TEAM
TOOLS for EARLY ASSESSMENT in MATH

PreK-2 Sampler
Provide students with familiar scenarios to aid in understanding assessment questions.
Online data gathering is quick, instant, and compatible with Apple’s iPhone, iPod touch, and iPad.
TEAM Online is a web-based application and has the capability to administer test questions and instantly score responses.

**Item 4: Counting**

**A. Assess**
1. In front of the child on the shopping cart place 5 bananas in a horizontal line, equally spaced.
2. "I bought these bananas. Count these bananas to tell me how many there are." "Yo compré estos plátanos. Cuenta estos plátanos y dime cuántos hay." Child is allowed to touch bananas.

**B. Results**

**Response Code**
- 4A: Incorrect
- 4B: Correct and either said "5" or enumerated each item out loud up to 5, keeping one-to-one correspondence
- 4C: No response

**Strategy Codes**
- 4B: Did the child point to or touch the items?
  - Code 4B:
    - Yes
    - No
    - NA
- 4C: What did the child do?
  - Code 4C:
    - Said an incorrect number (assumed guess)
    - Pointed at some bananas more than once
    - Skipped some bananas
    - "Skim" or "flurry" error, pointing over all or several at a time
    - Omitted saying some number words
    - Repeated saying some number words
    - Other describe (Assessment Record)
    - NA

*Strategy codes give further insight into student thinking and result in more accurate reporting.*
**Teacher Flipbook Assessment**

**A Assess**

1. In front of the child on the shopping cart place 5 bananas in a horizontal line, equally spaced.

2. "I bought these bananas. Count these bananas to tell me how many there are." "Yo compré estos plátanos. Cuenta estos plátanos y dime cuántos hay." Child is allowed to touch bananas.

**Materials**

- Page 3
- Item 4

**B Results**

**Response Code**

- 0 = incorrect
- 1 = correct
- 5 = enumerated each item out loud up to 5, keeping one-to-one correspondence
- 9 = no response

**Strategy Codes**

- **4A:**
  - Did the child point to or touch items?
  - Code 4A:
    - 0 = no
    - 1 = yes
    - 9 = NA

- **4B:**
  - Skipped some bananas
  - "skim" or "flurry" error, pointing over all or several at a time

- **4C:**
  - What did the child do?
  - Code 4C:
    - 1 = said an incorrect number (assumed guess)
    - 2 = pointed at some bananas more than once

**See Teacher’s Guide for Analyzing Results**

*Strategy codes give further insight into student thinking and result in more accurate reporting.*
Comparing and Ordering Numbers

A Assess

1. Place your shopping cart in front of yourself and the child’s shopping cart in front of the child. Point to the shopping carts and say “Pretend this is my shopping cart and this is your shopping cart.” “Imaginate que éste es mi carrito de compras y éste es tu carrito de compras.”

2. Put 3 inch cubes covered with food labels (called “boxes” here) on your paper in a horizontal line equally spaced, with about a box’s distance in between.

   * “I put some boxes of food in my cart. Now I’m going to make yours look just like mine.” “Yo pongo algunas cajas de comida en mi carro. Ahora, voy a hacer que tu carro se vea igual que el mío.”

   * “Put 3 boxes on child’s paper; gesture to the two papers, then remove all boxes.

3. “Now I’ll put some boxes in my cart.” “Ahora, yo voy a poner algunas cajas en mi carro.”

   * Put 2 boxes in your cart. Place 6 boxes randomly near child’s paper and say “Make yours look just like mine.” “Haz que tu carro sea igual que el mío.”

B Results

See Teacher’s Guide for Analyzing Results

Response Code

3A:
0 = incorrect
1 = correct
(places 2 in any arrangement)
9 = no response
**Teacher Flipbook Assessment**

### Length Measurement

#### Assess

1. Place the card showing two pencils and the nine-centimeter-long green strip in front of the student.

2. "Here are pictures of two pencils. I want to use the longer pencil. Which of these pencils is longer? You can use this strip to help you."
   "Este es el dibujo de dos lápices. Yo quiero usar el lápiz más largo. ¿Cuál de estos dos lápices es el más largo? Puedes usar esta tira como ayuda."

