

Pre-Kindergarten End-of-Module 5 Assessment (Administer after Topic F)

Student Name _____

Topic D: Decontextualizing Addition Stories to Solve Using Fingers, Objects, and Drawings

Rubric Score _____ Time Elapsed _____

Materials: (S) 7 counters, paper, crayon

	Date 1	Date 2	Date 3
Topic D			
Topic E			
Topic F			

1. Listen to my addition story: Four friends are eating snacks. One more friend comes to eat. How many friends are eating snacks now? Use your fingers to solve.
2. Say an addition sentence to tell what happened in the story.
3. Listen to my addition story: There are two elephants drinking from the pond. Two baby elephants come for a drink. How many elephants are there altogether? Use the counters to solve. (Let the child count out the needed counters.)
4. Say an addition sentence to tell what happened in the story.

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

Topic E: Decontextualizing Subtraction Stories to Solve Using Fingers, Objects, and Drawings

Rubric Score _____ Time Elapsed _____

Materials: (S) 7 counters, paper, crayon

1. Listen to my subtraction story: Three ducks are swimming. One duck flies away. How many ducks are left? Use your fingers to solve.
2. Say a subtraction sentence to tell what happened in the story.
3. Listen to my subtraction story: Five deer are eating grass. Two deer run away. How many deer are eating now? Draw a picture, or use counters to solve.
4. Say a subtraction sentence to tell what happened in the story.

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

Topic F: Duplicating and Extending Patterns

Rubric Score _____ Time Elapsed _____

Materials: (S) Pattern stick with 12 cubes (yellow, green, green), bucket of loose yellow, green, and red linking cubes

1. (Place the pattern stick in front of the student.) This is my pattern. Can you tell me the pattern? What repeats?
2. Copy my pattern using these linking cubes. (Point to the bucket of linking cubes.)
3. Use the cubes to continue the pattern.
4. Count to 20.

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

**End-of-Module Assessment Task
Standards Addressed**

Topics D–F

Know number names and the count sequence.

PK.CC.1 Count to 20.

Understand addition as adding to, and understand subtraction as taking from.

PK.OA.1 Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., If we have 3 apples and add two more, how many apples do we have all together?).

Understand simple patterns.

PK.OA.2 Duplicate and extend (e.g., What comes next?) simple patterns using concrete objects.

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	STEP 1 Little evidence of reasoning without a correct answer. (1 point)	STEP 2 Evidence of some reasoning without a correct answer. (2 points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 points)
<p>Topic D</p> <p>PK.OA.1</p>	<p>The student shows little evidence of understanding addition and is not able to use fingers or objects to represent objects in addition stories.</p>	<p>The student shows evidence of beginning to understand how to use fingers or objects to represent objects in addition stories. The student may not be able to say addition sentences to match the stories.</p>	<p>The student demonstrates some understanding but is inaccurate and/or inconsistent in doing the following:</p> <ul style="list-style-type: none"> ▪ Using fingers or objects to model the stories. ▪ Stating addition sentences to match the stories. 	<p>The student correctly:</p> <ul style="list-style-type: none"> ▪ Uses fingers to model the friends addition story. ▪ States the addition sentence as “4 and 1 is 5,” “4 plus 1 equals 5,” or “4 friends and 1 friend is 5 friends.” ▪ Uses objects to model the elephant addition problem.



A Progression Toward Mastery				
				<ul style="list-style-type: none"> States the addition sentence as “2 and 2 is 4,” “2 plus 2 equals 4,” or “2 elephants and 2 elephants is 4 elephants.”
<p>Topic E</p> <p>PK.OA.1</p>	<p>The student shows little evidence of understanding subtraction and is not able to use fingers, objects, or drawings to represent objects in subtraction stories.</p>	<p>The student shows evidence of beginning to understand how to use fingers, objects, or drawings to represent objects in subtraction stories. The student may not be able to say subtraction sentences to match the stories.</p>	<p>The student demonstrates some understanding but is inaccurate and/or inconsistent in doing the following:</p> <ul style="list-style-type: none"> Using fingers, objects, or drawings to model the stories. Stating subtraction sentences to match the stories. 	<p>The student correctly:</p> <ul style="list-style-type: none"> Uses fingers to model the duck story. States the subtraction sentence as “3 take away 1 is/equals 2” or “3 ducks take away 1 duck is 2 ducks.” Draws a picture or uses counters to model the deer story. States the subtraction sentence as “5 take away 2 is/equals 3” or “5 deer take away 2 deer is 3 deer.”
<p>Topic F</p> <p>PK.OA.2</p> <p>PK.CC.1</p>	<p>The student is unable to duplicate or extend a simple pattern. The student makes more than five mistakes in counting from 1 to 20.</p>	<p>The student shows evidence of beginning to understand patterns but makes three or more mistakes in doing the following:</p> <ul style="list-style-type: none"> Identifying the repeating part of the pattern. Duplicating the teacher’s pattern using linking cubes. Extending the pattern by at least one iteration. Counting from 1 to 20. 	<p>The student demonstrates some understanding but makes one or two mistakes in doing the following:</p> <ul style="list-style-type: none"> Identifying the repeating part of the pattern. Duplicating the teacher’s pattern using linking cubes. Extending the pattern by at least one iteration. Counting from 1 to 20. 	<p>The student correctly:</p> <ul style="list-style-type: none"> Identifies the repeating part of the pattern. Duplicates the teacher’s pattern using linking cubes. Extends the pattern by at least one iteration. Counts from 1 to 20.

Class Record Sheet of Rubric Scores: End-of-Module 5 Assessment

Student Names	Topic D: Decontextualizing Addition Stories to Solve Using Fingers, Objects, and Drawings	Topic E: Decontextualizing Subtraction Stories to Solve Using Fingers, Objects, and Drawings	Topic F: Duplicating and Extending Patterns	Next Steps: