Grade TK

# California Reveal MATH®

ONE WEEK

# Assessment Guide Sampler

Transitional Kindergarten
Powered by Building Blocks

Mc Graw Hill

Grade TK

# California Reveal MATH®

## Assessment Guide Sampler

### Week 13 Sample

mhecalifornia.com/reveal



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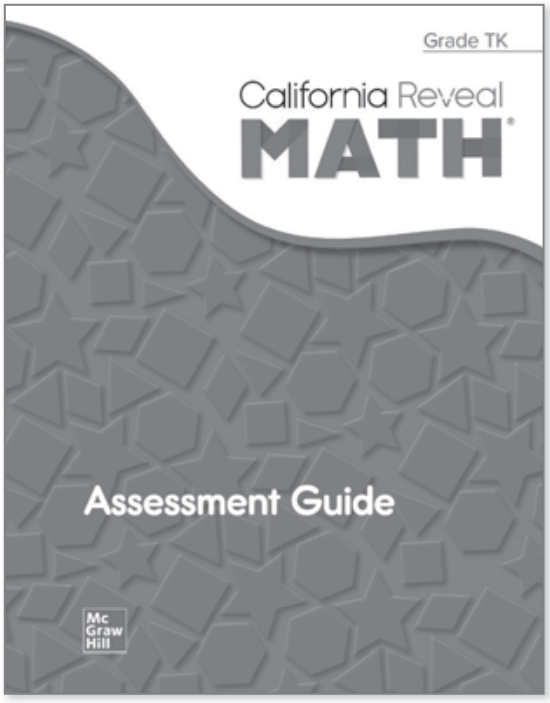



# **Assessment Guide** Sampler

*California Reveal Math® Transitional Kindergarten Powered by Building Blocks* is rich in opportunities and resources to conduct comprehensive assessments that inform instruction.

**GOALS OF ASSESSMENT**

The *California Reveal Math TK* Assessment Guide provides a variety of ready-made assessments to help determine what children know in order to inform instruction.

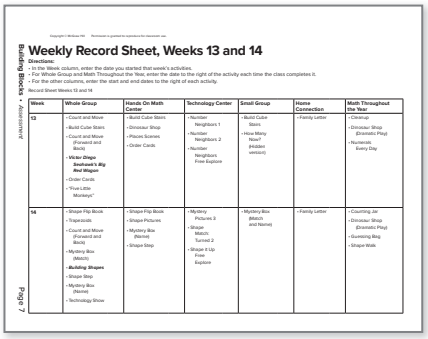
- Designed to allow continuous progress monitoring during whole group, small group, centers, and individual activities.
- Provides valuable insights into children's development of the five math proficiencies: understanding, reasoning, computing, applying, and engaging along the learning trajectories
- Allows teachers to record and track observations of children to help determine where each child is on the math trajectory for:
  - Counting
  - Comparing Numbers
  - Subitizing
  - Composing Numbers
  - Adding and Subtracting
  - Length Measuring
  - 2D Shapes
  - Composing 2D Shapes
  - Comparing 2D Shapes
  - Spatial Visualization
  - Patterns, Structure, and Algebraic Thinking

# Types of Assessment

**Weekly Record Sheets, Small Group Record Sheets,** and **Learning Trajectory Records** enable teachers to record weekly and daily formative assessments to track children's progress. This Assessment Guide Sampler contains the following print assessments for Week 13 from the *California Reveal Math TK* Assessment Guide aligned to Volume 1 of the Teacher's Edition:

## Weekly Record Sheets

**Weekly Record Sheets** gather evidence of children's participation and progress on math activities.



Weekly Record Sheet, Weeks 13 and 14

Directions:
- In the Week column, enter the date you started that week's activities.
- For Whole Group and Math Throughout the Year, enter the date to the right of the activity each time the class completes it.
- For the other columns, enter the start and end dates to the right of each activity.

