, Comparing, and Composing Shapes Topic A: Building and Drawing Flat and Sold Shapes **Lesson 1**
May 22-26	4.5	End of Quarter 4	❖ M6 Topic A: Building and Drawing Flat and Sold Shapes **Lesson 2-3** ❖ M6 Topic B: Composing and Decomposing Shapes **Lesson 5-6**

SCS Kindergarten Quarterly Assessment Guide

Quarter	*Assessment*	*Report Card Skills Checklist*
Quarter 1		Count by ones to 25 **(K.CC.A.1)**
		Count forward beginning with a given number (0---25) **(K.CC.A.2)**
	Module 1: Mid Module Assessment	Classify and count the number of objects in each category. Sort categories by count. **(K.MD.B.3)**
		Name numerals 0---5 out of sequence **(K.CC.B.4a, K.CC.B.4b)**
		Match quantities to numerals 0---5 **(K.CC.4a, K.CC.4b)**
		Write numerals 0---5 (reversals accepted) **(K.CC.A.3)**
		Order numerals 0---5 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)**
		Count to answer "How many?" (0-5) **(K.CC.B.5)**
Quarter 2		Count by ones to 50 **(K.CC.A.1)**
		Count forward beginning with a given number (0---50) **(K.CC.A.2)**
	Module 1: End of Module Assessment	Name numerals 0---10 out of sequence **(K.CC.B.4a, K.CC.B.4b)**
		Match quantities to numerals 0---10 **(K.CC.4a, K.CC.4b)**
		Write numerals 0---10 (reversals accepted) **(K.CC.A.3)**
		Order numerals 0---10 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)**
		Count to answer "How many?" (0-10) **(K.CC.B.5)**
	Module 2: End of Module Assessment	Name shapes and describe in the environment (2---D): circle, square, rectangle, triangle, and hexagon **(K.G.A.2, K.CC.G.A.3)**
		Name shapes and describe in the environment (3---D): sphere, cone, cube, cylinder **(K.G.A.2, K.CC.G.A.3)**
		Identify the position of objects **(K.G.A.1)**
		Analyze and compare two and three dimensional shapes **(K.G.B.4)**
	Module 3: Mid Module Assessment (This assessment will take place in Quarter 2 – students will continue to practice and mastery will not be reported until Quarter 3	Describe measureable attributes of objects such as length and width. **(K.MD.A.1)** ***Note: Mastery not reported until Quarter 3***
		Compare two objects to see which object has more/le of (length and weight). Describe the difference. **(K.MD.A.2)** ***Note: Mastery not reported until Quarter 3***

Quarter 3		Count by ones to 75 **(K.CC.A.1)**
		Count forward beginning with a given number (0---75) **(K.CC.A.2)**
	Module 3: End of Module Assessment	Describe measureable attributes of objects such as length and width. **(K.MD.A.1) Note: Assessment began with Mid Module Assessment – Record Mastery in Quarter 3**
		Compare two objects to see which object has more/less of (length and weight). Describe the difference. **(K.MD.A.2) Note: Assessment began with Mid Module Assessment – Record Mastery in Quarter 3**
		Compare numerals and sets to 10 to determine same/less/more **(KK.CC.C.6, KK.CC.C.7)**
	Module 4: Mid Module Assessment	Decompose (separate) numbers 0---8 into two parts **(K.OA.A.3)**
		Represent addition with objects, fingers, mental images drawings, sounds, acting out situations, verbal explanations, expressions or equations. **(K.OA.A.1)**
		Represent subtraction with objects, fingers, mental images drawings, sounds, acting out situations, verbal explanations, expressions or equations. **(K.OA.A.1)**
		Solve addition story problems 0---8 using objects or drawings **(K.OA.A.2)**
		Solve subtraction story problems 0---8 using objects or drawings **(K.OA.A.2)**
		Fluently add and subtract within 5 **(K.OA.A.5)**
Quarter 4		Count by ones to 100 **(K.CC.A.1)**
		Count forward beginning with a given number (0---100) **(K.CC.A.2)**
	Module 4: End of Module Assessment	Decompose (separate) numbers 0---10 into two parts **(K.OA.A.3)**
		Solve addition story problems 0---10 using objects or drawings **(K.OA.A.2)**
		Solve subtraction story problems 0---10 using objects or drawings **(K.OA.A.2)**
		Find the missing addend to make 10 **(K.OA.A.4)**

Quarter	*Assessment*	*Report Card Skills Checklist*
Quarter 4	**Module 5: Mid Module**	Compose numbers 11---19 into 10s and 1s

Quarter 4 (continued)	**Module 5: Mid Module Assessment**	Compose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Name numerals 0---20 out of sequence **(K.CC.B.4a, K.CC.B.4b)** **Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Match quantities to numerals 0---20 **(K.CC.4a, K.CC.4b)** **Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Write numerals 0---20 (reversals accepted) **(K.CC.A.3) Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Order numerals 0---20 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Count to answer "How many?" (0-20) **(K.CC.B.5)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Compose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Decompose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Assessment begins with Mid Module**

Quarter	*Assessment*	*Report Card Skills Checklist*
Quarter 4	**Module 5: End of Module**	Compose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Note: Assessment begins with Mid Module**

		Assessment – Record Mastery after End of Module Assessment
		Match quantities to numerals 0---20 **(K.CC.4a, K.CC.4b)** **Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Write numerals 0---20 (reversals accepted) **(K.CC.A.3) Note: Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Order numerals 0---20 **(K.CC.B.4a, K.CC.B.4b, K.CC.B.4c)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Count to answer "How many?" (0-20) **(K.CC.B.5)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Compose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**
		Decompose numbers 11---19 into 10s and 1s **(K.NBT.A.1)** **Assessment begins with Mid Module Assessment – Record Mastery after End of Module Assessment**

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 composed 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 have only 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 Grade 1 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 while placing 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 he does.

We might expect the student to make a linking cube stick of 3 and break it into two parts.)

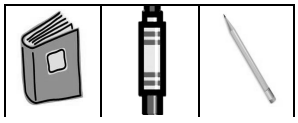
What did the student do?	What did the student say?

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

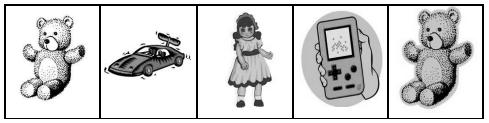
Rubric Score:_____Time Elapsed: _____

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.C.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 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.

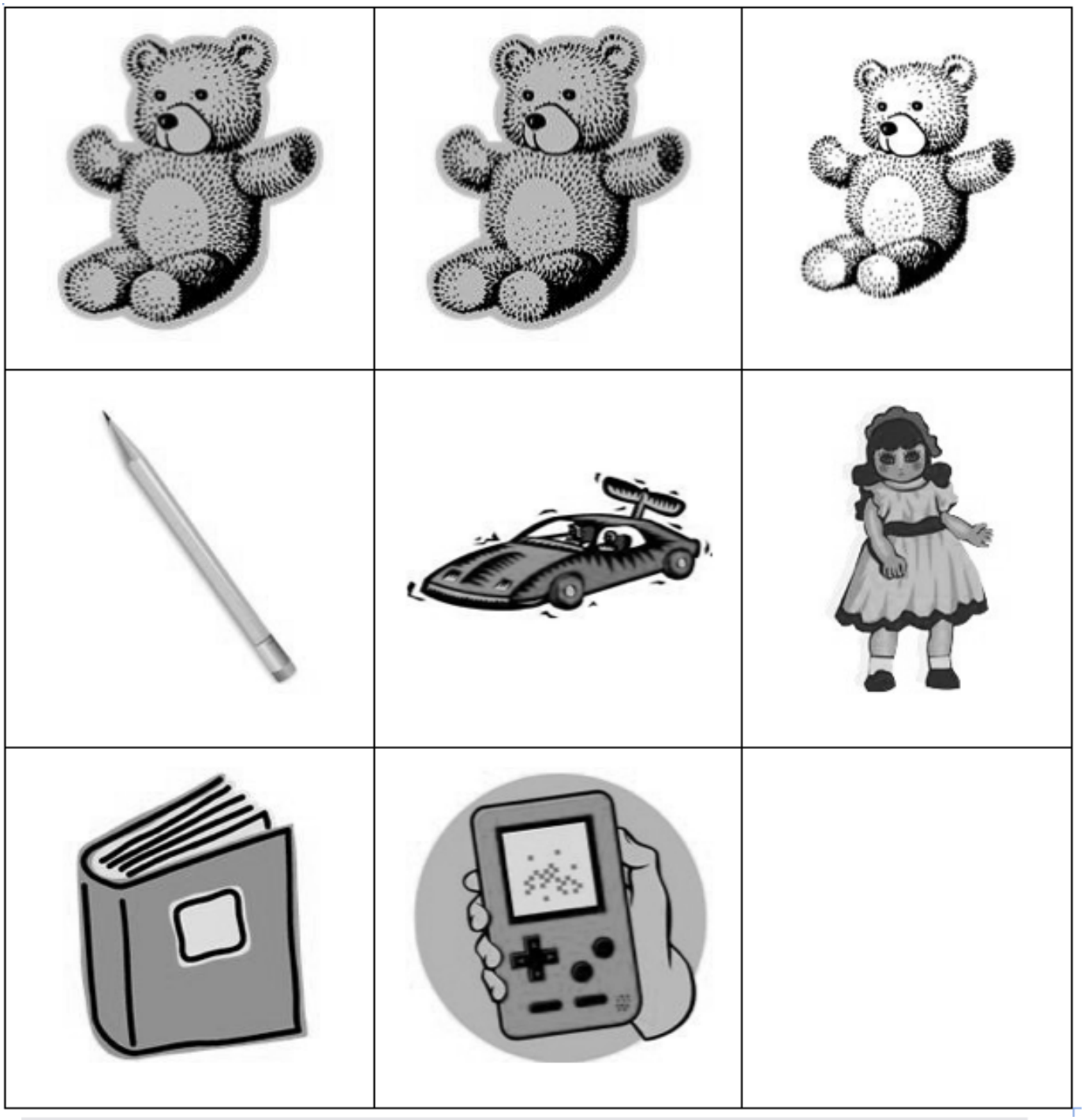
A Progression Toward Mastery				
Assessment Task Item	**STEP 1** Little evidence of reasoning without a correct answer. (1 Point)	**STEP 2** Evidence of some reasoning without a correct answer. (2 Points)	**STEP 3** Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	**STEP 4** Evidence of solid reasoning with a correct answer. (4 Points)
Topic A **K.MD.3**	Student shows little evidence of identifying or explaining similarities or differences. Student is almost non-responsive.	Student shows evidence of beginning to identify similarities and differences but is unable to explain those similarities or differences using words.	Student correctly identifies both sets of bears but provides a partial explanation of how the bears are similar or different. OR 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 based on either size or shade.
Topic B **K.CC.4a** **K.CC.4b** **K.MD.3**	Student shows little evidence of understanding how to sort or what reasonable categories might be. Student is unable to answer *3* or count correctly.	Student shows a beginning understanding of how to sort (with some misplaced items) and demonstrates early explanation skills with incomplete reasoning. Student recounts to answer *1, 2, 3.*	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 Student provides a reasonable explanation of the categories but sorts incorrectly. Student is able to answer *3* without recounting.	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). • Answers *3* without recounting.

NYS COMMON CORE MATHEMATICS CURRICULUM Mid-Module Assessment Task K•1

A Progression Toward Mastery

Topic C **K.CC.4a** **K.CC.4b** **K.CC.5** **K.OA.3** K.MD.3	Student shows little evidence of understanding how to count objects in any configuration and is unable to complete the addition task.	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. Student attempts to add 2 + 1 but lacks an understanding of either how to add or how to interpret the expression.	Student arranges and counts cubes in a line, circle, and scattered configuration correctly, responding with *5* to each *how many* question, but recounts once. Student adds 2 + 1 but cannot explain how to add. OR Student accurately explains the process of addition but adds 2 + 1 incorrectly.	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**	Student shows little evidence of understanding how to count items in a category. Student is beginning to form some numbers.	Student shows evidence of beginning to understand counting items in a category. Student is unsure of the word and meaning of *zero*. Student writes some numerals correctly, with reversals.	Student correctly counts the items in each category. Student gives some explanation about how she knows there are 5 toys but is unclear in her explanation (e.g., "I just know"). Student answers *none* when asked about the cats. Student writes four out of six numerals correctly, with a maximum of one reversal.	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 Numbers 0–5	**Next Steps:**



Sorting Mat

Student Name _____

Numeral Writing

Student Name: _____

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			

Topic E: Working with Numbers 6–8 in Different Configurations

Rubric Score:_____Time Elapsed: _____

Materials: (S) 10 linking cubes (or other familiar classroom objects)

T: Please count 6 linking cubes, and put them in a row. (Pause.) Write the numeral 6.

T: (Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the number 7. Show me the 5-group that's hiding in this group of cubes.

T: (Arrange 8 cubes into an array of 4 and 4.) How many cubes are there now? (Pause.) How did you know there were that many?

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

Topic F: Working with Numbers 9–10 in Different Configurations

Rubric Score:_____Time Elapsed: _____

Materials: (S) 12 linking cubes (or other familiar classroom objects), brown construction paper mat to show the problem

T: Now, let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: Use your words to tell me how you figured out the problem.

T: Write the number that tells how many bears there are eating leaves.

T: Another bear came. Show me the bears now. How many bears is that? Write that number.

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

Rubric Score:_____Time Elapsed: _____

Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 cubes

T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this.

T: (Hold up the card showing the numeral 6.) Use the number cards to show me the numeral that's 1 more. How did you learn that?

T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)

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

Topic H: *One Less* with Numbers 0–10

Rubric Score:_____Time Elapsed: _____

Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 counting objects

T: (Place 10 objects in an array of two 5-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.

T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don't turn over the cards, though!

T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

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

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

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.C.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.

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.

Evaluating Student Learning Outcomes

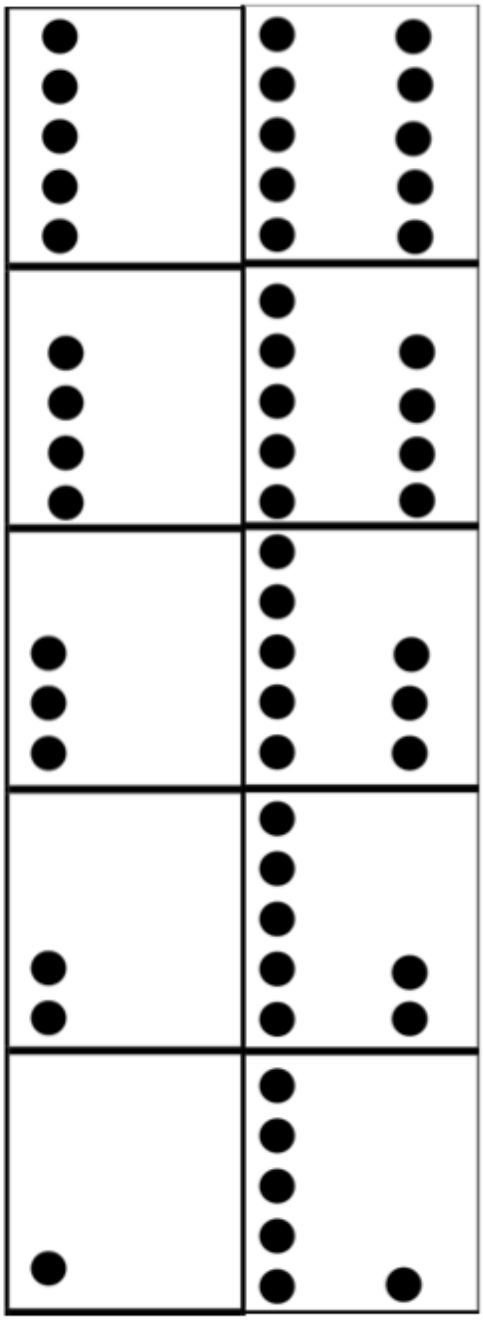
A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students can do now 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 E K.CC.3 K.CC.4a K.CC.4b K.CC.5 K.MD.3	Student shows little evidence of writing or counting numerals, no understanding of the 5-group, and is almost non-responsive.	Student inconsistently counts the cubes. Student may or may not say and write the correct number. Student is unable to identify the 5-group and is unable to state a reason why she knows there are 8 cubes.	Student correctly counts and states the number of cubes (with more time elapsed) but struggles with writing the numerals and identifying the 5-group. Student is able to verbalize how she knows there are 8 cubes but is unclear in her explanation.	Student correctly: • Counts the linking cubes, puts them in a row, and writes the number 6. • Counts to 7 in the circular configuration, writes the number 7, and identifies the 5-group. • Counts 8 cubes and gives a reasonable answer to how she knows there are 8 (e.g., "I counted all of the cubes one at a time," or "I see 4 on top and 4 on the bottom, and I know 4 and 4 is 8").
Topic F K.CC.3 K.CC.4a K.CC.4b K.CC.5	Student shows little evidence of understanding zero or how to solve *put together with result unknown* problems. Numbers are illegible.	Student shows an early understanding of how to solve *put together with result unknown* problems and demonstrates weak explanation skills with incomplete reasoning. Student has difficulty counting and writing the numbers.	Student completes three of the four tasks. For example, student solves the *put together with result unknown* problem but cannot clearly explain his thinking. He correctly writes the numbers.	Student correctly: • Solves the *put together with result unknown* problem using cubes. • Explains his thinking, citing the solution process. • Writes the number 9 and adds 1 more bear and says and writes *10*.

Topic G **K.CC.4a** **K.CC.4b** **K.CC.4c** K.CC.2 K.CC.5	Student shows little evidence of understanding *1 more* or is unable to complete the task.	Student shows evidence of beginning to understand that *1 more* is the next number in the counting sequence but requires support to recall and apply the concept.	Student accurately completes two of the tasks. For example, student identifies 5 as 1 more than the 4-dot card but is unable to identify 7 as 1 more than the numeral 6, and puts 7, 8, 9 in order. OR Student accurately identifies 7 as 1 more than the numeral 6 and identifies 1 more than the 4 dots but is unable to put the number cards in order.	Student correctly: ▪ Identifies the numeral 5 as 1 more than the 4 dots pictured on the dot card. ▪ Identifies 7 as 1 more than the numeral 6. ▪ Places 7, 8, and 9 in order.
Topic H **K.CC.4a** **K.CC.4b** **K.CC.4c** K.CC.5	Student shows little evidence of understanding organized counting, numeral writing, and matching concrete objects (dots) to the corresponding abstract numeral and/or cannot complete most of the tasks.	Student shows evidence of beginning to understand but miscounts. Student struggles with one-to-one correspondence. She might show 1 less but is confused and has difficulty counting and writing how many are left. She may or may not say and write *9*. Student is able to say and match dot cards to some of the hidden numbers but not all of them. When student turns over the hidden numbers, she moves the dot cards to the correct place but is unable to complete the task unless all the numbers are showing.	Student correctly counts and states that there are 10 objects, removes 1 when asked to show 1 less, and writes and says *9,* but struggles with counting and writing of the numeral 9. More time elapsed. Student touches the hidden numbers; correctly says *2, 5, 7, 9*; and correctly matches the dot cards to the number cards but recounts often and looks to the teacher for support. More time elapsed.	Student correctly: ▪ Gives 10 as an answer. Shows 1 less by removing 1 object and writes and says *9*. ▪ Identifies by touching the hidden number card and says *2, 5, 7, 9*. ▪ Matches the dot cards to her corresponding hidden number card. Turns over the number cards after the dot cards are in place.

Class Record Sheet of Rubric Scores: Module 1					
Student Names:	**Topic E:** Working with Numbers 6–8 in Different Configurations	**Topic F:** Working with Numbers 9–10 in Different Configurations	**Topic G:** *One More* with Numbers 0–10	**Topic H:** *One Less* with Numbers 0–10	**Next Steps:**

4	9
3	8
2	7
1	6
10	5



numeral and dot cards

Student Name _____

Topic A: Two-Dimensional Flat Shapes

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

Rubric Score:_____ Time Elapsed: _____

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractors (see Geometry Progression, p. 6)

1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape, and use your words to tell me all about it. How do you know they are the same shape?
2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles?
3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?
4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

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

Topic B: Three-Dimensional Solid Shapes

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical—not hexagonal prism—pencil)

1. (Hand a cylinder to the student.) Point to something in this room that is the same solid shape, and use your words to tell me all about it.
2. (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, and realistic.) Put all the cylinders in this box.
3. (Show a cone.) How is the cylinder you are holding different from this cone? How is it the same?
4. (Place the set of solid shapes in front of the student.) Put the cube in front of the cylinder. Put the sphere behind the cone. Put the cone above the cube.

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

Topic C: Two-Dimensional and Three-Dimensional Shapes

Rubric Score:_____Time Elapsed: _____

Materials: (T/S) Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1. Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2. Tell me about your groups. What is the same about both groups? What is different?
3. Can you sort these shapes a different way? Tell me about your new groups. What is the same? What is different?

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

End-of-Module Assessment Task Standards Addressed	Topics A–C

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 and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

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 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.G.1 K.G.2 K.G.4	Student: • Is unable to select, position, or describe indicated shapes. • Takes considerable time to complete tasks, looks to the teacher for help often.	Student: • Sorts indicated shapes randomly, resulting in some correct and some incorrect shapes in the group. • Struggles to select, position, and describe indicated shapes.	Student: • Identifies a shape from the environment but is unable to discuss its attributes. • Sorts most of the indicated shapes. • Correctly selects both of the indicated shapes but places them in the wrong position.	Student correctly: • Identifies and describes several attributes of the shape from the environment that match the shape being shown to him. • Sorts all indicated shapes from several typical, variant, and distracting shapes. • Selects indicated shape and positions this shape below, next to, or beside another indicated shape.
Topic B K.G.1 K.G.2 K.G.4	Student: • Is unable to select, position, or describe indicated shapes. • Takes considerable time to complete tasks, looks to the teacher for help often.	Student: • Sorts indicated solids randomly, resulting in some correct and some incorrect solids in the group. • Struggles to select, position, and describe indicated solids.	Student: • Identifies a solid from the environment but is unable to discuss its attributes. • Sorts most of the indicated solids. • Correctly selects both of the indicated solids but places them in the wrong position.	Student correctly: • Identifies and describes several attributes of the solid from the environment that match the solid being shown to him. • Sorts all indicated solids. • Selects indicated solid and positions this solid above, in front of, or behind the indicated solid.

A Progression Toward Mastery				
Topic C **K.G.3** **K.MD.3**	Student: ▪ Incorrectly groups the shapes. ▪ Is not able to verbalize reasoning, or reasoning is not sound.	Student: ▪ Can sort the shapes into a group but is not able to verbalize reasoning. ▪ Cannot make a second grouping.	Student: ▪ Is able to sort the shapes into two groups but may or may not be able to verbalize reasoning. ▪ Is able to sort the shapes a second time but is unable to verbalize reasoning.	Student: ▪ Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group. ▪ Is able to sort the shapes again according to a different attribute and is able to state such an attribute.

Class Record Sheet of Rubric Scores: Module 2				
Student Names:	**Topic A:** Two-Dimensional Flat Shapes	**Topic B:** Three-Dimensional Solid Shapes	**Topic C:** Two-Dimensional and Three-Dimensional Shapes	**Next Steps:**

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 significantly 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 Grade 1 teacher preparation to receive these students.

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

Student Name

Topic A: Comparison of Length and Height

Rubric Score:_____Time Elapsed: _____

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

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) Two linking cube sticks of 5 and one linking cube stick of 7, 9-inch piece of string

1. (Present a 5-stick and the 7-stick.) Compare the length of these two sticks. Use the words *longer than*.
2. Compare the length of one 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 this 5-stick (hand student another 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: (S) 1 small container (⅛ cup), 1 plastic cup with ½ 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 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				
Topic C **K.MD.1** **K.MD.2**	Student shows little evidence of understanding of weight.	Student struggles to use the words *heavier than* or *lighter than*. Student may not be sure of how to use the balance.	Student demonstrates good understanding of weight but may make one small mistake, for example: ▪ Omits or misuses the word *than*. ▪ Does not know how to express what is being measured. (This is a challenging generalization and may not come right away.)	Student: ▪ Uses the words *heavier than* correctly to compare. ▪ Uses the words *lighter than* correctly to compare. ▪ Balances the scale with the cubes and says how many cubes are the same as the weight of the marker. ▪ Balances the scale with the pennies and states how many pennies are the same weight as the marker. ▪ States that weight is being compared or how much the books weigh.
Topic D **K.MD.1** **K.MD.2**	Student shows little evidence of understanding of volume.	Student struggles to use the words *more than* or *less than*. Student may not be sure of how to use the containers.	Student demonstrates good understanding but may make one small mistake, for example: ▪ Omits or misuses the word *than*. ▪ Does not know how to express what is being measured. (This is a challenging generalization and may not come right away.)	Student: ▪ Uses the words *more than* correctly to compare. ▪ Measures the rice using the small container and identifies that there are four containers. ▪ States that capacity is being compared or how much the cup holds.

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:**

Student Name _____

Topic E: Are There Enough?

Rubric Score:_____Time Elapsed: _____

Materials: (T) 7 spoons, 8 bowls, 6 1 inch × 1 inch squares, 1 2 inch × 3 inch square piece of paper

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

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.	
4.	

Topic F: Comparison of Sets Within 10

Rubric Score:_____Time Elapsed: _____

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.	
2.	
3.	
4.	

Topic G: Comparison of Numerals

Rubric Score:_____Time Elapsed: _____

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.	
2.	
3.	

Topic H: Clarification of Measurable Attributes

Rubric Score:_____Time Elapsed: _____

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

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.	
2.	
3.	
4.	

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

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 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 E **K.CC.6**	Student is largely unresponsive and unable to perform the tasks.	Student shows evidence of beginning to understand comparison but makes many errors.	Student is able to complete the tasks but may be unable to use his words correctly in the third and fourth questions.	Student correctly: • Places the squares on the paper to see if they fit. • Shows there are not enough spoons for the bowls. • Uses the words *more than* and *less than* to compare the spoons and bowls.
Topic F **K.CC.6**	Student is largely unresponsive and unable to perform the tasks.	Student demonstrates a beginning understanding of comparison but makes many small errors.	Student demonstrates understanding of comparison but makes a small error, for example: • Unable to state that 6 is more than 4. • Struggles with showing one of the following sets: 1 more than 6, 1 less than 10, or a set equal to 4.	Student correctly: • Shows which set is more and states that 6 is more than 4. • Shows a set equal to 4. • Shows a set 1 more than 6. • Shows a set 1 less than 10.

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

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 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 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: _____

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 a 5-stick of the same-colored linking cubes and a 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 while talking.) 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 has 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 has 7 toy cars. He puts 4 cars away in his toy box. How many cars is 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.

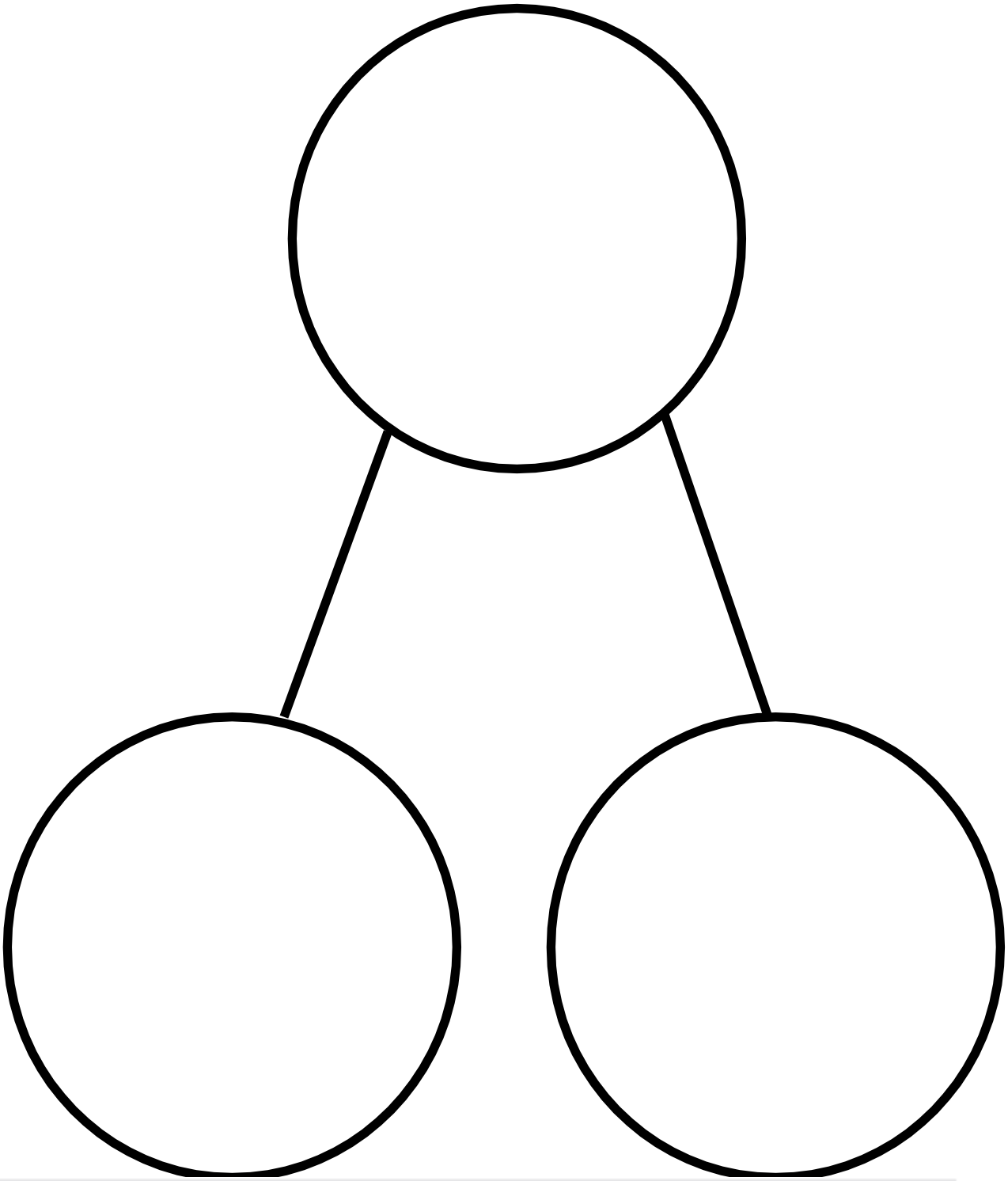
Evaluating Student Learning Outcomes

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.

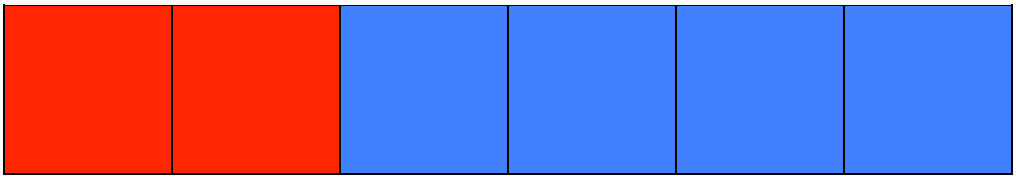
A Progression Toward Mastery				
Assessment Task Item and Standards Assessed	**STEP 1 Little evidence of reasoning without a correct answer. (1 Point)**		**STEP 2 Evidence of some reasoning without a correct answer.**	**(2 Points)**
Topic A K.OA.1 K.OA.3 K.OA.5	Student shows little evidence of understanding that the parts of the number bond comprise the whole and is unable to complete most of the tasks.	Student: • 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.	Student correctly: • 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.	Student correctly: • Tells a decomposition story, saying numbers that match his 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	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.	Student: • 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.	Student: • 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.	Student correctly: • Shows 6 cubes. (Make note if 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				
			▪ Needs teacher support and more time to identify partners of 8 and write the correct parts in the number bond.	for the parts of 7. (Again, make note if student uses the 5-stick.) ▪ 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**	Student shows little evidence of understanding the addition expressions or addition equations and is unable to complete most of the tasks.	Student: ▪ 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.	Student requires teacher support to correctly answer the questions and/or misses one out of the three questions.	Student correctly and independently: ▪ 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, for example, 7 = 3 + 4.
Topic D **K.OA.1** **K.OA.2** **K.OA.3**	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.	Student: ▪ 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.	Student requires teacher support to correctly answer the questions and/or misses one out of the three questions.	Student correctly and independently: ▪ States what each number in the number sentence refers to. ▪ Writes all the correct numbers in the blanks: 8 – 5 = 3. ▪ Writes a subtraction sentence to match the story: 7 – 4 = 3.

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:**



Template 1



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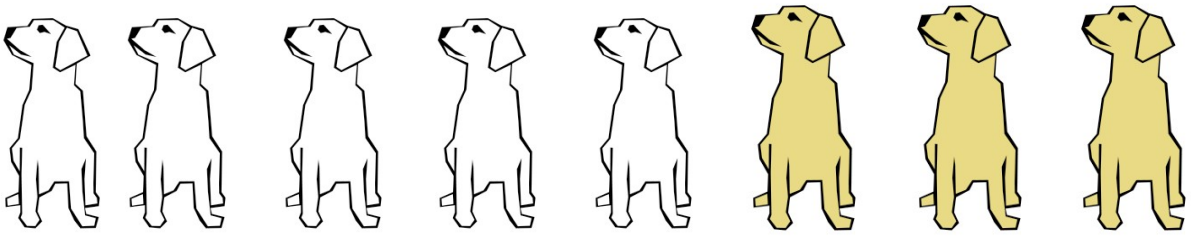
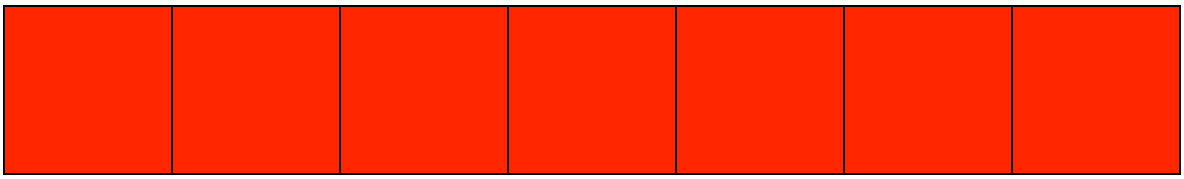


Template 3

Template 4



Student Name _____

Topic E: Decompositions of 9 and 10 into Number Pairs

Rubric Score:_____ Time Elapsed: _____

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

Materials: (S) Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper

T: (Put the number bond mat in the personal white board, and write 10 in the whole's place.) Use your marker to complete this number bond.

T: Anya's friends brought her 9 presents. They put some of the presents on one table and the rest on the other table. (Place the two pieces of construction paper in front of the student to represent each table.) Use the cubes to show me how Anya's presents could look. Now, draw a number bond about Anya's presents.

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

Topic F: Addition with Totals of 9 and 10

Rubric Score:_____Time Elapsed: _____

Materials: (S) Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes

T: (Show Template 1 to the student, and write 9 =_____+_____on the personal white board.) Look at the 5-group dots. How can the dots help you fill in the blanks of the equation? Fill in the blanks.

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 6 orange cars in the parking lot. 4 green cars drove in. How many cars are in the parking lot now? (Write ___ + ___ = ___ on the board.) Write the numbers in the addition sentence to match the story.

T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 10 flowers. 8 of them were red, and 2 of them were blue. Write an addition sentence that matches this story.

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

Topic G: Subtraction from 9 and 10

Rubric Score:_____Time Elapsed: _____

Materials: (S) 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil

T: (Give the student a piece of paper and a pencil.) Listen to my story, and watch what I do. When I'm finished, you are going to record what you hear and see on your paper. You can use a drawing or a subtraction sentence. I have 9 crayons. I'm going to put 1 in this paper bag. How many crayons are left?

T: (Give the student the 10-stick of linking cubes.) How many cubes? Break off some cubes, and put them on the table. How many did you break off? How many are still in your hand? (As the student tells you how many cubes, write ___ – ___ = ___ on the personal white board.) Write the numbers in the blanks that tell what you did with the linking cubes.

T: (Connect the cubes, and erase the board. Place both items in front of the student.) Break off a different number this time, and record your work by writing a subtraction sentence.

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

Topic H: Patterns with Adding 0 and 1 and Making 10

Rubric Score:_____Time Elapsed: _____

Materials: (S) 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board

T: (Place 5 loose linking cubes of the same color in front of the student.) Count and put the cubes together. How many cubes are there? Take zero cubes away. How many cubes are left? Put zero cubes on your stick. How many cubes are there in all?

T: (Student is still holding his 5-stick from the previous question. Put 5 loose linking cubes of different colors in front of the student.) Put 1 more cube on your stick. How many cubes are there? Put 1 more cube on your stick. How many cubes now?

T: (Place Template 4 in front of the student.) Listen to my story. Hold up the equation that matches my story. 5 fish were swimming in a pond. Then, 3 frogs jumped in the pond. Now, there are 8 animals in the pond. Which equation matches my story?

Listen to some more. There were 8 animals in the pond. The 3 frogs jumped out and went home. Now, there are 5 animals in the pond. Which equation matches my story?

T: (Put Template 1 in front of the student.) How many more does 9 need to be 10? Write an equation that shows how many 9 needs to make 10.

T: (Give the student the personal white board and marker.) Draw the number 7 using a 5-group. How many more does 7 need to make 10? Write an equation that shows how many 7 needs to make 10.

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

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

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.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Evaluating Student Learning Outcomes

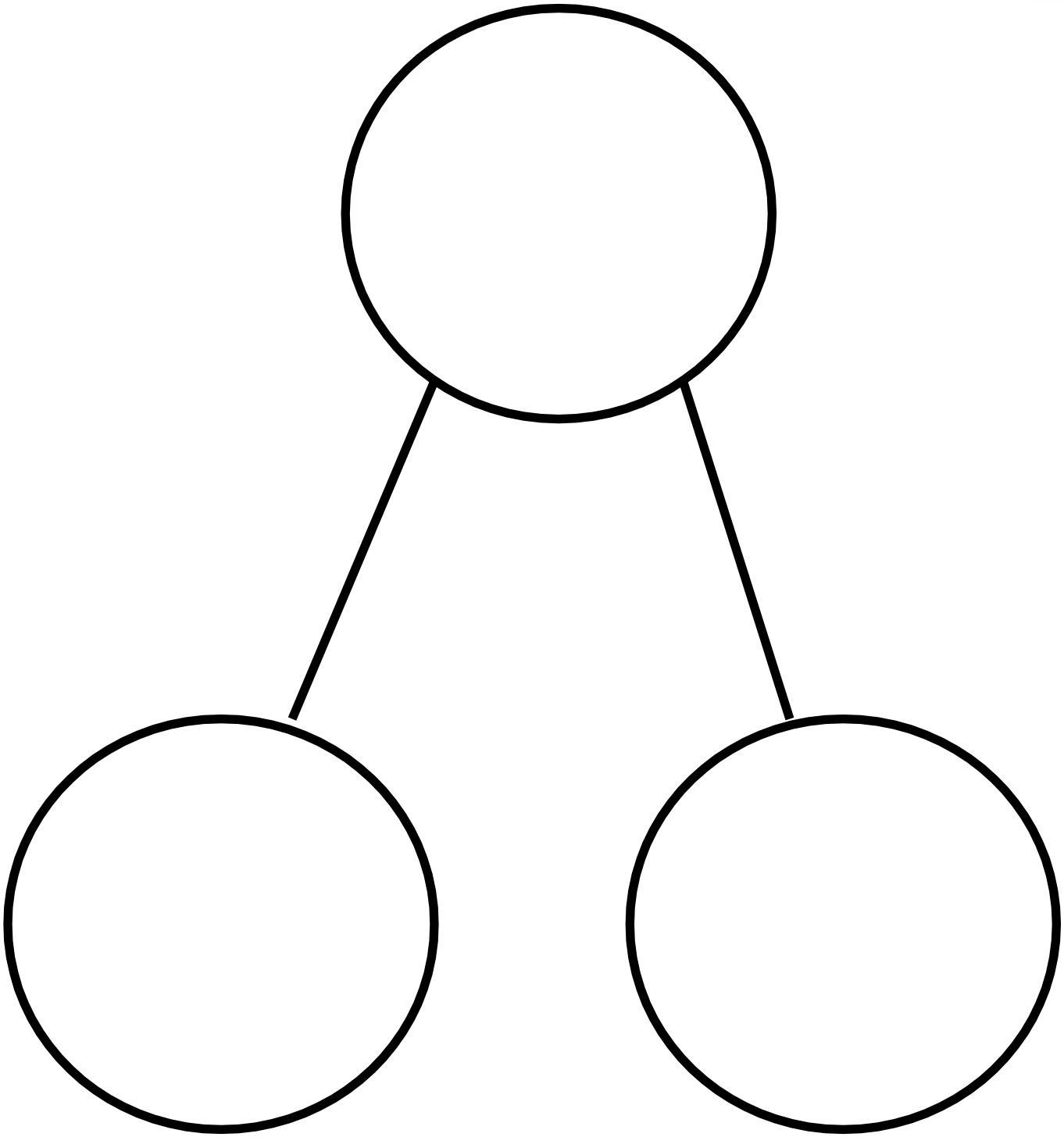
A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understanding that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve 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 E **K.OA.3**	Student: • Writes random or no numbers in the number bond. • Is unable to represent the story using cubes or a number bond.	Student: • Writes two numbers that are close but an incorrect number pair for 10 in the number bond. • Represents the story incorrectly with cubes and the number bond. OR Student performs one of the tasks correctly with some teacher support.	Student: • Writes a correct number pair for 10 in the number bond. OR • Represents the story correctly using cubes or a number bond.	Student correctly: • Writes a number pair for 10 in the number bond. • Represents the story using cubes and a number bond.
Topic F **K.OA.2**	Student shows little evidence of understanding addition sentences and is unable to complete most of the tasks.	Student: • Writes an incorrect number pair for 9. • Writes random numbers in the addition sentence and shows little understanding of the story. • Is unable to write an addition sentence, or the addition sentence is not understandable. OR Student performs one or more of the tasks correctly with some teacher support.	Student: • Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different, correct number pair for 9. • Writes correct numbers in the addition sentence, with some confusion about parts and whole. • Writes an addition sentence that matches the story, with some confusion about	Student correctly: • Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different, correct number pair for 9. • Writes all the correct numbers in the addition sentence: $6 + 4 = 10$ or $4 + 6 = 10$. • Writes a correct addition sentence that matches the story: $10 = 8 + 2$ or $8 + 2 = 10$.

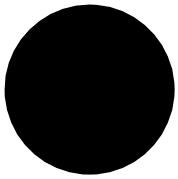
A Progression Toward Mastery				
			parts and whole.	
Topic G **K.OA.1** **K.OA.2** **K.OA.3**	Student shows little evidence of understanding subtraction sentences and is unable to complete most of the tasks.	Student: ▪ Represents the story using pictures, numbers, or symbols that are not related to the story. ▪ Orally answers the questions incorrectly and writes random numbers in the blanks of the subtraction sentence. ▪ Is unable to break off a different amount of cubes and writes random numbers in the equation or is not able to write an equation. OR Student performs one or more of the tasks correctly with some teacher support.	Student: ▪ Represents the story using pictures, numbers, or symbols that are incorrectly related to the story (e.g., 9 + 1 = 8 or showing 9 crayons with one more added). ▪ Orally answers the questions being asked, counts all the cubes when asked the questions, and writes incorrect numbers in the blanks of the subtraction sentence (e.g., 8 – 1 = 9). ▪ Breaks off a different number of cubes and records work with an equation but may get numbers mixed up in the equation.	Student correctly: ▪ Represents and records 9 – 1 = 8 clearly using a drawing and/or an equation. ▪ Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes. ▪ Breaks off a different number of cubes and records work with an equation.

A Progression Toward Mastery				
Topic H **K.OA.1** **K.OA.2** **K.OA.4**	Student shows little evidence of understanding zero, 1 more, and the relationship between numbers and addition and subtraction. She is unable to complete most of the tasks.	Student: ▪ Counts one-to-one incorrectly or is confused about zero. ▪ Adds more than 1 or takes cubes off the stick and is confused about how many cubes after adding, stating an incorrect number of cubes. ▪ Selects incorrect equations and is clearly guessing. ▪ May answer 1 orally but is unable to write a related equation. ▪ Draws 7 dots but not in a 5-group or draws a different number of dots, and provides the wrong answer, and/or has difficulty writing the equation.	Student: ▪ Counts 5 cubes correctly but has some confusion about zero. ▪ Answers 6 and 7 as she puts 1 more cube on the 5-stick (must count all of the cubes every time). ▪ Selects the correct equation for only one part of the story. ▪ Answers 1 but may write the numbers or symbols incorrectly. ▪ Correctly draws 7 dots in a 5-group pattern or answers 3 orally and writes 7 + 3 = 10 but may have some difficulty with the drawing or writing the equation.	Student correctly: ▪ Counts 5 cubes and answers 5 to each of the questions about zero. ▪ Answers 6 and 7 as she puts 1 more cube on the 5-stick. ▪ Selects the correct equation for both parts of the story: 5 + 3 = 8 and 8 – 3 = 5. ▪ Answers 1 and writes 9 + 1 = 10. ▪ Correctly draws 7 dots in a 5-group pattern and answers 3 orally and writes 7 + 3 = 10.

Class Record Sheet of Rubric Scores: Module 4					
Student Names:	**Topic E:** Decompositions of 9 and 10 into Number Pairs	**Topic F:** Addition with Totals of 9 and 10	**Topic G:** Subtraction from 9 and 10	**Topic H:** Patterns with Adding 0 and 1 and Making 10	**Next Steps:**



Template 1



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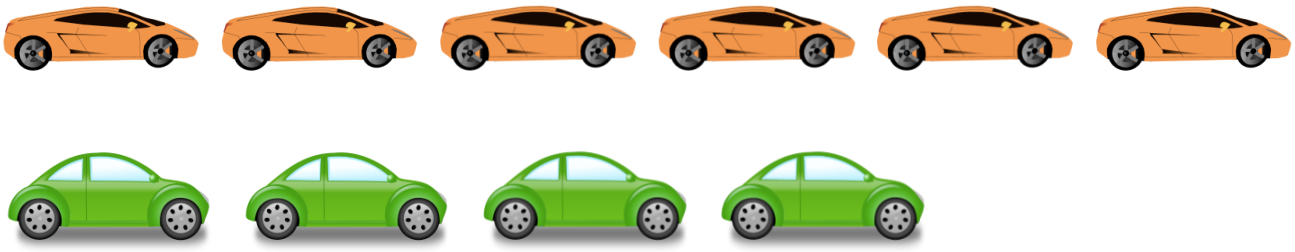
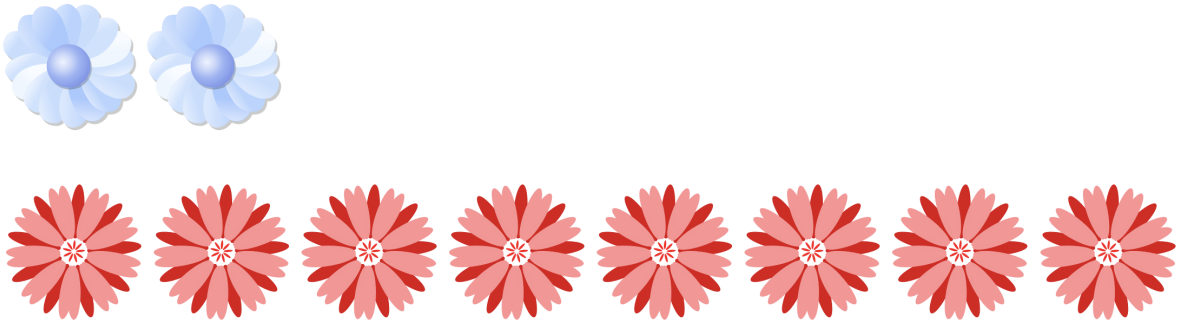


Template 3



Template 4

5 + 3 = 8

8 –3=5

5 – 3=2

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.C.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)**
Topic A **K.NBT.1** **K.CC.1**	Student shows little evidence of counting ability or understanding. Almost non-responsive.	Student shows evidence of beginning to understand counting beyond 10 but counts the quantity incorrectly (lacks organization, inconsistent 1:1 correspondence, etc.).	Student correctly counts 10 straws into a pile, and then 6 straws, but is unable to count to 16.	Student correctly: • 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).
Topic B **K.NBT.1** **K.CC.3**	Student shows little evidence of understanding how to represent a teen number or use Hide Zero cards. Student writes the number 16 incorrectly.	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.	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.	Student correctly: • 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)**
Topic C **K.CC.4b** **K.CC.4c** **K.CC.5** **K.NBT.1**	Student shows little evidence of understanding how to make or count objects in arrays and circles.	Student shows evidence of beginning to understand counting arrays and circles but is unable to do so accurately and consistently.	Student arranges and counts each array and circle correctly but cannot add one more and identify the new quantity. Student recounts to know that it is 12. OR Student adds one more and identifies the new quantity but struggles with one or more of the counting array tasks.	Student correctly: • 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.

Class Record Sheet of Rubric Scores: Module 5				
Student Names:	**Topic A:** Count 10 Ones and Some Ones	**Topic B:** Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers	**Topic C:** Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations	**Next Steps:**

Student Name _____

	Date 1	Date 2	Date 3
Topic D			
Topic E			

Topic D: Extend the Say Ten and Regular Count Sequence to 100

Rubric Score_____Time Elapsed _____

Materials: (T) 10 small 10-frame cards (Lesson 15 Template 2)

Set out the 10-frame cards.

T: (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.

T: Please count the dots from 11 to 20 the Say

Ten way. T: Please count by 10s to 100 the

Say Ten way.

T: Please count by 10s to 100 the regular way.

T: Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.

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

Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Rubric Score_____Time Elapsed _____

Materials: (S) 17 centimeter cubes, number bond (Lesson 7 Template) within a personal white board, eraser

T: (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange cubes into a straight line or array, do so for the student.)

T: Separate 10 cubes into a group.

T: Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)

T: (Write 17 = _____ + _____.) Make an addition sentence to match your number bond. T: How are your number bond and your addition sentence the same?

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

End-of-Module Assessment Task Standards Addressed	Topics D–E

Know number names and the count sequence.

K.CC.1 Count to 100 by ones and by tens.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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.C.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 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 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 D **K.CC.1** **K.CC.2**	Student shows little evidence of counting ability or understanding.	Student shows evidence of beginning to understand counting by 10s and 1s but skips or repeats numbers often, resulting in an inaccurate count.	Student is unable to perform one of the tasks.	Student correctly: • Counts up by 10s using the Say Ten and regular ways. • Counts the dots from 11 to 20 the Say Ten way. • Counts from 28 to 32 the regular way. • Counts a number between 11 and 20 the regular way.
Topic E **K.CC.5** **K.NBT.1**	Student shows little evidence of understanding organized counting, teen numbers, number bonds, or addition sentences.	Student shows a beginning understanding of counting into an array or line, representing teen numbers as number bonds or addition sentences, but answers inaccurately.	Student correctly counts 17 cubes into an array or line and writes the number bond for 17 but cannot write an accurate equation. OR The student writes an accurate equation for 17 but cannot write the number bond or count into an array or line.	Student correctly: • Counts 17 cubes into an array or line. • Separates 10 cubes and correctly writes 17 as the whole and 10 and 7 as the parts of 17. • Writes an accurate addition sentence and reasonably connects both representations.

Class Record Sheet of Rubric Scores: Module 5			
Student Names:	**Topic D:** Extend the Say Ten and Regular Count Sequence to 100	**Topic E:** Represent and Apply Compositions and Decompositions of Teen Numbers	**Next Steps:**

Student Name _____

Topic A: Building and Drawing Flat and Solid Shapes

	Date 1	Date 2	Date 3
Topic A			
Topic B			

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 set of four 3" straws, 1 set of four 5" straws (separated by length for the student), small clay balls for connectors, 5 real-world items with familiar shapes (e.g., book, clock, including a square and rectangle), pattern block shapes (Template 1)

1. (Place all straws and formed clay connecting balls in front of the student.) Build a square.
2. (Place solid shapes in front of the student.) Choose one object that has the shape you just built.
3. (Place pattern blocks template in front of the student horizontally.) The star is the beginning. Point to the third shape. Point to the seventh shape.
4. (Turn the template vertically.) The star is the beginning. Point to the first shape. Point to the ninth shape.

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

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Pattern blocks, 2 right triangles (Template 2), 3-piece square puzzle (Template 3, cut into 3 pieces), puzzle template (Template 4)

1. (Give the student two right triangles.) Use these triangles to make a rectangle.
2. (Give the student the 3-piece paper square puzzle disassembled.) This was a square. Then, I cut it into three pieces. Can you put it together so it makes a square again?
3. (Place the pattern blocks and puzzle template in front of the student.) Use your pattern blocks to complete the puzzle.