#### Materials

- page 203
- [Image]

#### Next Item

- page 205
- [Image]

#### Results

<table>
<thead>
<tr>
<th>Response Code</th>
<th>Strategy Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>103A: 0 = incorrect 1 = correct</td>
<td>1 = used strip to compare 2 = used substitute for strip to compare (for example, body part) 3 = verbalized a guess 4 = indicated multiple answers (for example, &quot;both are longer,&quot; and so on)</td>
</tr>
<tr>
<td>10 = other (describe on Assessment Record) 11 = strategy could not be observed 12 = NA</td>
<td></td>
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</tbody>
</table>

*Strategy codes give further insight into student thinking and result in more accurate reporting.*
Comparing Shapes

A Assess

Gesture to the picture on the student page. Say, “If you could pick up these two shapes, could you make one shape fit exactly on the other?” “Si pudieras levantar estas dos figuras, ¿podrías colocar una figura exactamente encima de la otra?”

If ... the student points and says something like “I can’t pick them up,” Then ... ask, “Are these two the same shape and the same size?” “¿Son estas dos figuras de la misma forma y del mismo tamaño?”

B Results See Teacher’s Guide for Analyzing Results

Response Code

11BA:

0 = incorrect
1 = correct (said “no,” “different,” or shook his/her head)
9 = no response
Teacher Online Management

Classroom Management tool is easy to navigate and find information on your students.

### Class Management

#### Class Roster

<table>
<thead>
<tr>
<th>Students Name</th>
<th>Math Competency</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Betty Brown</td>
<td>91.15</td>
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<td>Marcus King</td>
<td>87.78</td>
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<tr>
<td>Alex Fitzgerald</td>
<td>93.5</td>
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<td>Anne Klein</td>
<td>In Progress</td>
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<td>Kyle Evans</td>
<td>In Progress</td>
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<td>Fatima Inez</td>
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</tbody>
</table>

### Class Information

- **Class Name:** Mrs. Baker
- **Class Description:** Mrs. Baker's Kl...
- **Grade:** Kindergarten
- **Date Created:** 08/20/2010
- **Math Products:**
  - 2nd Number Words
  - 2nd Building Blocks

### Testing Time Period

- **Beginning of the Year:**
  - From: 08/25/2010
  - To: 11/19/2010
- **Middle of the Year:**
  - From: 11/22/2010
  - To: 02/04/2011
- **End of the Year:**
  - From: 03/07/2011
  - To: 06/03/2011

### Math Competency Grade Level Target Scores

- Pre-K: 71.81
- K: 90.7
- 1st: 105.51
- 2nd: 115.57

- ![Icon](image) = Below Level
- ![Icon](image) = On Level
- ![Icon](image) = Above Level
Student progress summary reports show students scores in subject and learning trajectory among expected average.
Predicts student state standards proficiency.

### Student Standards Report

This report indicates the grade level math standards in which the student has displayed a level of confidence. This report also indicates the standards in which the student has displayed a level of not confident. Please consider the time of year the assessment was administered (beginning, middle, or end of school year) and which skills have been taught already and which will be taught later in the year when viewing this report.

<table>
<thead>
<tr>
<th>Status</th>
<th>Standard Results</th>
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<tbody>
<tr>
<td>Confident In Standard Proficiency</td>
<td>2.2.0, 2.2.1, 2.2.2, 2.2.3, 2.2.5</td>
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<tr>
<td>Not Confident In Standard Proficiency</td>
<td>2.2.4</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>2.2.6</td>
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**Number and Operations**
- Recognize when an estimate is reasonable.
Diagnostic data provides prescriptions that can be implemented into current math curriculum.

Teacher Online Management

Activities for:
- Everyday Mathematics
- Building Blocks
- Number Worlds
- Math Connects
- and more!
TEAM
TOOLS for EARLY ASSESSMENT in MATH

www.team.mcgraw-hill.com/