Two-Dimensional and Three-Dimensional Shapes

USER'S GUIDE

***Eureka Math*™ Kindergarten Assessment Tools**

The Kindergarten assessment tools work in conjunction with the Mid-Module and End-of-Module Assessments. The tools help teachers gather formative assessment data on key Kindergarten concepts based on the Texas Essential Knowledge and Skills. This formative information, which teachers gather during classroom instruction, helps inform teachers whether further assessment is necessary in the form of the Mid-Module and End-of-Module Assessments and drives instruction for subsequent lessons. The Kindergarten assessment tools provide teachers with a three-part process to plan observations, document observations, and provide follow-up support and instruction.

Plan—When planning, how do teachers recognize or plan an opportunity to observe a key concept?

Opportunities to check for understanding of key concepts.

- **Opportunities by Lesson**—Organized by lesson, this list identifies key concepts teachers may assess during a particular lesson.

Observe—When observing a student demonstrate a key concept during a lesson, how do teachers record their observations?

The assessment package has two recording options. Choose the one that fits your teaching style.

- **Observation Cards** —Place these half-page cards with key concepts on a binder ring.
- **Observation Checklist** —Checklist of key concepts can encompass the entire class on three to four pages.

Support—When students struggle to demonstrate key concepts, how do teachers support them?

- Support Toward Mastery —A list of remediation activities by key concept helps teachers support students in reaching mastery of the key concepts.

These Kindergarten assessment tools were developed to align with principles of good early childhood math assessment. Observational assessment increases the frequency and ease of

gathering information for grading, reporting, and determining instruction for subsequent lessons.

Supplemental Assessment Considerations

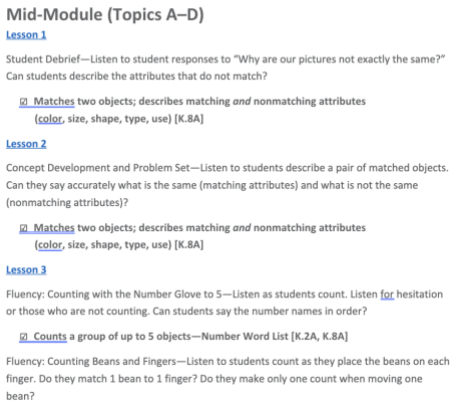
If these assessment materials will be used school-wide or district-wide, consider discussing the following questions as a team. Teachers may lean toward particular recording options based on whether and how the records will be shared with others.

- How will we use this formative assessment data?
  - To drive and inform classroom instruction?
  - To show growth over time to administrators and/or during parent conferences?
  - In lieu of the Mid-Module or End-of-Module Assessments?
- What opportunities exist for including supports for mastery in the school day?

Plan

The assessment tools identify opportunities for daily, formative assessment during classroom instruction in two ways. Teachers can select the strategy that fits their classroom needs and assess by lesson or by key concept.

Opportunities by Lesson



Mid-Module (Topics A–D)

Lesson 1

Student Debrief—Listen to student responses to "Why are our pictures not exactly the same?" Can students describe the attributes that do not match?

☑ Matches two objects; describes matching *and* nonmatching attributes (color, size, shape, type, use) [K.8A]

Lesson 2

Concept Development and Problem Set—Listen to students describe a pair of matched objects. Can they say accurately what is the same (matching attributes) and what is not the same (nonmatching attributes)?

☑ Matches two objects; describes matching *and* nonmatching attributes (color, size, shape, type, use) [K.8A]

Lesson 3

Fluency: Counting with the Number Glove to 5—Listen as students count. Listen for hesitation or those who are not counting. Can students say the number names in order?

☑ Counts a group of up to 5 objects—Number Word List [K.2A, K.8A]

Fluency: Counting Beans and Fingers—Listen to students count as they place the beans on each finger. Do they match 1 bean to 1 finger? Do they make only one count when moving one bean?

Use this document as you plan daily lessons. Familiarize yourself with places in a lesson where you can observe key concepts. Consider which observation opportunities make the most sense for your class to make recording observations easier as you are teaching. It is not necessary to observe every student at each opportunity – consider in advance which students you plan to observe.

The suggestions are not comprehensive; with practice, you will find other opportunities to observe key concepts.

Observe

The assessment package offers two options for recording assessment observations during instruction. Note characteristics of each format and choose the method that best serves your

class. It is not necessary to observe every student each day. Rather, observe small groups of students since you have multiple opportunities to observe key concepts throughout the module.

Use the **observation cards** if you want to …

- have more space to write notes.
- see multiple observations at once.
- add cards to a portfolio.
- detach cards to use during a conference.
- carry a card into the next module to continue observing those key concepts.
- print the first half of the module on one side and the second half on the other side

Use the **observation checklist** if you want to …

- see areas of strength and weakness for multiple students at once.
- identify groups of students who need support in a specific key concept.
- record the entire class on three to four sheets of paper
- group the first and second halves of the module together.

The key concepts for each module cover the same standards assessed in the Mid-Module and End-of-Module Assessments. If a student has demonstrated mastery of a key concept through repeated observations, he does not need to be interviewed to check for understanding. Use Mid-Module and End-of-Module Assessments to interview students who have not shown mastery. Although the assessments do not identify a specific assessment question for each key concept, labeling each key concept with the associated topic(s) allows for ease in knowing which topic interviews to administer.

Support

Observations on the cards, checklist, and Mid-Module and End-of-Module Assessments can identify students who need more practice to reach mastery. The Support toward Mastery tool contains a list of relevant modules (current, previous, or Prekindergarten) so teachers can access support activities to help their students reach mastery of the key concepts.

GK Module 1 Support toward Mastery

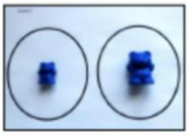
Use the following activities from the curriculum with students who need additional support to master the key concepts in the checklist and notecards. Employ the help of instructional support staff, classroom volunteers, or older students to facilitate some of these activities.

Mid-Module (Topics A–D)

Matches two objects; describes matching *and* nonmatching attributes (color, size, shape, type, use) [K.8A]

The curriculum revisits this key concept in Module 2 Topic A. Return to these supports if this key concept still challenges students after Module 2.

- Prekindergarten Module 1 Lesson 2 Concept Development Part 1: Concept Introduction—Follow brief steps using teddy bear counters with a small group or use as a center activity.



These bears are the same color, but they are different sizes.

These bears are different colors, but they are the same size.

- Module 1 Lesson 1, Lesson 2, and Lesson 3 Problem Sets—Cut out the pictures and have students match the animals or objects. Have students discuss the attributes (*color, size, shape, type, use*) in each match. This can be a center activity.

Match by use.

Match by pattern, shape, size, and type.

How to Use Support Activities

- Engage volunteers, older students, or instructional support staff to work with small groups of students striving for mastery of the key concepts.
- Incorporate activities into intervention instruction.
- Adapt appropriate activities for independent practice or as a center activity.
- Send appropriate activities home for more practice.

Module 2—FAQ's

- Does each key concept in the chart/cards match with one of the end-of-module assessment questions?

No. Some of the key concepts listed in the chart/cards are foundational to a end-of-module assessment question. Breaking down key concepts needed to answer an assessment question is intended to pinpoint exactly what supports and activities are needed in order to answer the assessment questions.

For example, in Topic C students are asked to count 5 cubes in a line. Several parts of the number core are needed to complete this task making it unnecessary to assess each number core component one at a time. Listing the 4 components of the number core in the chart/cards guides teachers in determining if number word list, 1:1, or cardinality need support activities.

- If a student demonstrates understanding of a key concept once, has he mastered it?

No. There are a variety of factors affecting students' demonstration of mastery of key concepts. Number quantity, different configurations or orientations, fatigue, fine motor skills, etc. A good rule of thumb is accuracy and consistency without too much hesitation. If a student counts up to 8 objects in three different scenarios accurately and with confidence it is safe to assume mastery with up to 8 objects. As the numbers get larger be sure to re-assess accuracy, consistency, and confidence.