Record Sheet Weeks 13 and 14

| Week | Whole Group | Hands On Math Center | Technology Center | Small Group | Home Connection | Math Throughout the Year |
|---|---|---|---|---|---|---|
| 13 | • Count and Move<br>• Build Cube Stairs<br>• Count and Move (Forward and Back)<br>• ***Vicky Zinga Andrew's Big Red Wagon***<br>• Order Cards<br>• "Five Little Monkeys" | • Build Cube Stairs<br>• Dinosaur Shop<br>• Places Scenes<br>• Order Cards | • Number Neighbors 1<br>• Number Neighbors 2<br>• Number Neighbors Free Explore | • Build Cube Stairs<br>• How Many Now? (Hidden version) | • Family Letter | • Cleanup<br>• Dinosaur Shop (Dramatic Play)<br>• Numerals Every Day |
| 14 | • Shape Flip Book<br>• Trapezoids<br>• Count and Move (Forward and Back)<br>• Mystery Box (Match)<br>• ***Building Shapes***<br>• Shape Step<br>• Mystery Box (Name)<br>• Technology Show | • Shape Flip Book<br>• Shape Pictures<br>• Mystery Box (Name)<br>• Shape Step | • Mystery Pictures 3<br>• Shape Match Turned 2<br>• Shape 4 Up Free Explore | • Mystery Box (Match and Name) | • Family Letter | • Counting Jar<br>• Dinosaur Shop (Dramatic Play)<br>• Guessing Bag<br>• Shape Walk |

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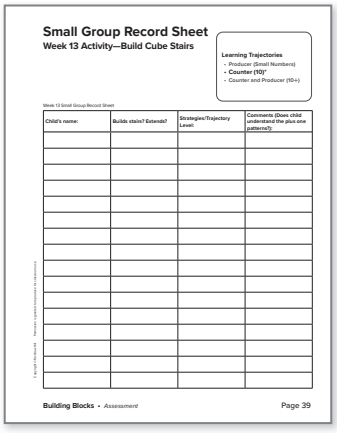

Small Group Record Sheet
Week 13 Activity—Build Cube Stairs

Learning Trajectories
- Producer (Small Numbers)
- **Counter (10)***
- Counter and Producer (10+)

Week 13 Small Group Record Sheet

| Child's name: | Builds stairs? Extends? | Strategies/Trajectory Level: | Comments (Does child understand the plus one pattern?): |
|---|---|---|---|
| | | | |

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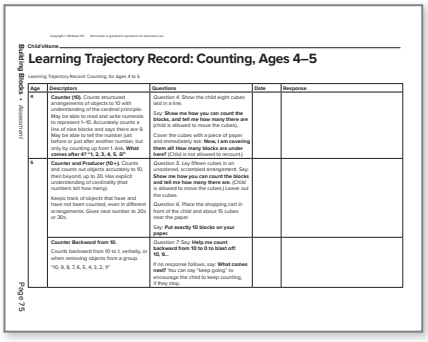
## Small Group Record Sheets

**Small Group Record Sheets** help track each child's participation in small group activities.

## Learning Trajectory Records

**Learning Trajectory Records** are intentionally designed to provide information on where a child may be in each learning trajectory.



Child's Name _____

Learning Trajectory Record: Counting, Ages 4–5

Learning Trajectory Record: Counting, for Ages 4 to 5

| Age | Descriptors | Questions | Date | Response |
|---|---|---|---|---|
| 4 | **Counter (10).** Counts structured arrangements of objects to 10 with understanding of the cardinal principle. May be able to read and write numerals to represent 1–10. Accurately counts a line of nine blocks and says there are 9. May be able to tell the number just before or just after another number, but may not be able to tell **what comes after 4? 1, 2, 3, 4, 5, 6?** | Question 4. Show the child eight cubes laid in a line.<br>Say: **Show me how you can count the blocks, and tell me how many there are.** [Child is allowed to move the cubes].<br>Cover the cubes with a piece of paper and immediately ask: **Now, I am covering them all! How many blocks are under here?** [Child is not allowed to uncover.] | | |
| 5 | **Counter and Producer (10+).** Counts and counts out objects accurately to 10, then beyond, up to 30. Has explicit understanding of cardinality (that numbers tell how many).<br>Keeps track of objects that have and have not been counted, even in different arrangements. Gives next number to 20s or 30s. | Question 5. Lay fifteen cubes in an irregular, scrambled arrangement. Say: **Count, and tell me how many cubes.** Say: **Now, count and tell me how many there are.** [Child is allowed to move the cubes.] Leave out the cubes.<br>Question 6. Place the shopping cart in front of the child and about 15 cubes near the paper.<br>Say: **Put exactly 10 blocks on your paper.** | | |
| | **Counter Backward from 10.**<br>Counts backward from 10 to 1, verbally, or when removing objects from a group.<br>"10, 9, 8, 7, 6, 5, 4, 3, 2, 1" | Question 7. Say: **Help me count backward from 10 to 0 to blast off: 10, 9...**<br>If no response follows, say: **What comes next?** You can say "keep going" to encourage the child to keep counting, if they stop. | | |

