

Kindergarten Mathematics Assessment and Tasks

Today's plan

- Debrief the lesson that you taught after January's workshop
- Number sense work
- Connect number sense work to assessment
- District time with Deb Jameyson

Pulse Check

- What are your students doing well in regards to math?
- What are some struggles that your students are having?

Assessment

- Last time..
 - You planned a lesson that you were going to teach
 - You were supposed to come back with student work.
 - In small groups
 - Talk about the lesson you taught
 - How did it go?
 - What was evidence of student learning?
 - Changes for next time?
- *If you didn't teach that lesson talk about a different lesson that you have taught recently.

Assessment

- Diagnostic
- Formative
- Summative

Formative Assessment

- During a lesson when do you typically notice your students are not "getting it?"
- As students are working independently what are you doing in your classroom?

Lesson Structure

- Task as a whole class (mini lesson)
- Discussion of task as a whole class
 - Utilize think-pair-share and small group time
- Small group time
 - Teacher group (instruction)
 - 2 or 3 independent or small group centers
 - Math games
 - Activity sheets
- Closure/wrap up

Cookies on the Counter

- There are 8 cookies on the counter. How many more cookies do you need so that 10 people can have cookies?
- Use counters to model/act out the task.

Cookies on the Counter

- There are 5 cookies on the counter. How many more cookies do you need so that 10 people can have cookies?
- Use counters to model/act out the task.

Cookies on the Counter

- There are 3 cookies on the counter. How many more cookies do you need so that 10 people can have cookies?
- Use counters to model/act out the task.

Cookies on the Counter

- Is the same strategy the most efficient for each problem?

$$8 + \underline{\quad} = 10$$

$$5 + \underline{\quad} = 10$$

$$3 + \underline{\quad} = 10$$

Cookies on the Counter

- What is the Kindergarten expectation for this type of work?
 - K.OA.4

Strawberry Scenarios

- There are 7 strawberries. 3 of them are ripe and the rest are not ripe. How many are not ripe?
- There are 4 ripe strawberries and 3 unripe strawberries on the counter. How many strawberries are there?
- There are 7 strawberries. Some are ripe and some are not ripe. How many of each could there be?
- There are 4 strawberries on the counter. Hector then adds 3 more strawberries. How many strawberries are there now?
- There are 7 strawberries. You eat 3 of them. How many are left?

Strawberry Scenarios

- What did you notice?
- Difficulty level differences?
- What does this mean for problem solving in Kindergarten?

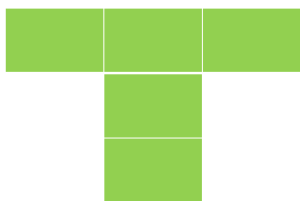
Problem Types

- Result Unknown- Put together
- Result Unknown- Take apart
- Result Unknown- Add to
- Both Addends Unknown- Put Together

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.
- What does this look like?
- Plan an activity that students can do related to K.OA.4
- Materials?
- Formative assessment?
- Summative assessment?

Equal Sums



- Use the numbers 1-5. Put one number in each green box so that the sum of the 3 boxes on the top equals the sum of the 3 boxes going down.
- Once you have solved it try it with the numbers 6-10.

Equal Sums



- Use the numbers 1-4. Put one number in each green box so that the sum of the 3 boxes on the top equals the sum of the 3 boxes going down.
- Once you have solved it try it with the numbers 3-6.

Why did the CCSSM authors do this?

- Kindergarten- addition and subtraction fact fluency through 5
- 1st Grade- addition and subtraction fact fluency through 10
- 2nd Grade- addition and subtraction fluency through 20

Planning

- What content do you have left to teach?
- Write a story problem.

- What manipulatives or resources are needed?
- How do you expect students to solve it?
- How will you formatively assess students?
- How will you assess students' work afterwards?

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- District time with Deb