Student Name _____

Topic A: Attributes of Two Related Objects

Rubric Score: _____Time Elapsed _____

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

Materials: (S) Module 1 Assessment Picture Cards, cut out

- T: (Identify the pictures as you place them in a row before the student.) Show me the pictures that are exactly the same.
- T: How are they exactly the same?
- T: Show me something that is *the same but* a little different.
- T: Use your words, "They are the same, but…" to tell me how the bears are different.

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

Topic B: Classify to Make Categories and Count

Rubric Score: _____Time Elapsed _____

Materials: (S) Module 1 Assessment Picture Cards, cut out; sorting mat

- T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)
- T: (Point to the objects that went in the backpack.) Count the things are in this group. (Look for the 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: Numerals to 5 with Different Configurations, Math Drawings, and Expressions

Rubric Score: _____Time Elapsed _____

Materials: (S) 10 linking cubes

- T: (Put 5 un-connected cubes in front of the student.) Whisper count the cubes into a line. How many cubes are there?
- T: Move the cubes into a circle. How many cubes are there?
- T: Scatter the cubes. How many cubes are there?
- T: Please show this (show 2 + 1) using your cubes. (Have the student explain what she does. We might expect the student to make a linker 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 (please remove one identical bear for this assessment task so that you have 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.
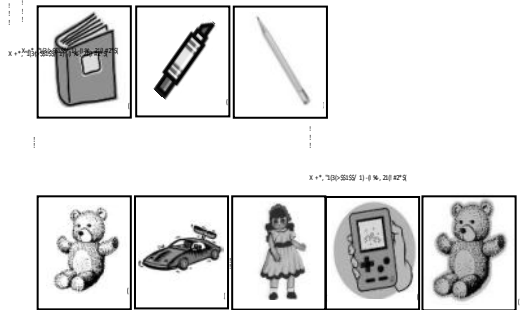
- T: How many things for school do you see? (Point to the top row.)
- T: These are things we don't usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How did you know it was 5?
- T: Write the number that tells how many toys there are.
- T: How many cats are shown here?
- T: Write your numbers in order from 0 to 4. (Note reversals, if any.)

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