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The full Assessment Guide contains the masters for all of the assessments listed above for the entire *California Reveal Math TK* course.

# Weekly Record Sheets

The Weekly Record Sheets are used to record children's participation and progress on math activities.

Weekly Record Sheets are completed for all whole group, small group, center, technology, and everyday activities. Children's time in centers is an opportunity for teachers to complete observations.

## Procedure

- In the Week column, enter the date you started the week's activities.
- For Whole Group and Math Throughout the Year, enter the date to the right of the activity each time the class completes it.
- For the other columns, enter the start and end dates to the right of each activity.

# Weekly Record Sheet, Weeks 13 and 14

**Directions:**

- In the Week column, enter the date you started that week's activities.
- For Whole Group and Math Throughout the Year, enter the date to the right of the activity each time the class completes it.
- For the other columns, enter the start and end dates to the right of each activity.

Record Sheet Weeks 13 and 14

| Week | Whole Group | Hands On Math Center | Technology Center | Small Group | Home Connection | Math Throughout the Year |
|---|---|---|---|---|---|---|
| **13** | • Count and Move<br>• Build Cube Stairs<br>• Count and Move (Forward and Back)<br>• ***Victor Diego Seahawk's Big Red Wagon***<br>• Order Cards<br>• "Five Little Monkeys" | • Build Cube Stairs<br>• Dinosaur Shop<br>• Places Scenes<br>• Order Cards | • Number Neighbors 1<br>• Number Neighbors 2<br>• Number Neighbors Free Explore | • Build Cube Stairs<br>• How Many Now? (Hidden version) | • Family Letter | • Cleanup<br>• Dinosaur Shop (Dramatic Play)<br>• Numerals Every Day |
| **14** | • Shape Flip Book<br>• Trapezoids<br>• Count and Move (Forward and Back)<br>• Mystery Box (Match)<br>• ***Building Shapes***<br>• Shape Step<br>• Mystery Box (Name)<br>• Technology Show | • Shape Flip Book<br>• Shape Pictures<br>• Mystery Box (Name)<br>• Shape Step | • Mystery Pictures 3<br>• Shape Match: Turned 2<br>• Shape it Up Free Explore | • Mystery Box (Match and Name) | • Family Letter | • Counting Jar<br>• Dinosaur Shop (Dramatic Play)<br>• Guessing Bag<br>• Shape Walk |

# Small Group Record Sheets

The Small Group Record Sheets include opportunities to record observations of children as they participate in Small Group activities during each week.

## Procedure:

1. Find the correct Small Group Record Sheet for the activity being conducted; they are labeled for each week.
2. Copy each Record Sheet and fill in children's names.
3. Communicate to children what you will be assessing and what behaviors you will be looking for.
4. Conduct the activity, recording children's behaviors during or after the lesson.
5. Review findings. The learning trajectory levels are provided on the sheet to guide your review.
6. Provide feedback to children and their families about children's achievements based on your informal assessments.

# Small Group Record Sheet

## Week 13 Activity—Build Cube Stairs

**Learning Trajectories**

- Producer (Small Numbers)
- **Counter (10)***
- Counter and Producer (10+)

Week 13 Small Group Record Sheet

| Child's name: | Builds stairs? Extends? | Strategies/Trajectory Level: | Comments (Does child understand the plus one patterns?): |
|---|---|---|---|
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# Small Group Record Sheet

## Week 13 Activity—How Many Now?

**Learning Trajectories**

- Preverbal (+/−)
- **Small Number (+/−)***
- Find Results (+/−)

Week 13 Small Group Record Sheet

| Child's name: | Can "add on" 1, 2...? | Strategies/Trajectory Level: | Comments: |
|---|---|---|---|
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# Learning Trajectory Records

The Learning Trajectory Records on the following pages provide opportunities to identify children's levels on the developmental progressions from each learning trajectory or topic. Once a child exhibits a certain level of thinking for a trajectory, teachers should begin to encourage work towards the next level.

Such assessments are intended to inform instruction by helping teachers identify their children's proficiency in each area of mathematics. The results can also be compared to the ***Building Blocks*** digital activity report.

## Procedure:

1. Collect any materials needed for each assessment.
2. Assess children individually.
3. Make an educated guess as to what level the child is capable of exhibiting or start with the first question.
4. Ask the first question. Provide time for the child to respond.
5. Evaluate and record the response.
6. If the child responds correctly with confidence, move on to the next question.
7. If the child responds incorrectly or hesitates, provide a prompt to make sure that the child has not misunderstood.
8. If the child again responds incorrectly or is confused, move backward to an earlier level, if one exists, to see what level of thinking the child is capable of showing.
9. Record the date for each level that was exhibited on the assessment on the Learning Trajectory Record.

**Child's Name** _____

# Learning Trajectory Record: Counting, Ages 4–5

Learning Trajectory Record: Counting, for Ages 4 to 5

| Age | Descriptors | Questions | Date | Response |
|---|---|---|---|---|
| 4 | **Counter (10).** Counts structured arrangements of objects to 10 with understanding of the cardinal principle. May be able to read and write numerals to represent 1–10. Accurately counts a line of nine blocks and says there are 9. May be able to tell the number just before or just after another number, but only by counting up from 1. Ask, **What comes after 4? "1, 2, 3, 4, 5. *5!*"** | *Question 4.* Show the child eight cubes laid in a line.<br>Say: **Show me how you can count the blocks, and tell me how many there are** (child is allowed to move the cubes)**.**<br>Cover the cubes with a piece of paper and immediately ask: **Now, I am covering them all! How many blocks are under here?** (Child is not allowed to recount.) | | |
| 5 | **Counter and Producer (10+).** Counts and counts out objects accurately to 10, then beyond, up to 30. Has explicit understanding of cardinality (that numbers tell how many).<br>Keeps track of objects that have and have not been counted, even in different arrangements. Gives next number to 20s or 30s. | *Question 5.* Lay fifteen cubes in an unordered, scrambled arrangement. Say: **Show me how you can count the blocks and tell me how many there are.** (Child is allowed to move the cubes.) Leave out the cubes.<br>*Question 6.* Place the shopping cart in front of the child and about 15 cubes near the paper.<br>Say: **Put exactly 10 blocks on your paper.** | | |
| | **Counter Backward from 10.**<br>Counts backward from 10 to 1, verbally, or when removing objects from a group.<br>"10, 9, 8, 7, 6, 5, 4, 3, 2, 1!" | *Question 7.* Say: **Help me count backward from 10 to 0 to blast off: 10, 9...**<br>If no response follows, say: **What comes next?** You can say "keep going" to encourage the child to keep counting, if they stop. | | |

Child's Name _____

# Learning Trajectory Record: Counting, Age 6

Learning Trajectory Record: Counting, for Age 6

| Age | Descriptors | Questions | Date | Response |
|---|---|---|---|---|
| 6 | **Counter from N (N + 1, N − 1).** Counts verbally and with objects from numbers other than 1 (but does not yet keep track of the number of counts). Immediately determines numbers just after or just before.<br><br>Can determine numbers just after or just before immediately. Asked, **"What comes just before 7?" says, "Six!"** | Remove all objects.<br><br>*Question 8.* Say: **Let's practice some counting. Please count to 10, starting at 4.** (If a child starts at 1, interrupt by saying: "Please start at 4 and count to 10.")<br><br>*Question 9.* **Can you help me, what number comes right after 5?**<br><br>Child is at this level if they answer immediately, without counting from 1. | | |

Grade TK

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# Assessment Guide Sampler

INCLUDES:

- **Weekly Record Sheets**
- **Small Group Record Sheets**
- **Learning Trajectory Records**

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