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

End-of-Module Assessment Task Standards Addressed	Topics A–B

Count to tell the number of objects.

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

Analyze, compare, create, and compose shapes.

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Evaluating Student Learning Outcomes

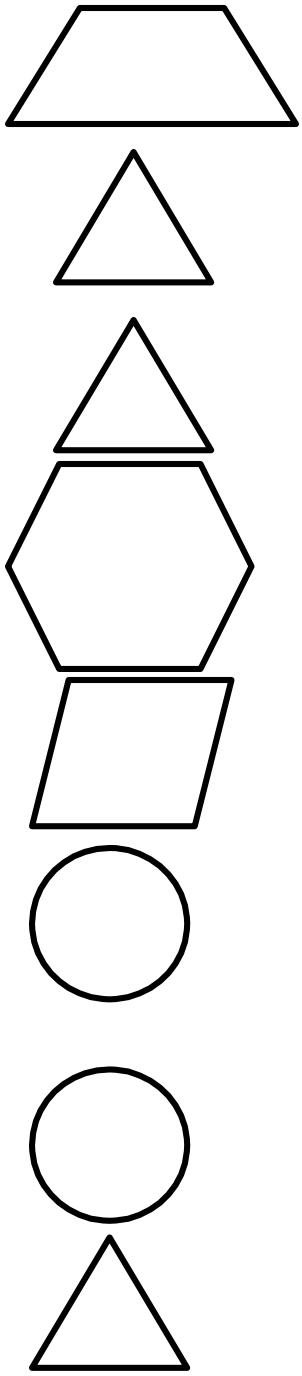
A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students CAN do now 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.CC.4d K.G.5	The student: • Does not build a closed figure. • Struggles to select a real-world object that matches the shape he built or does not choose any object. • Is unable to identify the position of the third, seventh, first, and ninth shape in any orientation of the pattern block template.	The student: • Builds a rectangle or some other shape. • Struggles to select a real-world object that matches the shape he built or chooses an object with no matching shape. • Correctly identifies the position of some of the shapes but is clearly confused when the template is turned or requires teacher support on where to start.	The student: • Builds a square but considers the two different length straws before building with four equal length straws. • Selects a real-world object that matches the square with some hesitation. • Correctly identifies the position of at least two shapes: third, seventh, first, and ninth shapes.	The student correctly: • Builds a square using four equal straws. • Selects a real-world object that matches the square built. • Identifies the third and seventh shape from the beginning of the horizontal line. • Identifies the first and ninth shape from the beginning of the vertical line.
Topic B K.G.6	The student: • Does not join the triangles and does not make a rectangle. • Does not attempt to put the pieces together, may not know what a square is, and may just line up the pieces. • Places random pattern blocks on the puzzle with no understanding of spatial relationships between the pattern blocks and the puzzle.	The student: • Puts the triangles together so that two sides are touching but does not make a rectangle. • Keeps moving the pieces around but is unable to make the square. • Places some correct pattern block pieces on the puzzle, but several pieces are incorrect and sticking out of the puzzle border.	The student: • Makes a rectangle after several trial-and-error attempts. • Makes the square with more time elapsed and more trial and error. • Completes the puzzle after trying several different pieces with more time elapsed due to the trial and error of choosing different shapes to fit in the puzzle.	The student correctly: • Makes a rectangle without much hesitation. • Makes the square with very little trial and error. • Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border.

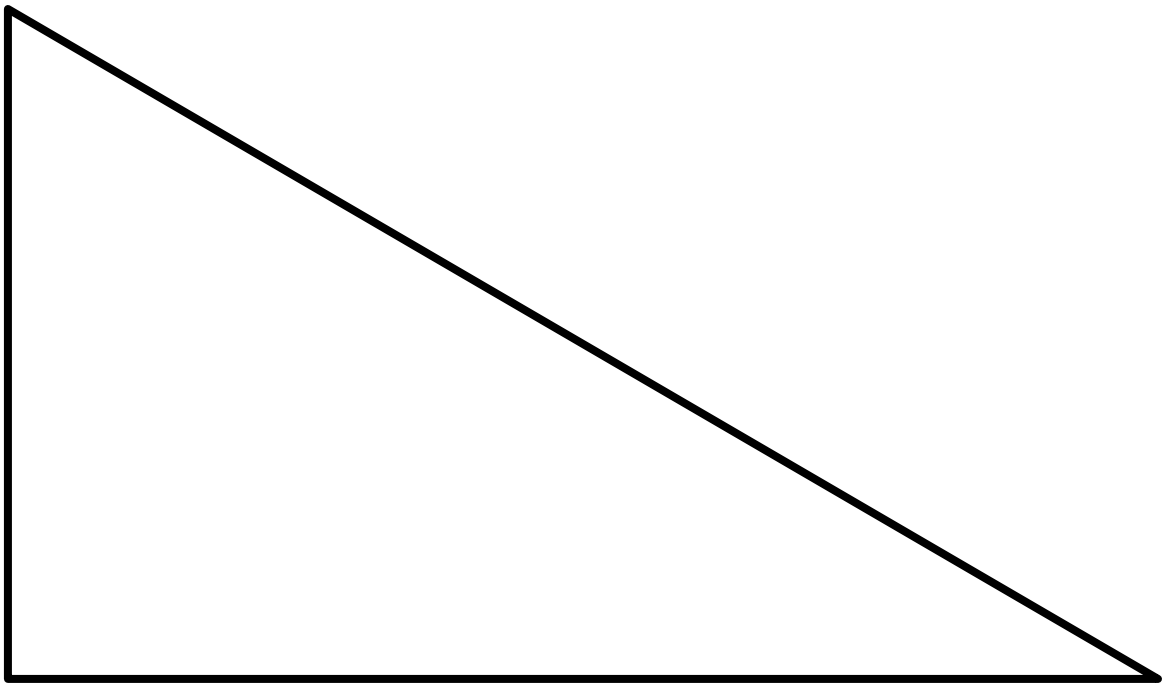
Class Record Sheet of Rubric Scores: Module 6			
Student Names:	**Topic A:** Building and Drawing Flat and Solid Shapes	**Topic B:** Composing and Decomposing Shapes	**Next Steps:**

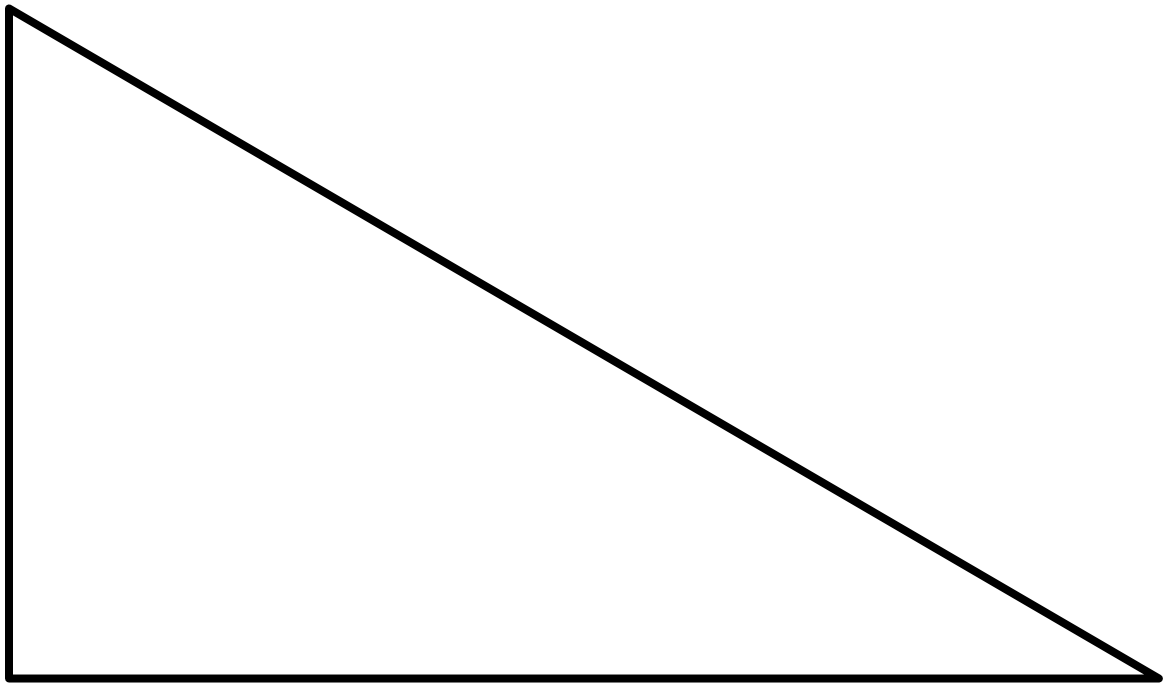
Template 1

pattern block shapes



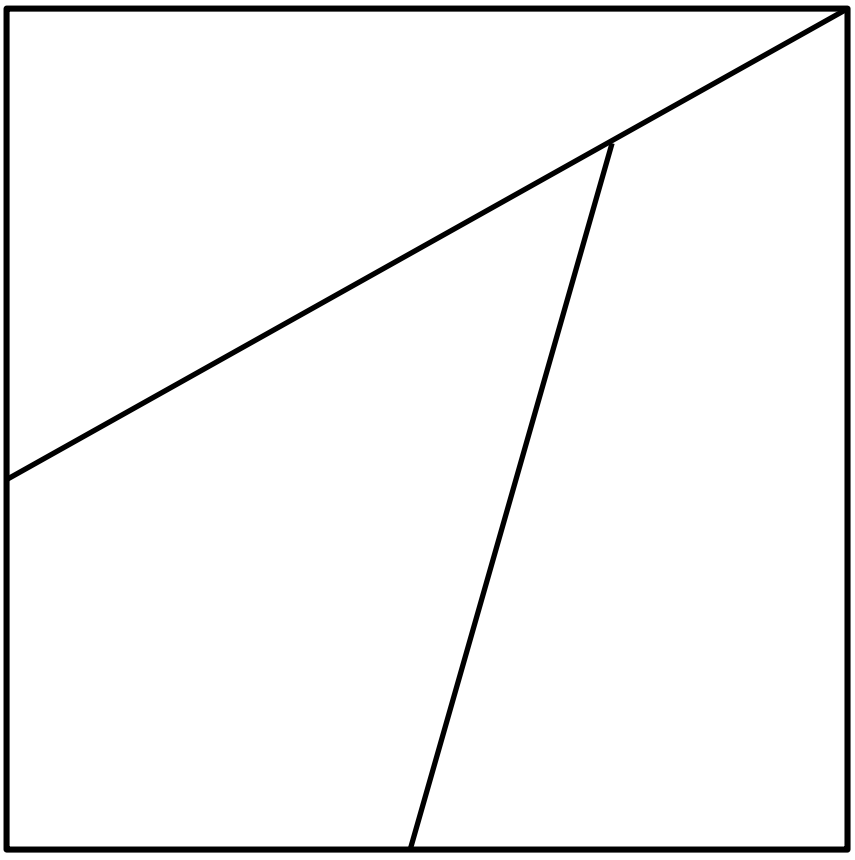
Template 2



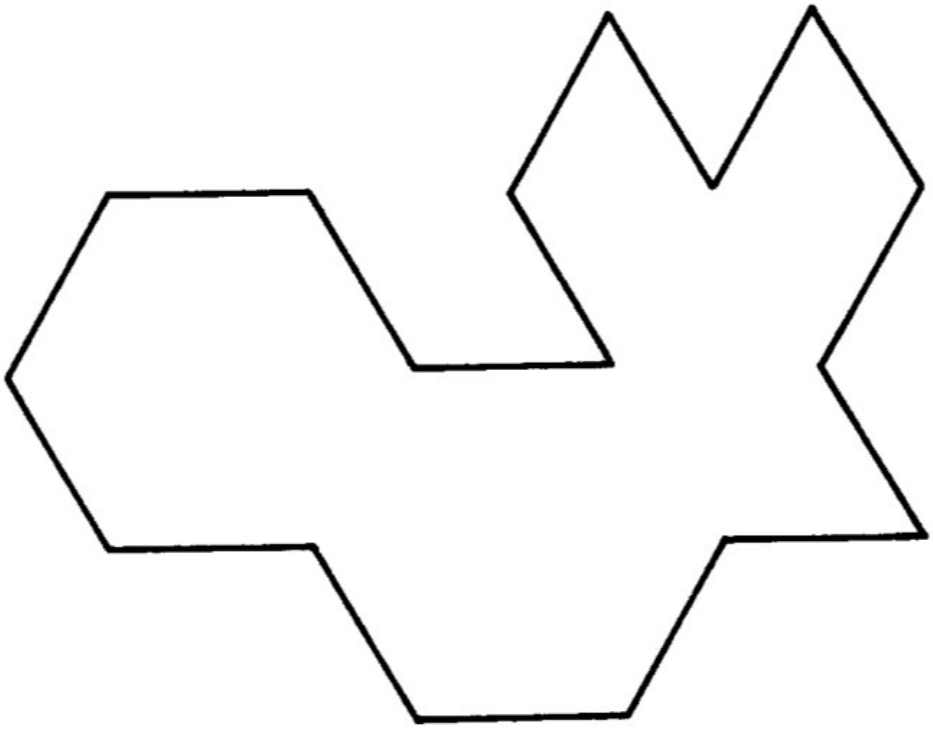


2 right triangles

Template 3



Template 4



Section 2: English Language Arts

2016-17 ELA Kindergarten Report Card Skills

Reading	1	2	3	4
Identifies front cover	X			
Identifies back cover	X			
Identifies title page	X			
Identifies author	X			
Identifies illustrator	X			
Identifies character		X		
Identifies setting			X	
Identifies plot				X
Foundational Skills				
Names 13 uppercase letters in random order	X			
Names 13 lowercase letters in random order	X			
Recognize rhyming words	X			
Names all uppercase letters in random order		X		
Names all lowercase letters in random order		X		
Produce rhyming words		X		
Understand syllables	X			
Read sight words: I like the and (3 of 4)	X			
Read sight words: I like the and see we a to with my (8 of 10)		X		
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play (26 of 31)			X	
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play said good was she all when her he no by there do then little have one look put take (43 of 50)				X
Identify beginning sounds		X		
Identify ending sounds			X	
Identify medial sounds				X
Identify letter sounds: Aa (short and long), Mm, SsTt, Cc, Pp, Nn		X		
Identify letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Identify letter sounds: Jj, Xx, Ee (short and long), Hh, Kk, Uu (short and long), Ll, Ww, Vv, Zz, Xx, Yy				X
Write the letter sounds: Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Write the letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Write the letter for each sound: Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writing				
Writes first name correctly	X			
Writes first and last name correctly		X		
Writes uppercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Writes uppercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes uppercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writes lowercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Writes lowercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes lowercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Draw/dictate/write to give information or explain		X		
Draw/dictate/write to state an opinion			X	
Draw/dictate/write to tell a story				X
Language				
Form plural nouns		X		
Identify opposites		X		
Use nouns and verbs			X	
Use prepositions when speaking or writing			X	
Identify multiple meanings for familiar words			X	
Blend/segment onsets and rimes			X	
Recognize sentence structure: capitalization/punctuation				X
Write CVC words from dictation				X
Use inflections and affixes				X

First Nine ELA Weeks Skills

Identify book elements
Name 13 uppercase letters in random order
Name 13 lowercase letters in random order
Recognize rhyming words
Understand syllables
Read sight words
Write first name correctly

First Nine Week Skills

_____Identify book elements: Hand a book to the student incorrectly. The student will demonstrate knowledge by responding to the following statements/questions.

(100% accuracy without assistance or prompts)

____**"Show me how to hold the book correctly."**
____**"Show me the front cover of the book."**
____**"Show me the back cover of the book."**
____**"Show me the title page of the book."**
____**"What is the job of the author?"**
____**"What is the job of the illustrator?"**

_____Recognize and name 13 uppercase letters in random order:

(100% accuracy without assistance or prompts)

C F J M P U Z B G K Y E N

Q V A H T O L R W D I S X

_____Recognize and name 13 lowercase letters in random order:

(100% accuracy without assistance or prompts)

e n q v a h t l o

r w c f j m p u z

b g y k d i s x

_____Recognize rhyming words: The student will respond yes or no if the words rhyme.

(100% accuracy without assistance or prompts) Word pairs to use:

cat - rat light - bright dog - **c**ar mouse - house hat - leaf

_____Understand that words are made up of syllables: Orally say words to student and the student will clap syllables for all 5 words.

(100% accuracy without assistance or prompts)

___pencil ___calendar ___rainbow ___cap ___kangaroo

First Nine Week Skills con't

_____Read sight words. (3 out of 4)

___I ___like ___the ___and

_____Write first name: Write name used in classroom. Capitalize first letter only.
Exception will include names that are case sensitive.
(Ex. LaRhonda)

Identify Uppercase Letters

A	B	C	D
E	F	G	H
I	J	K	L

M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

Identify Lowercase Letters

a	b	c	d
e	f	g	h
i	j	k	l

m	n	o	p
q	r	s	t
u	v	w	x
y	z		

First Nine Weeks Sight Words

I	like
the	and

Second Nine Weeks ELA Skills

Identify story elements: character
Name all 26 uppercase letters in random order
Name all 26 lowercase letters in random order
Produce rhyming words
Read sight words
Identify beginning sounds
Identify letter sounds (uppercase and lowercase):
Mm, Ss, Aa, Tt, Cc, Pp, Nn
Write the letter for each sound (see above)
Write first and last name correctly
Correctly form upper- and lowercase letters:
Mm, Ss, Aa, Tt, Cc, Pp, Nn
Draw/dictate/write to give information or explain
Form plural nouns
Identify opposites

2nd Nine Weeks Skills

_____Identify story elements - characters. The teacher will choose a story read in class. Student will be asked to name the characters from the story. (100% accuracy without assistance or prompts)

_____Recognize and name 26 uppercase letters in random order:
(100% accuracy without assistance or prompts)

C F J M P U Z B G Y K E

N Q V A H T L O R W D I

S X

_____Recognize and name 26 lowercase letters in random order:
(100% accuracy without assistance or prompts)

e n q v a h t l o

r w c f j m p u z

b g y k d i s x

____Produce rhyming words. The student will orally create rhyming words. Teacher will ask: **"What rhymes with_____?"** (100% accuracy without assistance or prompts)

_____cat_____fish_____sun_____log _____ fan

2nd Nine Weeks Skills con't

_____Read sight words. (8 out of 10)

__I __like __the __and____see __we __a ___to ___with___my

_____Identify beginning sounds. The teacher will call out the words. Student will tell the beginning sound. (100% accuracy without assistance or prompts)

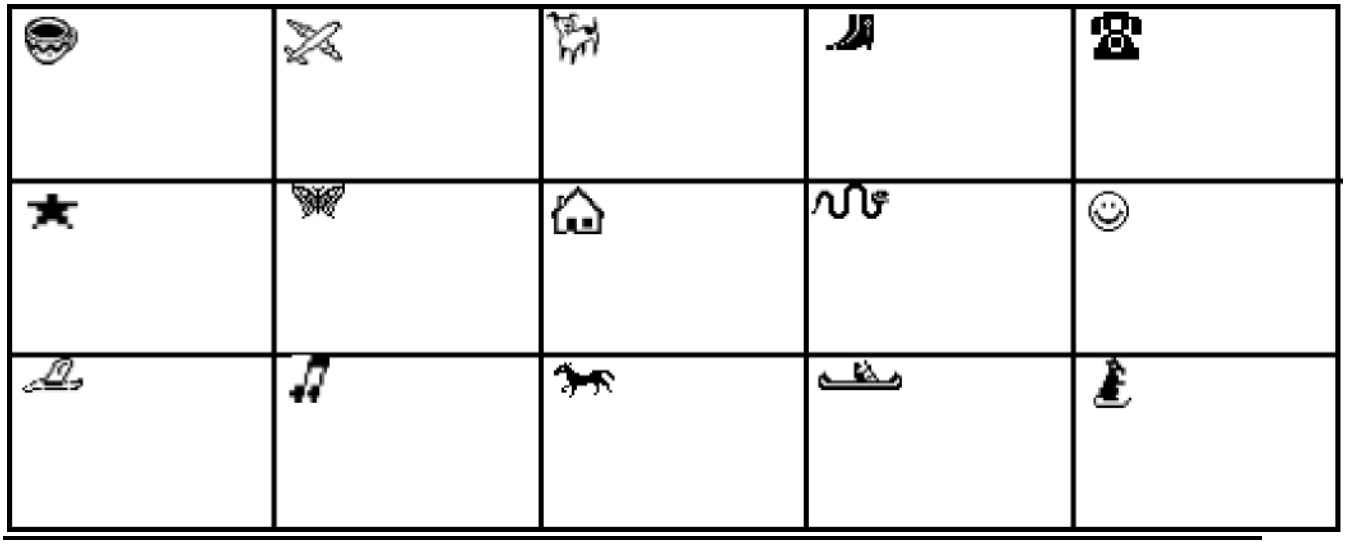
____mop ____sun ____pig ____cat ____bed

Identifies letter sounds: The student will orally identify letter sounds.
___Student must provide short and long sounds for all vowels to obtain mastery. When student responds with a vowel sound, Teacher will ask: "What other sound does this letter make?" No picture cards will be used. (100% accuracy without assistance or prompts)

A (short, long) T C P N M S

_____ Write the letter for each sound: Student must write the letter for the short and long sounds for all vowels to obtain mastery. Teacher will call out the letters studied. Teacher will say - "In the box with the horse write the letter that makes the /p/sound. Accept upper or lowercase letters. The order is teacher's choice.
(100% accuracy without assistance or prompts)

A (short, long) T C P N M S



2nd Nine Weeks Skills con't

_____Write first and last name correctly. Capitalize first letter only. Exception will include names that are case sensitive. (Ex. McDonald).

____Correctly form upper and lower case letters:
The teacher will call out letters in random order from 1st and 2nd nine weeks. Students will write the upper and lowercase letter in the same box. N0 Models –The order is teacher's choice.

_____ Form plural nouns. Teacher will say: **"I am going to say a word. You tell me what the word would be if I had more**

than one." (100% accuracy without assistance or prompts)

_____dog _____wish _____bat _____bench
_____log

____Identify opposites. Teacher will say: **"I am going to say a word. You tell me what the opposite would be."** (100% accuracy without assistance
or prompts)

____hard _____front _____inside _____big _____rough

_____Draw/dictate/write information: Given a topic from an informational text, student will complete a graphic organizer. (Use the graphic organizer from the testing notebook)

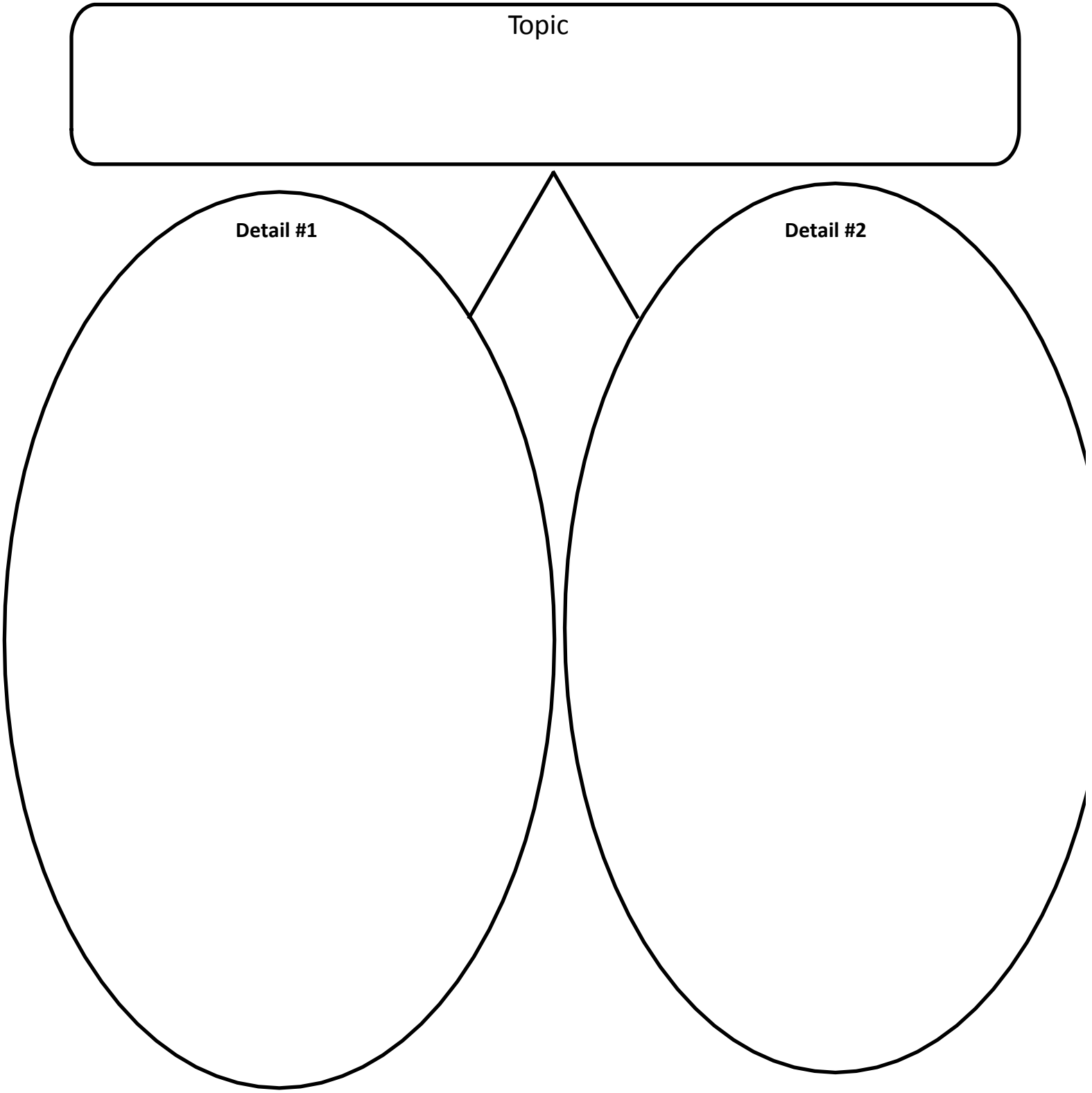
Second Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my

2nd Nine Weeks Skills con't

Draw/Dictate/Write to Compose an Informative Text

Name_____



Third Nine Weeks ELA Skills

Identify story elements: setting Read sight words (26 of 31)
Identify ending sounds Identify letter sounds
Ii (short and long),Ff, Bb, Gg, Rr, Dd, Oo(short and long)
Write the letter for each sound (see above)
Blend and segment onsets and rimes
Correctly form upper- and lowercase letters: (reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo(short and long)
Draw/dictate/write to state an opinion
Use nouns and verbs
Use prepositions when speaking or writing
Identify multiple meanings for familiar words

3rd Nine Weeks Skills

Name_____

_____Identify story elements: The teacher will choose a story read in class.
After reading, students will be asked to name the setting.
(100% accuracy without assistance or prompts)

___setting

_____Read sight words. (26 of 31)

__I	__like	__the	__and	__see	__we	__a
__to	__with	__my	__me	__what	__you	__are
__is	__of	__where	__from	__but	__this	__on
__be	__that	__who	__go	__here	__for	__they
__up	__make	__play				

_____Identify ending sounds:
The teacher will call out the words; student will tell the ending sound.
(100% accuracy without assistance or prompts)

_____mop _____sun _____pig _____cat _____bed

3rd Nine Weeks Skills con't.

_____Identifies letter sounds: The student will orally identify letter sounds.

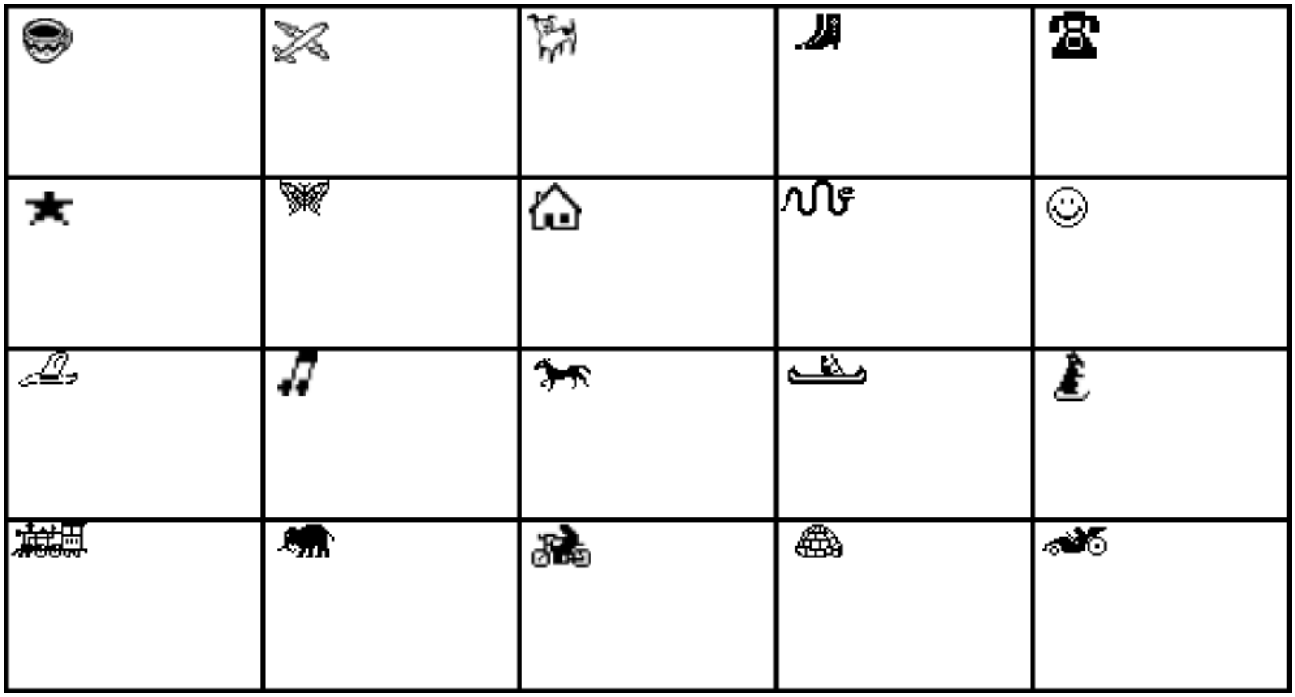
Student must provide short and long sounds for all vowels to obtain mastery. When student responds with a vowel sound, Teacher will ask: "What is the other sound this letter makes?" No picture cards will be used.
(100% accuracy without assistance or prompts)

M S T C P N F B G R A (short/long)

D I (short/long) O (short/long) m s t c p
n f b g r d i (short/long) o (short/long) a (short/long)

_____Writes letter for each sound:

Teacher will call out the letters studied. Teacher will say - "In the box with the horse write the letter that makes the /p/ sound. To prevent students from using the letters above, fold this page in half. Accept upper or lowercase letters (100% accuracy without assistance or prompts). The order is teacher's choice.



3rd Nine Weeks Skills con't.

_____Legibly form upper and lower case letters:

The teacher will call out letters in random order from 1st, 2nd, and 3rd nine weeks. Students will write the upper and lowercase letter in the same box. N0 Models. The order is teacher's choice.

3rd Nine Weeks Skills con't.

_____ Blend/segment onsets and rimes

_____ Blend onsets and rimes Using the cards from the testing notebook, student will blend letter card and rime card to form the following words. _sat __mat _____gap

____ Segment onsets and rimes. Using the picture card from the testing notebook, student will name the picture - hat and will segment it into /h/ /at/

_____ Draw /dictate / write opinion. Student listens to a story and completes a listen and respond sheet. Sheet is in testing handbook. (100% accuracy without assistance or prompts)

_____ Use nouns and verbs. Teacher will show student the noun/verb picture from the testing handbook. Student names 5 things and 5 actions

_____ Use prepositions when speaking or writing. Use the preposition picture from testing notebook. The teacher will ask the students to complete the following phrases orally using prepositions. (7 out of 8 without assistance or prompts)

_____ The clock is _____ the wall.

_____ The ball is_____the table.

_____ The cat is _____ the armchair.

_____ The table is_____the armchair.

_____ The rug is_____the floor.

_____ The lamp is_____the table.

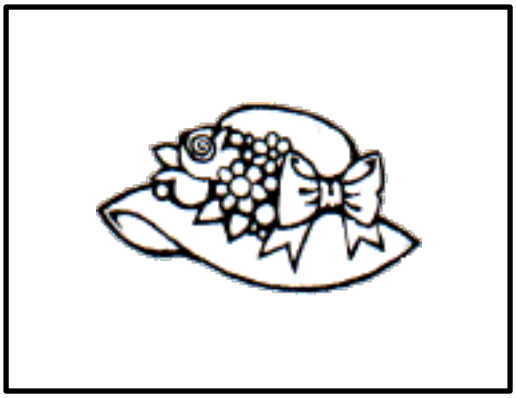
_____ The flowers are_____ the vase.

_____ The table is_____the chair and the armchair.

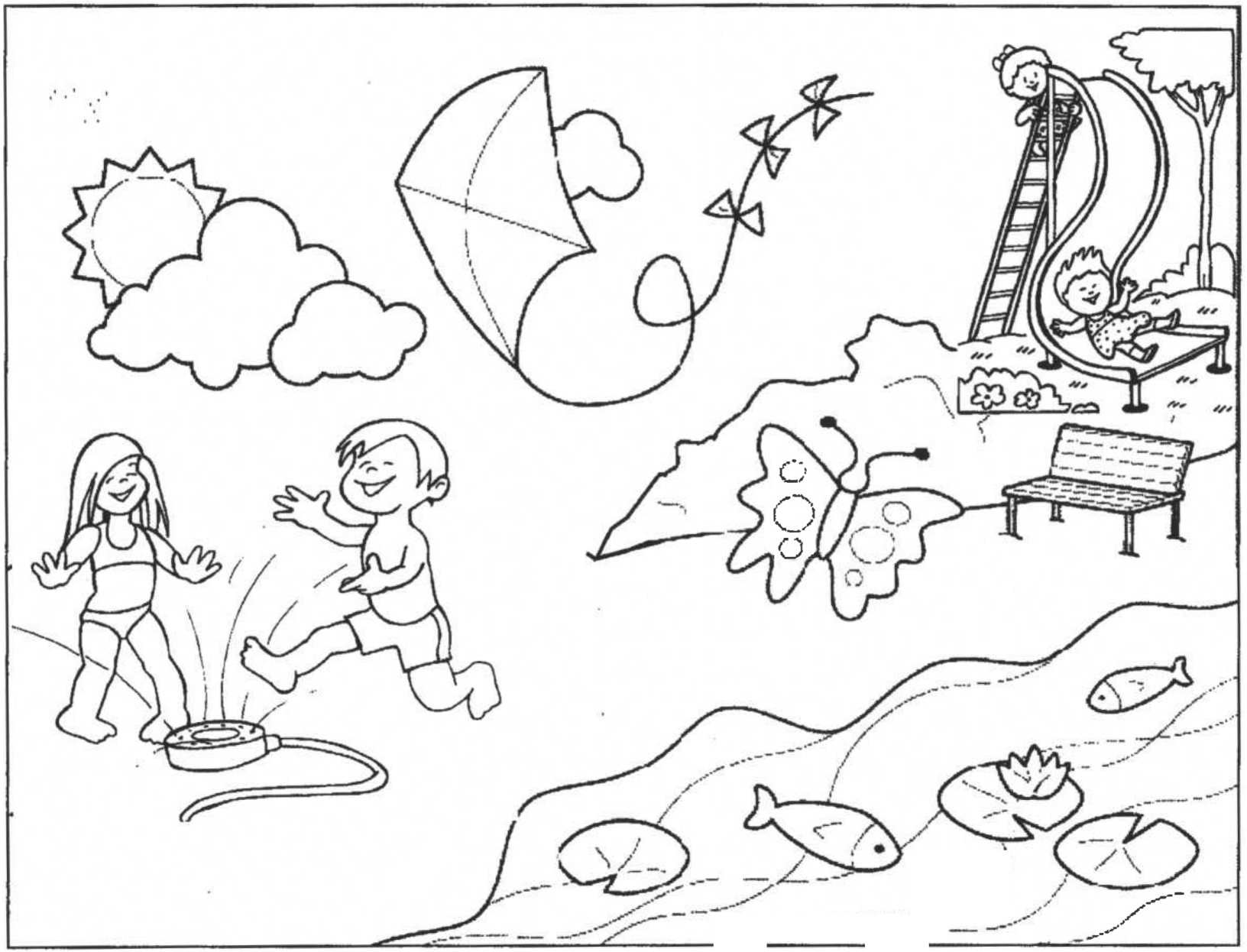
_____ Identify multi- meanings for familiar words. Use multi-meaning black lines from testing notebook. (4 of 5 for mastery) No assistance or prompts.

__ bat__orange__bowl__fall__mouse

s	at
g	ap
m	at



Nouns and Verbs

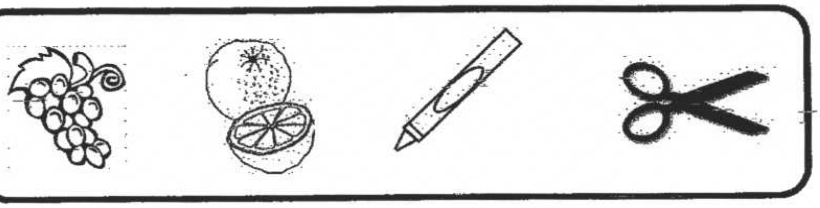


Identify Multiple Meanings for Familiar Words

Name:_____

1. bat

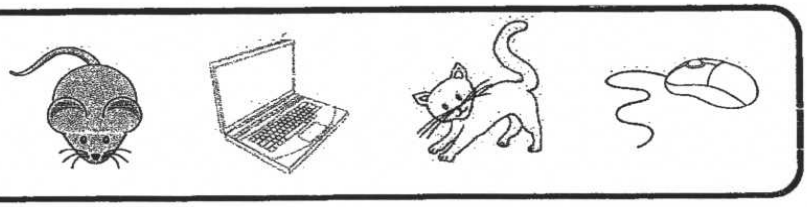
2. orange

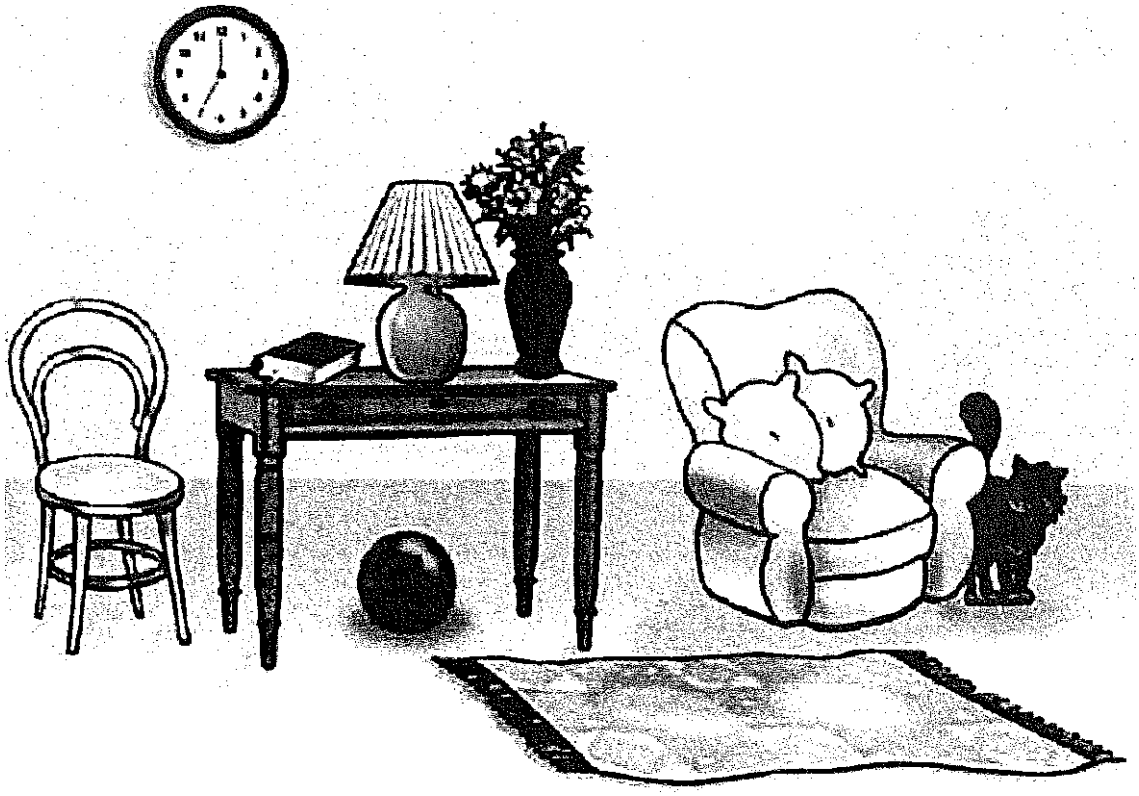


3. bowl

4. fall

5. mouse





The clock is _____ the wall.

