

Name:	Date:
Eureka Math - Grade K - Module 1	Mid-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:		Date 1	Date 2	Date 3
Topic A: Attributes of Two Related Objects	Topic A			
Topic B: Classify to Make Categories and Count	Topic B			
Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions	Topic C			
Topic D: The Concept of Zero and Working with Numbers 0–5	Topic D			

Topic A: Attributes of Two Related Objects

Rubric Score: \_\_\_\_\_ Time Elapsed: \_\_\_\_\_

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?

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**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?
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**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.)

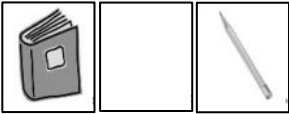
What did the student do?	What did the student say?

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

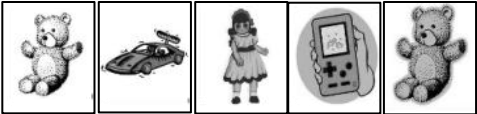
Rubric Score: \_\_\_\_\_ Time Elapsed: \_\_\_\_\_

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?	



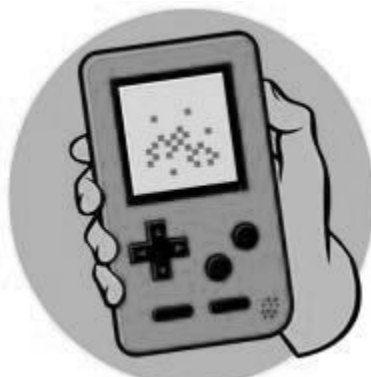
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### Next Steps:

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## Module 1 Assessment Picture Cards





Sorting Mat



Student Name \_\_\_\_\_

Numeral Writing

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