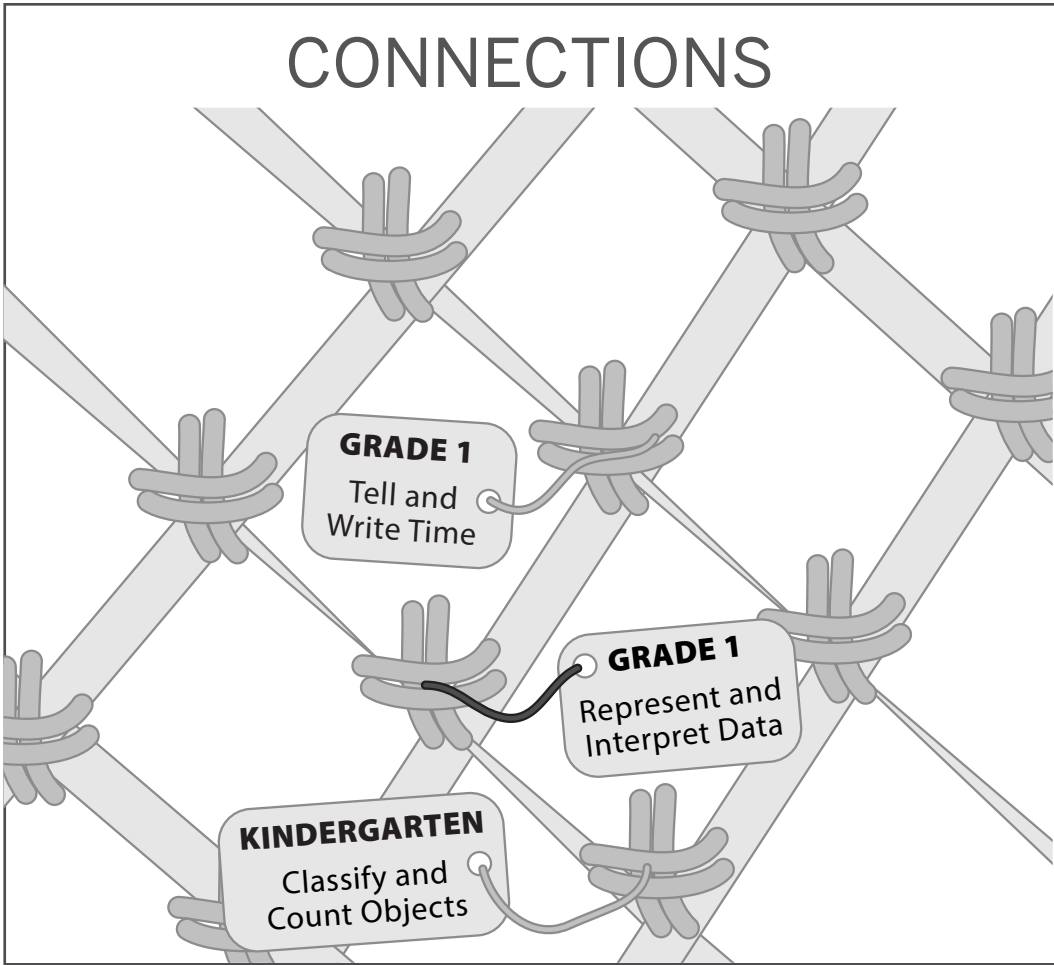


MATH K-1 Common Core Assessments

Kindergarten/Grade 1

INTRODUCTION



Introduction to Connections

The assessments associated with the connections group cut across learning progressions. They are designed to help students and teachers make meaningful connections among standards.

- **Classify and Count Objects** connects counting with comparing numbers. This is an obvious and natural connection. One of the main reasons we count objects is to compare the magnitude of groups of objects. This concept leads into early work with data.
- **Represent and Interpret Data** connects measurement and data representation with adding and subtracting. Students have the opportunity to collect data using measurements. They can use the data as context for solving problems involving counting, comparing numbers, and addition and subtraction.
- **Tell and Write Time**, these are important skills in their own right. Working with analog clocks can be connected to decomposing and partitioning shape and with counting and comparing. Time will provide meaningful context for addition and subtraction problems in higher grades.

Some of the tasks in the connections group are tied to more than one learning progression. The related progressions are included in each assessment packet.

The assessments include:

- a blueprint (showing the specific common core standards targeted);
- directions for administration;
- a scoring sheet/interpretation guide;
- a copy of the learning progressions;
- a guide to creating instructional groups.

The scoring sheet/interpretation guide makes it easy to record student responses and interpret students' approximate developmental levels with respect to the learning progressions. You can use the instructional grouping guide to create groups of students at approximately the same level who need experience working on the same or similar activities.

References

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McCallum, Bill and The Common Core Standards Writing Team. *Progressions for the Common Core State Standards in Mathematics* (draft). Web. 20 June 2012. <<http://ime.math.arizona.edu/progressions/>>.

Webb, L. Norman. *Depth of Knowledge Levels for Four Content Areas*. Unpublished paper. 2002.