The ball is _____ the table.

The cat is _____ the armchair.

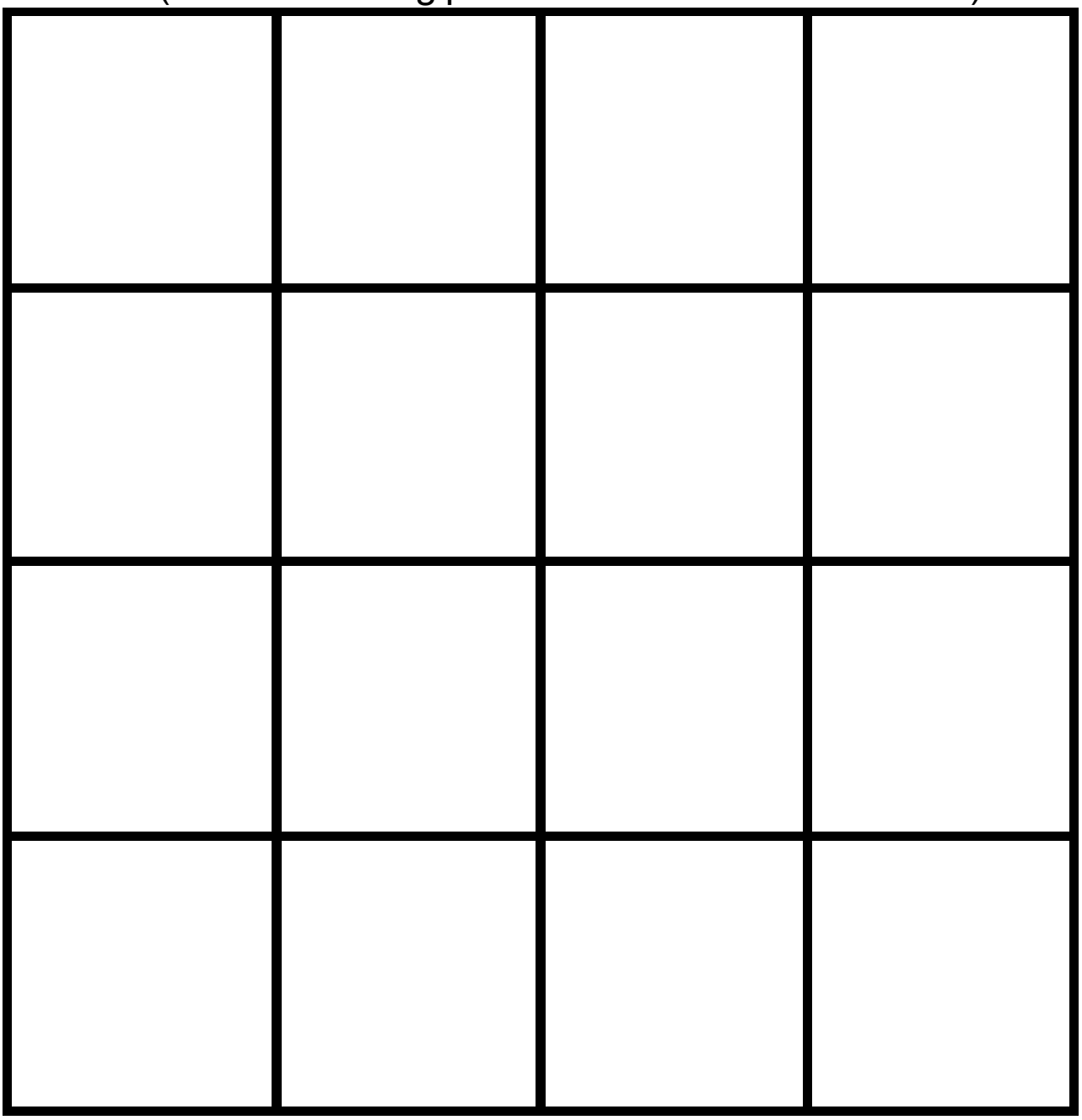
The table is _____ the chair and the armchair. The table is

_____ the armchair.

The flowers are _____ the vase.

Graphing Organizer

(use with sorting pictures from First Nine Weeks)



Third Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my
me	what
you	are

is	of
where	from
but	this
on	be
that	who
go	here
for	they

up	make
play	

Fourth Nine Weeks ELA
Skills

Identify story elements: plot
Read sight words (43 of 50)
Identify medial sound
Identify letter sounds (uppercase and lowercase)
    Mm, Ss, Aa, Tt, Cc, Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
    Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
Write the letter for each sound (see above)
Correctly form upper- and lowercase letters (reversals accepted) Mm, Ss, Aa, Tt, Cc,
    Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
    Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
Draw/dictate/write to tell a story
Write CVC words from dictation
Understand and use question words
Recognize sentence structure: capitalization, punctuation
Uses inflections and affixes

4th Nine Weeks Skills

Name:_____

_____Identify story elements: The teacher will choose a story read in class. After reading, the teacher will ask student to name the following from the story.

_____plot

_____Read sight words (43 of 50)

___I ____like ____the ____and ____see ____we ____a

___to ____with ____my ____me ____what ____you ___are

____now ____is ____of ____where ____from ____but __this

__on __be __that __who ___go ___here __for

__they __up __make __play __said ___good __was

__she __all __when __her __he __no __by

__there __do __then __little __have __one __look

__put __take

_____Identify medial sounds. Teacher will call out the words. Student will tell the medial sound. (100% accuracy without assistance or prompts)

_____bed_____cat_____pig_____sun_____mop

4th Nine Weeks Skills con't.

Identify letter sounds. (Upper and Lowercase) The student will orally identify letter sounds.
No picture cards will be used.
(100% accuracy without assistance or prompts)

M S T C P N F B G R D X J

H K L W V Z Y Q m s t c p

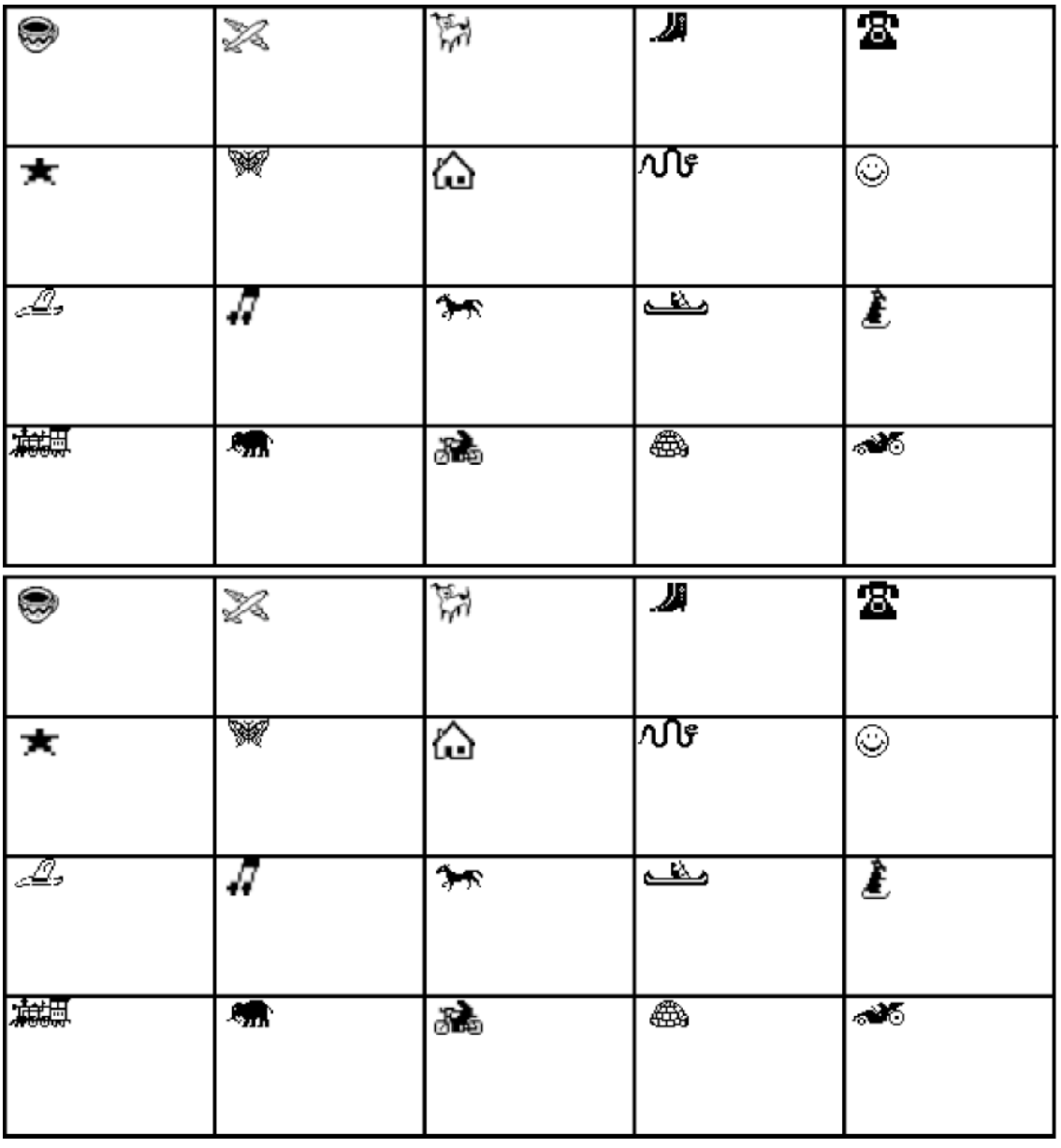
n f b g r d x j h k l w v

z y q long A short a long O short o long E short e long I

short i long U short u

4th Nine Weeks Skills con't.

_____Write letter for each sound: Student must write the letter for the short and long sounds for all vowels to obtain mastery. Teacher will call out the letters studied. Teacher will say – "In the box with the horse write the letter that makes the /p/ sound. Accept upper or lowercase letters. The order is teacher's choice. (100% accuracy without assistance or prompts)



4th Nine Weeks Skills con't.

_____Correctly form upper and lower case letters:
The teacher will call out letters in random order from 1st, 2nd, 3rd, and 4th nine weeks. Students will write the upper and lowercase letter in the same box. Use letter writing sheet from testing notebook.

NO Models.

_____Draw/dictate/write story. Teacher chooses a writing prompt based on a topic of study or interest. (Examples: "If I were a bug...", "I went to the zoo...") Student divides a paper into 3 windows. Student draws and uses phonemic spelling/dictate to tell what happens first, next, and last. (Mastery- Story sequence is clear and understandable.)

_____Recognize sentence structure: capitalization/punctuation Teacher asks: **"What do all sentences begin with?"** Teacher shows student a punctuation flash card and asks: **"What is this?"** (100% accuracy without assistance or prompts)

_____capitalization_____period_____question mark

_____ Write CVC words from dictation. Teacher will call out the list of words for the student to write. (100% accuracy without assistance or prompts)

hop tag pit cut red rug log ham jet sip

_____Use inflections and affixes. Teacher asks students to complete the following phrases: (80% accuracy without assistance or prompts 4 out of 5)

"Today I jump. Yesterday I _____." (jumped)
"My work is messy. Will I redo or complete it? (redo)
"I tripped on my shoestring. Is my shoe tied or untied?" (untied)
"I broke my toy. Am I happy or unhappy? (unhappy)
"I swim in the pool. She _____in the pool. (swims)

4th Nine Weeks Skills con't.

Name _____

Student will correctly form upper and lowercase letters. The teacher calls out letters in random order. Have the student write the upper and lowercase letter in the same box. The order is teacher's choice.

Punctuation Cards **Fourth Nine Weeks**

.	?

Fourth Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my
me	what
you	are
is	of

where	from
but	this
on	be
that	who
go	here
for	they
up	make
play	said

good	was
she	all
when	her
he	no
by	there
do	then
little	have

one	look
put	take